

Advanced Placement English IV

Remote Learning

English Literature and Composition

CLASS PHILOSOPHY, POLICIES, AND EXPECTATIONS

Congratulations on your decision to take Advanced Placement Literature and Composition. This is a challenging course, but one that I am hopeful will prove to be rewarding for you as we work together in class and one that will prepare you for the rigors of your post-secondary pursuits.

There are some expectations and practices that go along with this college-level course, so this handout is designed to clarify what these are.

First, this is a reading-intensive course. You will read at least five full-length classic works, as well as dozens of poems and shorter works of prose. The majority of the reading will be done on your own time - you will be given due dates for your reading in advance, and you will be expected to keep up. Do not even think about reading summaries available online or in print instead of the original work. You cannot appreciate the craft of the writers if you are not studying the original work. Reading checks and other methods of assessment will be used to make sure that all students have read and are prepared to offer intelligent commentary on the works. Repeated failure to demonstrate that you are keeping up with the reading or other work may result in a parent-student-teacher conference to determine if you are in the best situation to be successful.

This is also a writing-intensive course, and you will be asked to explore your ideas and demonstrate your knowledge in a variety of ways – timed writings, formal essays, short answer responses, etc. **I will not grade everything you produce, but everything you write is important, even if only to flesh out ideas and explore issues that may help you to come to a fuller appreciation of what is being studied in class.** That being said, I will try to make every assignment meaningful. When I read your work for a grade or just to give you feedback, you can be sure that I will go through it slowly and deliberately in order to truly appreciate the ideas you are presenting and to help you improve the way you present those ideas.

As active learners, you will be expected to be fully engaged in the classroom instruction and activities. You should become used to “reading with pen in hand”, and you should be using class time to record your ideas and jot notes while you are reading or others are speaking.

From time to time, components of your grade will involve your participation in class discussions and other activities based on the works we read as a class. If you are not prepared for these discussions, either because you did not demonstrate that you completed the independent reading or because you have not done your preparation work for the discussions, then you will not be able to participate. You will also not be able to sit idly by and listen to the ideas and commentary of your peers and receive the secondhand benefits of their hard work. Instead, you will be asked to present your ideas in a written form that will take place outside the discussion forum.

CLASS ENVIRONMENT

Being “present” is more than occupying a physical or virtual space. Being “present” means that you are engaged and focused on the speaker and the content; this goes for social interactions too. One of the most important social skills you can take with you into the world is the conscientious effort to bring engagement, patience, and enthusiasm to every interaction you have. So while some of this information focuses on the physical/virtual environment, the rest is about how to make the best of every class session.

AP English IV is taught at the college level; decorum befitting a university class is therefore expected. This class centers around the exchange of ideas, and respect must be shown to all members of the class and to the instructor.

General Rules

You are expected to:

- Follow District policies as outlined in the handbook, including dress code when participating in virtual class discussions.
- Stay abreast of your daily assignment/activity and communicate with the instructor if you experience difficulties or have questions.

Expectations for Virtual Discussions

Remote Learning students will be offered, as much as possible, opportunities to choose how to participate. One involves class discussion via Zoom; others may take the form of a self-completed activity that may or may not be shared with classmates, while others may have an ongoing forum posts and replies over the course of a day or more.

ZOOM

- Students must participate with camera on, and sound should be muted until the student is ready to speak. If there is a technology issue or another reason one cannot participate with video, yet still wants to take part in discussions, please contact the instructor. Virtual discussions rely on the active engagement of the student, which is difficult to observe without visual participation.
- Students should make every effort to present themselves professionally - this means he or she should be seated and have materials ready. Students should not conduct discussions from their bed.
- Chat feature is for questions and/or adding comments to the discussion.
- Expectations may be adjusted throughout the year.

FORUM DISCUSSIONS

- Students will be provided with guidelines and a rubric for any virtual forum discussions.
- Students are expected to answer and reply using correct grammar and spelling, while conducting themselves in a polite and respectful manner.
- Expectations may be adjusted throughout the year.

ASSESSMENT AND GRADING

Assessment will involve timed and untimed writings, objective exams, essay assignments, and oral presentations. All assessments are designed to reflect the student's grasp of the subtleties of thought and feeling expressed in the text, the originality and relevancy of their interpretation of the selection, and their appreciation of the literary features of the work.

Students whose averages are 75 or lower are encouraged to take advantage of study hall/tutorials before school. You must be in the physical/virtual classroom by 7:45 a.m. so that you can take full advantage of this opportunity. Please see teacher webpage for availability.

Please read the SCUC "Advanced Academic Grading Guidelines" for more information on late work, retest opportunities, and other policies that apply to this course.

Remote Assignments:

The nature of remote learning presents some advantages and challenges, and maintaining parity between students who are involved in both models will be a central focus. Remote Learning students are expected to engage thoroughly in each assignment.

Be mindful of due dates/times. To achieve a balance of rigor and fairness, students who are learning remotely are required to submit their assignments by the due date/time listed. Work that would have been done in a single class time will have different submission times than those that would have been considered "homework".

