

Syllabus



Pre-AP English I
C. Glassel – WPHS

Goals: Students will, upon completion of the course, be able to read, understand, analyze, and write coherently about the different genres of literature. Students need to be able to recognize and understand the complex meanings that lie beneath the surface of the text. However, recognition and understanding are not enough. They are the beginning. For literature to have any significance, it must intersect with our lives. Thus, students must also be able to draw connections between life and the themes of the work. Through expository writing, analytical essays, and other various media, students must demonstrate their understanding of the work and its relevance to human existence.

Means: Accomplishing the task that lies before us requires instruction and a great deal of practice. The following list of works is subject to alteration as the needs of the class dictate. However, it should provide everyone with a clear idea of the types (and level) of literature we will read and analyze throughout the year in an effort to hone our skills. As a tested course, we are somewhat constrained by the requirements of the state and our reading list must reflect that. To that end, the works are arranged by genre.

- **Summer reading:** To establish key themes we will revisit throughout the year, to provide me with a baseline reading of their skill levels, and to practice their analysis and composition skills, students will read the assigned novel and complete the summer-reading project (available on my Google Classroom site).
  - Summer reading packet
  - *The Forgetting* by Sharon Cameron
  - "The Lottery" by Shirley Jackson

- **Establish expectations:** Before going into too much depth, we need to establish the basic expectations for Pre-AP work. The students need a clear understanding of the new level of rigor associated with taking (and passing) a high-school Pre-AP class.
  - Course description
  - AP writing rubric

- **Introduction to literary analysis:** In order to prepare the students for future AP courses and college, it is imperative that they are introduced to literary analysis and the particular skills and modes of thought required to comprehend, more fully, the import of the text.
  - *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

- **Short stories:**
  - "The Most Dangerous Game" by Richard Connell
  - "He-y, Come on Ou-t!" by Shinichi Hoshi
  - "The Price" by Neil Gaiman
  - "The Princess and the Tin Box" by James Thurber
  - "Abraham's Boys" by Joe Hill
  - "Umkhungo" by Matthew Jankes

- "Tuba Atlantic" by Hallvar Witzo
- "Uncanny Valley" by Federico Heller
- Short films and other short fiction yet to be named

- **Nonfiction:**
  - "My Mother" by Harlan Ellison
  - "The Feast" by Peyton Marshall
  - "The Chameleon" by David Grann
  - "Juggle and Cut" by Caleb Slain
  - "The Witmans" by Joe Lee
  - Short films and other short non-fiction yet to be named

- **Drama:**
  - *12 Angry Men* by Reginal Rose
  - *Much Ado About Nothing* by William Shakespeare

- **Poetry:**
  - "Epitaph" by Dorothy Parker
  - "When You are Old" by William Butler Yeats
  - "After Love" by Sarah Teasdale
  - "Orpheus" by Robert Kelly
  - "Lay Back the Darkness" by Edward Hirsch
  - "Futility" by Wilfred Owen
  - "The World is Too Much With Us" by William Wordsworth
  - "O Taste and See" by Denise Levertov
  - "One Art" by Elizabeth Bishop
  - "Porphyria's Lover" by Robert Browning
  - Other poems yet to be named

- **Novels:**
  - *Lord of the Flies* by William Golding
  - *Of Mice and Men* by John Steinbeck

- **STAAR Preparation:** While practicing the test itself is not the central focus of the course, it is necessary. Of primary importance is helping the students become comfortable writing cohesive essays and SAQs in the time allotted. Additionally, they need to be familiar with the test format and the types of questions asked and be able to dissect the questions. Beyond that, their individual aptitudes and skill sets will determine their performance.

