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Room 309

Office Hours:
(by appointment)
Plan Period: 2nd & 7th
Before School : 730-750
After School: 2:35-4

AP Literature & Composition

COURSE OVERVIEW

Welcome to AP English Literature and Composition! This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements such as the use of figurative language, imagery, symbolism and tone. There is also a heavy emphasis on preparing students for the rigor of college composition and research.

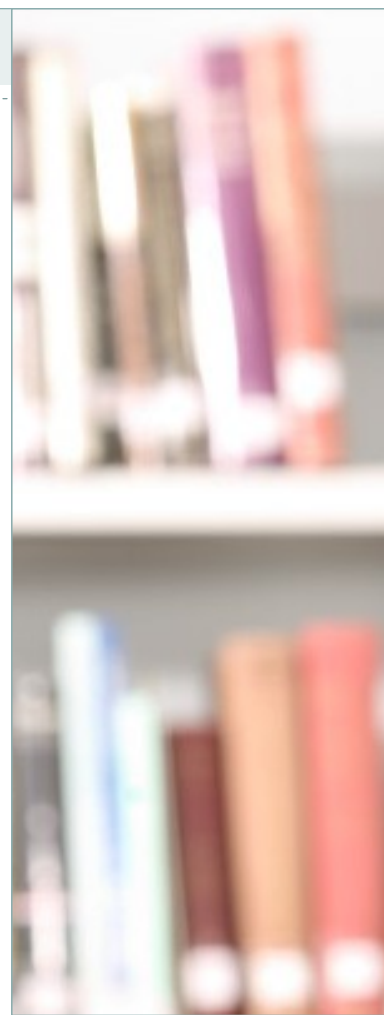
COURSE GOALS

Upon completing the AP English Language and Composition course, then, students should be able to:

- ◆ analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- ◆ apply effective strategies and techniques in their own writing;
- ◆ create and sustain arguments based on readings, research and/or personal experience;
- ◆ write for a variety of purposes;
- ◆ produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, strong explanations and clear transitions;
- ◆ demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- ◆ demonstrate understanding of the conventions of citing primary and secondary sources;
- ◆ move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- ◆ write thoughtfully about their own process of composition;
- ◆ revise a work to make it suitable for a different audience; and
- ◆ evaluate and incorporate reference documents into researched papers .

LOOK INSIDE!

Materials Needed	2
Class Expectations/Rules...	2
Google Classroom.....	2
Homework Policies	3
Absent Policies	3
Late Policies.....	3
Binders and Journals	4
Grading	5
Independent Reading.....	5
Extra Credit	6
Major Works Data Sheets ..	6
Vocabulary.....	6
Discussion.....	7
Plagiarism/Cheating	7
Discipline	7
Tardiness	7
Overview of AP Exam.....	8
Projected Series of Events..	9





RULES & EXPECTATIONS

- ◆ Stay in dress code.
- ◆ Please clean up after yourself.
- ◆ No food or beverages permitted in class at any time.
- ◆ Technology is only used for instructional purposes. You must ask Mrs. Hirzel before each use.
- ◆ Gum is not allowed in class.

Be Respectful.
Be Responsible.
Be Resourceful.
Be Reasonable.

“Reading a book is like re-writing it for yourself. You bring to a novel anything you read, all your experience of the world. You bring your history and you read it in your own terms.” ~Angela Carter

MATERIALS NEEDED

- ◆ 1 binder (preferably 1.5-2 inches)
- ◆ 1 notebook (with 3 hole-punches so it fits inside the binder)
- ◆ 5 tab dividers for the binder
- ◆ Filler Paper
- ◆ 1 folder
- ◆ Post-its
- ◆ Highlighters in various colors
- ◆ Grading pens (any other color than blue/black)
- ◆ Blue and black pens
- ◆ Pencils
- ◆ The Holy Name Writing Handbook (\$5 dollar replacement fee)
- ◆ AP Textbook (\$73 Replacement)

GOOGLE CLASSROOM


Our classroom does not stop once you leave the room. In AP Lit. & Comp., we use a virtual classroom where we will engage in discussions, watch videos, write posts, and turn in assignments.

