

AP English Literature and Composition 2023-24

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Welcome to AP Lit! This is a course that will immerse you in the rich world of fiction, drama, and poetry. Please try to put aside any negative associations you may have with literature—you will have a great deal of choice in what you read, and most students enjoy what we do.

While in this course, you will be held to high expectations reflective of rigorous college courses. Every day, I expect you to be responsible and respectful, and you can expect the same from me.

Communication:

Office Hours: 7:30-8:00AM, 3:00-3:30PM. Email is preferred for most communication and questions.

Course Description:

The AP Literature and Writing course is designed to teach beginning-college writers through the fundamentals of literary analysis. We will read a wide variety of short prose, poetry, novels, and drama both inside and outside of class.

You will write regularly in a variety of lengths and formats, including timed essays in preparation for the AP exam essays. While you will be graded on those timed essays, you will nearly always have opportunities to revise and improve your skills. Essays in AP Lit require careful analysis of theme, characters, setting, narration, plot, and literary devices.

Compositions:

Critical papers: The majority of essays in this course will analyze poetry, fiction, or drama and will use close textual analysis of structure, style, and historical or social values. Some essays will include drafting and revision, and others will not. Many of these papers will be graded based upon AP's 6-point scoring system and rubrics.

Narrative: Each student will write a personal narrative in preparation for college and scholarship entrance essays.

Research: The final senior essay, common across all 12th grade English courses, is a research paper. In this course, that will be a literary argument essay that includes research on authors, historical context, and/or critical schools of thought. Research-based writing is fundamental to college success.

Required Texts: All required textbooks and novels are provided by the school, or via free links. For some choice novels, you will have the opportunity to select books on your own and will need to acquire those yourself, but there will always be options for school-owned texts.

Basis of Grades:

Grading is done by total points. Approximate percentage by type of assessment:

60% on-demand and revised essays

20% class work, including Socratic Seminars, groups presentations, and projects

10% reading quizzes

10% final exam, which will be writing-based

Grading Scale:

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F=59% and below

Grades are calculated on a running semester total.

Grading Expectations:

AP Literature is an advanced college-level course. You will be expected to turn in ALL work on time. Work that is late will be scored based on quality, but awarded a maximum grade of 80%.

If you are absent, it is your responsibility to determine what you missed, see Dr. Guidry with questions, complete work and make up missed quizzes within two school days, and turn in work without being reminded.

* Long-term assignments like essay final drafts are due on their assigned date regardless of absence. If you have an emergency situation and that is not possible, please contact me as soon as possible..

* Talk to me if you have an extended absence or extenuating circumstances and we will work out reasonable deadlines. You are responsible for managing your own absences.

*If you will be absent due to a school-related event, your work should be handed in on time, whether before you leave or submitted electronically while you are away.

*Opportunities for extra credit are rare. However, most large assignments have options for revision and improvement.

*Some assignments, such as practices and pre-tests will be input as "Not for Grading Items." They are there for informational purposes only and do not affect grades, but will help you track your own skill improvement.

Objectives:

The student will:

- Increase receptive and expressive vocabulary
- Develop his/her understanding of recurring themes, philosophies, and literary movements in British, American and world literature.
- Understand and use literary terminology accurately in analyzing literature
- Use research skills, including MLA documentation
- Engage in an oral language activities which emphasize creative dramatics and other oral demonstrations of understanding in a group (classroom) setting
- Analyze literature in a context beyond him/herself, including understanding each author's intent, how literature reflects universal human experiences, and how literature contributes to the understanding of other cultures
- Examine the value and use of formal literary criticism

- Focus upon masterpieces of world literature from the past through the present

MLA Format

You are expected to use MLA format on all essay submissions EXCEPT on-demand writing. We will review this format during first quarter. The [Purdue Online Writing Lab](#) has comprehensive guidelines.

Plagiarism and Academic Honesty:

Plagiarism is a form of academic dishonesty in which you use other people's words or ideas (pictures, art, charts, graphs, computations, data, music, etc.) as your own by failing to credit the other at all or by improperly crediting them. If you use someone else's exact words, you must put quotation marks around them and give the person credit by revealing the source in a citation. Even if you revise, rearrange, or paraphrase the words of others or just use their ideas, you still must give them credit instead of pretending the words or ideas are your own.