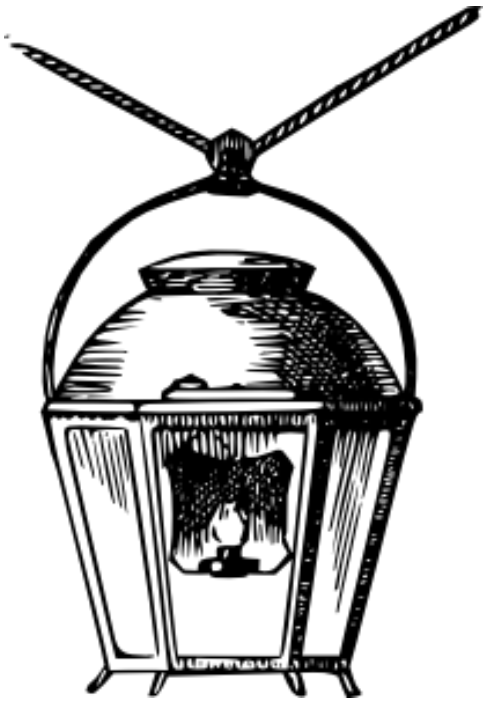
GRADING: This course will adhere to the Advanced Placement guidelines regarding academic expectations. Toward that end, no retakes are allowed. It is vital that students learn to budget their time and energy in preparation for the adult world of employment and responsibility. Moreover, as this course prepares students for college-level classes, I am bound to assess them commensurately. That means that regurgitating facts and parroting opinions is no longer sufficient. In order to succeed in this class, students will need to bring their own ideas to the table and be prepared to defend them in cogent, well-crafted language.

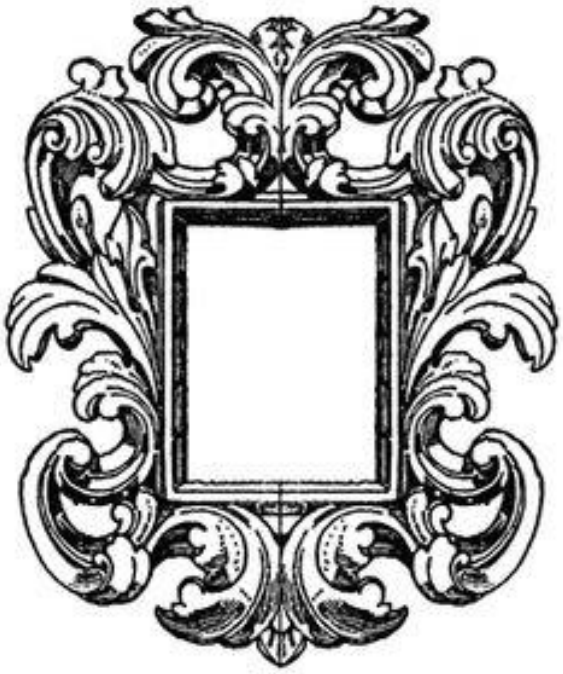
Understanding and remembering the plot is now the *baseline* expectation. The coursework assumes that students read quickly, capably, and above their grade level. Students who do not will struggle with both the amount of reading and the difficulty of the works.

That struggle, however, is not without reward. Students who enroll in Pre-AP courses receive a significant boost to their weighted grade. Those grade points are, as previously stated, a reward and *not* a gift. Meeting baseline expectations in a senior AP course does not warrant an "A." It warrants a "C" which indicates average work completed on time. In order to earn their accustomed grades, students must be prepared to work hard, learn from corrections, and adjust to the rigor of the course.

A (100 – 90)	=	Exemplary work which exceeds expectations for a student of this grade level
B (89 – 80)	=	Good work which not only meets expectations, but–in some areas–exceeds them
C (79 – 70)	=	Decent work which meets expectations but does not exceed them
F (69 – 0)	=	Subpar work which does not meet expectations for a student of this grade level

No retakes





Student

I acknowledge that I have been made fully aware of the rigors and requirements inherent to AP courses and agree to abide by those requirements. I understand that failure to meet those requirements will adversely affect my grade and may result in removal from the AP course in question in order to best serve my academic needs. I further understand that the window for voluntary withdrawal from the course ends seven (7) days after class begins. Additionally, I acknowledge that I have been informed that enrollment in this class constitutes an agreement that I will take the AP Literature and Composition test as my final exam. Finally, I understand that failure to submit this signed form by the first day of class will result in my removal from the AP course in question.

Signature: _____ Date: _____

Parent / Guardian

I acknowledge that I and my student have both been made fully aware of the rigors and requirements inherent to AP courses. I understand that my student's failure to meet those requirements will adversely affect his/her grade and may result in their removal from the AP course in questions in order to best serve their academic needs. I also understand that the window for voluntary withdrawal from the course ends seven (7) days after class begins. Furthermore, I acknowledge that I have been informed that enrolling my student in this class constitutes an agreement that he/she will take the AP Literature and Composition test as his/her final exam. Finally, I understand that failure to submit this signed form by the first day of class will result in my student's removal from the AP course in question.

Signature: _____ Date: _____