This year we will use Google Classroom to organize us and take our assignments to the next level. You will enroll in the class and it will work as a supplement for our physical classroom. **You are expected to check Google Classroom daily in order to be up-to-date with our class.**

There is also a classroom webpage where students and parents can find daily assignments as well as a calendar of events.

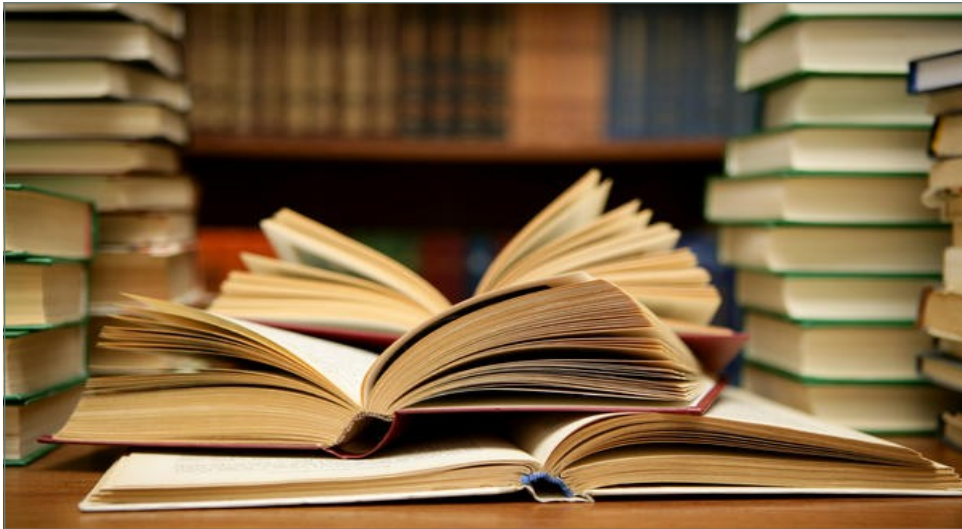
Parent Webpage: Hirzel.weebly.com

How to Sign Up:

- ◆ Sign in to your Holy Name Gmail account
- ◆ Click the Google Apps button in the top right corner → 
- ◆ Click **“More”**
- ◆ Click **“Classroom”** (all the way at the bottom)
- ◆ Click **“I am a student”** DO NOT CLICK TEACHER! THIS WILL RESULT IN A LOT OF HASSLE FOR YOU!
- ◆ Type in your period’s access code.

6th Period: fj4dpm

8th Period: qk8vljw



"That is part of the beauty of literature. You discover that your longings are universal longings, that you're not alone and isolated from anyone. You belong." ~F. Scott Fitzgerald

HOMEWORK

All homework and large assignments should be attempted and completed in full prior to entering the room. One of the worst things you could do in this class is give up on an assignment. If you are frustrated, question why you are frustrated and use your resources to preserve to complete the assignment. You will be surprised what you can accomplish with a solid effort and resourcefulness. Please do not hesitate to ask for clarifications when the assignment is given by the teacher to ensure that you fully understand what is expected. You can always email me: ahirzel@holynamehs.com.

Reading Assignments: I EXPECT STUDENTS TO BE PREPARED WHEN COMING INTO OUR CLASSROOM. **You can expect 25-50 pages of reading a night.** That means you must read the material well enough to have a good knowledge and comprehension of all readings/material assigned when you walk into the classroom. That may mean you may have to read material twice or more to fully understand and remember it. **Tip:** While reading take notes, write down any questions, or make vocabulary note cards to reinforce the material and so you can participate fully in class.

Sparknotes/Cliffnotes/Shmoop: Sometimes these websites can help you understand the important aspects of a reading assignment. However, I will warn you that they tend to get in the way of you actually learning how to decode the text in front of you. **Please, do not use these to spoil your reading experience. We are focusing on the art of language in our class. These websites will not help you fulfill the assignments that I expect out of college students.**

ABSENCES

If you have a planned absence you must see me in advance to make arrangements for missed work. When absent for any reason, please do the following:

◆ Check Google Classroom **before coming to class** to see what you have missed.

◆ Check the **absent crate** in the "Student Resource Center" for missed hand-outs

◆ **Have questions?** Check with a friend or look on **Google Classroom** again.