- Claiming another's words, exact writing structures, images or ideas, turning in previous assignments or those done for another class, and spinbotting texts counts as ***plagiarism***. Buying essays online, hiring or cajoling someone to write your papers for you is ***plagiarism***. Dictating your paper to someone for them to actually type or write (outside of a school-issued Accommodation), is likewise ***plagiarism***. **If you quote yourself from a previous paper, it must be documented.** All work in this class must be your own. Use of AI software (eg. Chat-GPT, Bard, and other search engine Large Language generated language) without prior instructor permission for assignments in this course will be considered a violation. Instances of plagiarism or any kind of cheating are not tolerated.
- Dr. Guidry may fail an assignment on the first attempt (a zero with no revision opportunity) if plagiarism has occurred. Depending on the severity of the act, further disciplinary actions may be pursued. Pleading ignorance as to what plagiarism is cannot be an alibi. Students are responsible for learning and applying MLA documentation rules and are held accountable if the rules are not followed.

Consequences are severe for any kind of academic dishonesty or plagiarism include but are not limited to: failing the assignment, failing a class, or other disciplinary action. Your instructor will also write an office referral and contact your parents as well as JCCC if you are enrolled through College Now.

JOHNSON COUNTY COMMUNITY COLLEGE

COURSE SYLLABUS English and Journalism Division Department of English Composition I 82863 - ENGL 121 - 0Z1 Fall 2023

Instructor

Dr. Cameron Guidry

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Office Phone: (913) 780-7150

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Office Hours: 7:30-8:00 and 3:00-3:30 Monday-Friday

Course Information

Class Meeting Times and Location: Assigned hours, Monday-Friday

Credit Hours: 3

Prerequisites/corequisites: (ENGL 099 or ENGL 106) or (EAP 113 and EAP 117) or (EAP 087 and EAP 097) or completion of JCCC placement requirements.

Textbook: The Norton Field Guide to Writing with Readings: Fourth Edition

Required Class Materials: Provided by Olathe Northwest

Course Description

Composition I focuses on writing nonfiction prose suitable in its expression and content to both its occasion and its audience. Students will have an opportunity to improve in all phases of the writing process: discovering ideas, gathering information, planning and organizing, drafting, revising and editing. Each text written in the course should clearly communicate a central idea or thesis, contain sufficient detail to be lively and convincing, reflect the voice of the writer and

use carefully edited standard written English. By the end of the semester, students should have completed at least 20 pages (approximately 5,000 words) of revised and edited prose.

Course Objectives

Objectives

1. Produce writing for specific purposes and audiences as required by various writing situations.
2. Integrate the student writer's own ideas with those of others.
3. Practice ethical means of creating written work.
4. Employ conventions of format, structure, voice, tone and level of formality appropriate to the writing situation.
5. Demonstrate flexible strategies for prewriting, developing, drafting, revising, editing and proofreading.
6. Critique own and others' work.
7. Control syntax, grammar, punctuation and spelling.
8. Identify and profile an appropriate audience for published texts.
9. Identify controlling ideas and organizational patterns in published texts.
10. Evaluate the biases and reliability of sources.

Content Outline and Competencies:

I. Composition of Audience-directed Texts

A. Describe the ideal audience for an essay and other forms of discourse.

B. Create patterns of organization appropriate to the audience and rhetorical aims of an essay and other forms of written discourse.

C. Write essays and other forms of written discourse of varying length and complexity with expressive, informative and persuasive purposes.

II. Employment of Sources

A. Include outside materials, such as text, tables, graphs, video or images, in original texts while employing academic conventions and standard punctuation for doing same.

B. Summarize sources with thoroughness and accuracy.

C. Paraphrase sources while avoiding distortion of meaning.

D. Quote sources accurately and fairly.

III. Acknowledgement of Source Use

A. Define plagiarism.

B. Attribute integrated material from sources using a standard documentation style, such as MLA, APA or Chicago.

C. Include and fairly represent sources whose viewpoints may differ substantially from the writer's own, especially those who may hold differing political, religious or cultural views.

IV. Application of Conventions

A. Decide on a suitable controlling idea.

B. State points of analysis in a sequence that supports the main goal of an essay and other written discourse.

C. Compose effective introductions which provide background, context and specificity to the essay and other written discourse.