Exams and timed writings will require specific time limits, though every effort will be made to provide flexible opportunities for students. This is to ensure, as much as possible, that students are assessed objectively regardless of whether they are on campus or remote and to prepare students for the assessments on the AP exam and at the post-secondary level.

All grades will be recorded in numerical form. The amount of time and effort required to complete an assignment determines its weight in relation to other assignments. Course grades are computed as follows:

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| Formative Assignments | 50% | In-class assignments, homework, quizzes, etc. |
| Summative Assignments | 50% | Tests, Projects, Essays, etc. |

AP Score/Grade Equivalency:

Scores demonstrating mastery

6 = 100

5 = 90

4 = 80

Scores indicating mastery is not yet met

3 = 70

2 = 60

1 = 50

Finally, by enrolling in any Advanced Placement class, you are expected to sit for the AP examination at the end of the year. This will qualify you to exempt the final at the end of the year, provided you are passing the course and meet all other expectations; no other final exam exemption will be extended. If taking the AP test creates a financial burden, please discuss this with me.

ABSENCES AND LATE WORK

One of the most important skills you will take to college or the “real world” is the ability to manage your time effectively. You will be provided due dates for reading and major assignments. Plan ahead to avoid any conflicts between assignments for other classes. Do NOT wait until the last minute!

An assignment is considered late if it is not presented at the date and time specified by the instructor.

Assignments are provided with enough notice to work out issues involving computers or internet access. All assignments will have clear instructions about how and when to submit the work. Other assignments may require student-produced work to be uploaded through picture or scanning. If you have technical issues or lack the resources, notify the instructor as soon as you can so that alternate arrangements can be made.

Attendance will be taken separately from submitting assignments via daily Google Forms.

ADVANCED ACADEMICS GRADING GUIDELINES

Objective: Students enrolled in advanced courses have chosen an exciting, rigorous path designed to help the student achieve graduation with robust preparation for college and more: additionally, these courses can potentially earn the student actual college credits for successful course mastery. The grading practices presented here coincide with the collegiate-level expectations of the university courses for which students seek to earn credit and will help establish study skills and the work ethic necessary for their success. For a student to be successful in advanced academics, work must generally be completed in its entirety, to the best of a student’s ability, and on time. Though there will always be exceptions based on extenuating circumstances, these exceptions should be limited, rather than habitual. If an element is not addressed here, the district guidelines that are posted on the district website will be in effect. The SCUC Secondary Grading Guidelines will be in effect, with exceptions that are communicated in this addendum. These will also be included throughout the course syllabus for IB and AP coursework.

Procedural Grades: Many assignments will require a certain procedure to be followed, either because it will be expected of college-level work or because that procedure ultimately helps the student understand the overall content better. Thus, following specific assignment-based directions provided by the instructor may be factored into student grades for these assignments.

Academic Integrity: Academic integrity is vitally important to ensure that a student is genuinely engaged in the learning process and working toward mastery of coursework. Authentic efforts and original work completed by a student allow the teacher to accurately assess that student's progress in the course, whereas if the student submits work that is not authentically his/her own, the teacher has no way to gauge the student's actual progress toward mastery.

Specifically, academic dishonesty includes forgery, cheating or copying the work of another student, plagiarism, unauthorized collaboration, unauthorized use of computer translator, or unauthorized use of outside resources or other means to gain an unfair or dishonest advantage. All use of the words, graphics or ideas of other persons, whether written or oral, must be clearly acknowledged.

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Grades resulting from academic dishonesty may not be dropped or made up; further, the student will receive an academic referral to his/her administrator, and parents will be notified.

AP: A second offense in one class equals removal from that class. Third overall offense may result in removal from all AP classes for that academic calendar year (except for isolated classes where there is no grade-level version of the course, such as AP Calculus).

Re-testing: Successful academic growth comes in part from the student's keeping pace with the classroom instruction. Realizing this helps the student learn to be prepared and able to participate fully in the day's lesson and put forth his/her best efforts on summative assessments. District grading guidelines apply, with the exception of AP and IB.

The student may have the opportunity to retest one summative assignment per nine-week/grading period. Teachers may, at their discretion, determine if extenuating circumstances warrant additional opportunities to retest on assignments, and have discretion to establish the time allotted for the student to retest.

Make-Up Work for Absences: Partial Day Absence: If a student is present on campus for any portion of the day when an assignment is due, the student is expected to turn in the work to the teacher that day, prior to leaving or upon return to campus. If an extenuating circumstance arises, the teacher should be notified as soon as possible.

Late Work: To work toward mastery, the student benefits greatly from keeping up with the instructional pace of the course. Turning work in on time allows the student to gain valuable and timely feedback on his/her efforts along with the rest of the class, and will enable the student to participate meaningfully in classroom activities built on the prior assignments. Simply put, late work can put a student at an academic disadvantage because he/she won't be able to progress with the rest of the class until caught up. It is best for the student to turn in all work on time. A student may turn work in **one day** late with 70% being the maximum grade possible on the late assignment. Teachers have the discretion to extend the number of days based on extenuating circumstances. It is the parent/guardian and/or student's responsibility to inform the teacher of any such circumstances. The teacher may grant exceptions based on these circumstances.