◆ **Still have questions?** Check with Mrs. Hirzel after class or after school.

◆ **Miss a test or quiz?** Sign up for make-up test date on the sign up sheet near the "Student Resource Center." It must be before or after school within 2 days of the missed test date. If you are not here on a test day, you will be given a different version of the quiz or test than those taking it on the test day. This test will cover the same material, but will be in a different format.

**YOU CANNOT MAKE UP
A QUIZ/TEST
DURING CLASS**

LATE WORK

Late Policy:

- ◆ Late work in our class is any work that is not with you when you enter the classroom. That includes leaving it in your locker, car, home, etc. You always have the option of emailing me your assignments or completing them on Google Classroom.
- ◆ **20% Off** each day late. Students can still receive feedback on items if turned in later than **FIVE days**, but will not receive points.
- ◆ The teacher reserves the right to not accept certain assignments late (such as large research papers or some items gone over in class). However, students will have fair warning and they will be announced ahead of time.

PINK SHEETS:

Students who do not complete their assignments must fill out a Missing Assignment Sheet or “Pink Sheet” which asks students to give reasons for why the assignment is late/missing as well as asks if the students needs any interventions to help them complete the assignment.

When the student finally completes his or her missing assignment, he or she will turn it in to the **late tray**.

IMPORTANT: Students who miss my class, but come in later in the day are responsible for turning in their homework or project to me **THAT DAY** or it will be considered late.

YOUR BINDER

The chief organizing principle of this course is the development of a student writing portfolio.

Throughout the course, students will organize and reflect on all writing assignments. There will be reflection activities each quarter and students will turn in a writing portfolio at the end of the year reflecting on their growth as a reader, writer, and thinker.

Students are responsible for keeping track of their written work and organizing it throughout the year.

Assignments that can be included in the final portfolio include narrative, argumentative, analytical, and expository writing in the form of literary analysis, college application essays, reader’s logs, comparative evaluations of film, interpretations of text, responses to close reading questions, development of essential questions, and creative writing.



BINDER SET UP

Section I: Writing Journal (notebook)

Section II: Notes/Handouts

Section III: Graded Writing (for writing portfolio)

Section IV: Assessments

Section V: AP Testing Materials

YOUR WRITING JOURNAL

You will devote a notebook which can be placed in your binder to record your reactions to the literature we will read this year. This writing journal should NOT have class notes in it and will be used ONLY for in-class writing reflection and reading notes you take as you complete your reading assignments. The majority of your annotations should be housed here.

Each entry will be labeled and journals may be randomly checked throughout the semesters to ensure students are actively reading at the AP level.

You should use your writing journal as a jumping off point to participate in discussions, complete in-class assignments, and complete your Major Work Data Sheets for each work.

GRADING

A: Exceptional Work: A student has gone above and beyond the assignment in terms of effort and insight.

B: Above Average Work: Solid effort and intelligent insight is obvious in the assignment.

C: Average Work: A student has completed the required components with effort and insight.

D: Below Average Work: A student has not met the requirements for the assignment, but effort was evident.

F: Unsatisfactory Work: A student has not met the requirements of the assignment and/or little effort is evident.

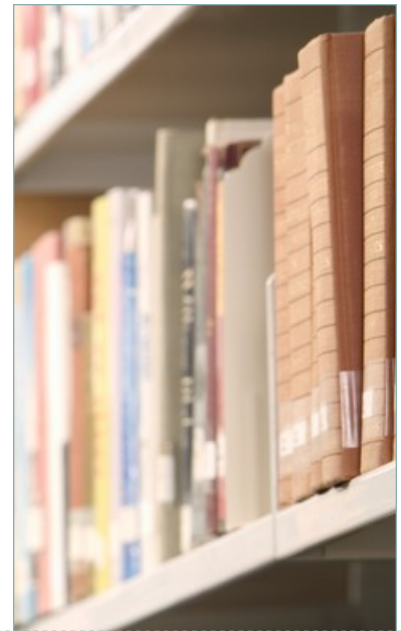
A+: 98-100 A: 95-97 A-: 93-94

B+: 90-92 B: 87-89 B-: 85-86

C+: 82-84 C: 79-81 C-: 77-78

D+: 75-76 D: 72-74 D-: 70-71

F: 0-69



“No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance.” ~Confucius

INDEPENDENT READING

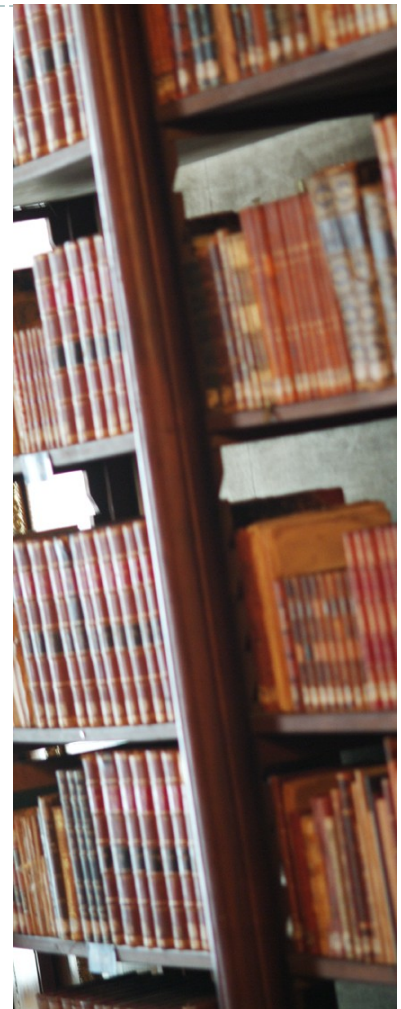
Throughout the course students are asked to read **SIX** additional books to the course texts. These must be texts that you have never read before (we will revisit some previous texts later in the year). One from each category should be read by the end of each Quarter [Example: By the end of quarter one, Jane Doe read Yann Martel’s *Life of Pi* (AP) and Suzanne Collins’ *The Hunger Games* (choice). Each quarter there is a different project assigned.

THREE AP TEXTS:

THREE of these texts must be from the AP level texts (there are lists in our Resources Folder on Google Classroom) and authors in your text book. In Q1 you will read a fiction selection. In Q2 you will read a drama selection. In Q3 you will read a poetry collection. Each text must be approved by Mrs. Hirzel (to ensure that we will not be doing a class study on that particular text). My suggestion is to read AP texts in various time periods so that you will have more fuel and experience for the AP Test.

THREE “YOUR CHOICE” TEXTS:

The additional **THREE** texts can be any text you want to read. The purpose of this is to continue to foster your love of reading and the written word. This will also break up your required reading. These should still be full texts, but can be fiction, nonfiction, drama, etc. You are welcome to read more books off the AP List as your “your choice” texts.





EXTRA CREDIT

Extra credit is given out in the form of “Hirzel Bucks.” This is a very valuable currency that is given out during class review or for exceptional performance. There will be a “cash out” at the end of each quarter; however, do not expect to rely on extra credit to save your grade.

◆ Turning in homework past due date (25% penalty)	2 HB
◆ Redoing assignment (grade averaged)	5 HB
◆ Extra Credit on Midterm/Final Exams	1 HB/point

*“Reading is the sole means by which we slip involuntarily, often helplessly, into another’s skin, another’s voice, another’s soul.”
~Joyce Carol Oates.*

SUGGESTIONS FOR MAJOR WORKS DATA SHEETS

- ◆ These sheets are pretty extensive, but are invaluable come April and May while you are studying for the AP exam.
- ◆ It is in your best interest to complete these in a timely fashion. My suggestion is to **do them as you read.**
- ◆ Nothing is worse than attempting to do a MWDS the night before it is due.
- ◆ These should be a collection of **YOUR analysis on the novel**, not a collection of Sparknotes. This is considered plagiarism and will result in a 0 and a JUG.

6

MAJOR WORKS DATA SHEETS

These are extensive study guides that we will complete at the end of each major work we finish. This will keep all your analysis and important facts about novels/dramas in one place. Although, it seems like a lot at first, these will be invaluable when reviewing for the AP Test in April and May.

VOCABULARY

Students at this level are expected to read texts well and understand them to the best of their ability. This includes knowing the vocabulary and words that are in front of them. Good readers constantly look up words they do not understand. **While reading I expect students to look up words they do not know and annotate them in some way** (in the book itself, in a vocabulary journal, on a post-it, etc.).

In addition to simply looking up vocabulary, students will be regularly tested on the Princeton Hit Parade vocabulary words. We will use these words in our writing and class work in order to retain the information. **These will be quizzed in the “Elephant Quiz” style, where any vocabulary word is fair game on any quiz.**



"There is no friend as loyal as a book." ~ Ernest Hemingway

DISCUSSION

Vivid and lively discussion is a cornerstone to our class. On a daily basis you will be asked to respond verbally to what you have read and what other classmates have said. We will use a variety of discussion techniques such as Socratic seminars, fish-bowl conversations, and debates. It is imperative that you participate well in these discussions. Participation grades as well as discussion notes will be used to ensure positive participation. Good discussion is comprised of:

- ◆ Active listening (you are focused on the speaker)
- ◆ Active participating (responding to ideas and sharing feelings)
- ◆ Asking questions for clarification and development of ideas
- ◆ Piggybacking off others' ideas
- ◆ Disagreeing constructively (no put downs: focus on the topic, not the person)
- ◆ Focusing on discussion (body posture and eye contact)
- ◆ Supporting opinions with textual evidence
- ◆ Encouraging others
- ◆ Letting others speak (your ideas are not the only ones)

Throughout the year, we will use many techniques to ensure that discussions are constructive. We will also use a variety of ways to prepare for these discussions on literature.

DISCIPLINE

Please see the Holy Name Student Handbook for the disciplinary code of conduct. I abide strictly by this. In general, I believe that you are capable of controlling yourselves well enough to participate in classroom activities and procedures as the respectful and eager-minded young people I perceive you to be. However, acting against this perception will lead to strict adherence to the disciplinary code. If you have ANY questions please see me for further explanations.

PLAGIARISM & CHEATING

Cheating and Plagiarism will not be tolerated in any form (please refer to the Holy Name Student Handbook's section on Plagiarism and Cheating). **A JUG and a zero on the assignment will be issued.** Students will also be required to do a **research assignment** on the topic of plagiarism. A main purpose of many courses is to learn how to express YOUR OWN ideas through writing. I will be truly appalled and severely disappointed if academic dishonesty (including cheating on homework and tests) is seen in our classroom.

TARDINESS

Students tardy to class must obtain admittance permits from the office. Three tardies in a grading period will earn a Saturday school. Your tardiness is a disruption to your classmates and our classroom activities. Be ready to start at the bell, please.

AP EXAM SCORING

The Readers' scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a score on AP's 5-point scale. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

- 5 Extremely well qualified
- 4 Well qualified
- 3 Qualified
- 2 Possibly qualified
- 1 No recommendation

AP Exam scores of 5 are equivalent to A grades in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A-, B+ and B in college. AP Exam scores of 3 are equivalent to grades of B-, C+ and C in college.

AP TEST MULTIPLE CHOICE

The AP Exam in English Literature and Composition is three hours in length and consists of two parts:

Section I—Multiple Choice (55 questions, one hour)

During the first hour, students answer multiple-choice questions based on four or five passages that they have probably not seen before. These selections are excerpts from novels or plays or complete poems representing various periods of English and American literature from the sixteenth to the twenty-first century. The works included are those that are often taught in an introduction to literature course in college. The multiple-choice questions test a student's ability not only to understand the texts but to read them analytically and to understand how writers use language to produce certain effects. Thus, the questions require students to take into consideration such elements as diction, tone, irony, point of view, characterization, use of figurative language, and genre. In short, these questions are like those a teacher might ask in a class devoted to paying close attention to the details and subtleties of both the form and content in a work of literature.



AP FREE RESPONSE

Section II—Free Response (3 questions, two hours)

The second part of the exam, the free-response section, comprises three essay questions.

The first two present students with texts for analysis; one question requires analysis of a poem (or pair of poems); the other, analysis of a prose passage from a novel or play. Students are required to do more than merely paraphrase the texts or identify their literary devices. The questions ask them to show how the authors use language (including the literary elements mentioned above) to produce meaning. These analytical questions usually direct students to concentrate on an aspect of the text that is particularly significant, for example, the importance of a particular image in a poem or the relationships among characters who appear in a prose passage.

The third essay question, known as the “open question,” asks students to discuss a generalization about an aspect of literature (for example, a theme, a structural element, or a type of character) by analyzing a novel or play they have studied in class or read on their own. A list of some 20 or 30 works follows the question prompt, but students are free to choose another appropriate work that they may know better or have read more recently. Recent questions have focused on a character's apparent madness, on a work's “tragic vision,” and on moral ambiguity as a central feature of a work. Once again, students must be prepared to go beyond observation to interpretation, to analyze how, for example, a theme gathers significance throughout the course of a work. These essay questions, of course, also measure a student's ability to write clearly and persuasively and to convince the reader of a thesis.

PROJECTED SERIES OF EVENTS

In addition to these readings, we will have grammar, vocabulary, writing, and presentation assignments throughout the year. **Remember, this is not set in stone.**

UNIT 1: WRITING BOOTCAMP & SUMMER READING



Readings

- ◆ *The Kite Runner*—Khaled Hosseini
- ◆ *All the Light We Cannot See*—Anthony Doerr
- ◆ *13 Reasons Why*—Jay Asher
- ◆ *How to Read Literature like a Professor*— Thomas C. Foster

UNIT 2: FICTION



Readings

- ◆ *Frankenstein*—Mary Shelley
- ◆ *Siddhartha*—Hermann Hesse
- ◆ Various Short Stories
- ◆ Fiction Independent Reading

UNIT 3: DRAMA



Readings

- ◆ *Trifles*—Susan Glaspell
- ◆ *Oedipus Rex* —Sophocles
- ◆ *Hamlet*—William Shakespeare
- ◆ *Death of a Salesman*—Arthur Miller
- ◆ Drama Independent Reading

UNIT 4: POETRY



Readings

- ◆ Various Poems
- ◆ Poetry Independent Reading

UNIT 5: NOVEL STUDY



Readings

- ◆ *1984* —George Orwell
- ◆ *Invisible Man*—Ralph Ellison

UNIT 6: TEST PREP



Readings

- ◆ AP Test Prep and Review

MRS. AMY HIRZEL

Mrs. Amy Hirzel graduated with a Bachelors of Science in Education in 2009 from Ashland University. She is licensed in Adolescent Integrated Language Arts (Grades 7-12). Mrs. Hirzel is excited to return for her third year at Holy Name. She cannot wait for the opportunity to prepare students for the rigor of a college environment. In our classroom, she hopes to create a learning community where students feel safe to inquire, discover, and learn. Mrs. Hirzel's hobbies include reading, writing, and rugby.

Mrs. Hirzel also teaches English IV and coordinates NHS, Writing Club, and Splash Literary Magazine.

A NOTE FOR THE CLASS

I know that was a lot, and I promise I will ease you through it. I am so excited to begin this school year—not just to teach you, but also to learn from you.

I have very high expectations for you both academically and procedurally. However, I do not expect you to “know it all” as you walk into the classroom. I do expect you to know some things and to be willing to try out other, sometimes new, things. I expect you to practice the skills you have and to acquire additional skills.

Just as happens with playing a sport or a musical instrument, you will sometimes feel frustrated. In fact, if you do not feel frustrated a time or two in this course, I am probably not doing my job. Let me know when you feel confused, frustrated, angry, or joyous. Each of those moments can be a useful time for learning.

cookiesunnyside.tumblr.com

Mr. Green, will this be on the test?

"Yeah, about the test..."
The test will measure whether you are an informed, engaged, & productive citizen of the world. It will take place in schools and bars and hospitals and dorm rooms and places of worship.

YOU WILL BE TESTED
on first dates, in job interviews, while watching football and while scrolling through your Twitter feed. The test will judge your ability to think about things other than celebrity marriages, whether you'll be easily persuaded by empty political rhetoric, and whether you'll be able to place your life and your community in a broader context.

THE TEST WILL LAST YOUR ENTIRE LIFE
and it will be comprised of the millions of decisions, that when taken together,
make your life YOURS.

And everything --
EVERYTHING WILL BE ON IT."

-- John Green