D. Compose conclusions which reinforce the writer's point and bring closure to the essay and other written discourse.

E. Employ transitions that lend coherence to the text.

F. Develop a written voice with appropriate and varied sentence structure and vocabulary suitable to the audience.

V. Development of Compositional Strategies

A. Begin a writing task by using appropriate methods for discovering and narrowing ideas.

B. Demonstrate proficiency with brainstorming techniques.

C. Locate supporting materials and evidence from personal experience as well as field/library research.

D. Write essays and other written discourse that present ideas and support them with sufficient detail to be convincing and interesting.

E. Revise paragraphs so that ideas progress logically through coherent sentences.

VI. Peer Review

- A. Critique own and others' texts to improve the focus, organization, support, clarity, correctness and effectiveness.
- B. Collaborate with peers to make significant revisions in the organization, development, style and mechanics of texts using comments from the instructor and/or other students.

VII. Revision of Compositions on the Sentence Level

- A. Employ strategies for matching diction, tone and style to audience expectations.
- B. Use sentence variety techniques.
- C. Apply rules of standard punctuation.
- D. Demonstrate proficient proofreading skills.

VIII. Audience Analysis of Published Texts

- A. Identify techniques used by authors to address specific audiences in texts, such as prose, images, videos, tables and graphs.
- B. Analyze the authors' intended effect upon an audience.

IX. Rhetorical Analysis of Published Texts

- A. Locate the controlling idea of a text.
- B. Describe the organizational pattern of a text.
- C. Identify and categorize specific types of arguments made within a text.
- D. Discuss the use of supporting details and information in a text.

X. Evaluation of the Reliability of Sources

- A. Analyze students' own biases when encountering texts.
- B. Identify language in published texts that reveal authorial bias.
- C. Examine published texts for sufficient and appropriate support.

Attendance

Educational research demonstrates that students who regularly attend and participate in all scheduled classes are more likely to succeed in college. Punctual and regular attendance at all scheduled classes, for the duration of the course, is regarded as integral to all courses and is expected of all students. Each JCCC faculty member will include attendance guidelines in the

course syllabus that are applicable to that course, and students are responsible for knowing and adhering to those guidelines. Students are expected to regularly attend classes in accordance with the attendance standards implemented by JCCC faculty.

The student is responsible for all course content and assignments missed due to absence. Excessive absences and authorized absences are handled in accordance with the Student Attendance Operating Procedure.

<http://www.jccc.edu/about/leadership-governance/policies/students/academic/attendance.html>

Late Work and Makeup Policy

Whenever possible, make up and late work should be discussed with the instructor ahead of time. In cases when that isn't possible, it is the responsibility of the student to seek out missed assignments and make arrangements for submitting late work. In some cases, that work may be accepted for full credit. However, decisions regarding grading of make up and late work is at the discretion of the instructor.

Student Code of Conduct

College Now students have all the same rights and responsibilities as other JCCC students. The student handbook provides guidelines you will use as a student at the College.

<https://www.jccc.edu/admissions/early-college/high-school-concurrent-enrollment/college-now-faq.html>

Academic Dishonesty, Cheating, or Plagiarism

Claiming another's words, exact writing structures, images or ideas, turning in previous assignments or those done for another class, and spinbotting texts counts as **plagiarism**. Buying essays online, hiring or cajoling someone to write your papers for you is **plagiarism**. Dictating your paper to someone for them to actually type or write (outside of a school-issued Accommodation), is likewise **plagiarism**. **If you quote yourself from a previous paper, it must be documented.** All work in this class must be your own. Use of AI software (eg. Chat-GPT, Bard, and other search engine Large Language generated language) without prior instructor permission for assignments in this course will be considered a violation of the JCCC Student Code of Conduct. Instances of plagiarism or any kind of cheating are not tolerated at JCCC. Dr. Guidry will fail the paper on the first attempt (a zero with no revision opportunity). A second attempt results in a report to the Dean of Students and an F in the course. Pleading ignorance as to what plagiarism is cannot be an alibi. Students are responsible for learning and applying MLA documentation rules and are held accountable if the rules are not followed. See the JCCC [Student Code of Conduct](#).

ADA Compliance

<http://www.jccc.edu/about/leadership-governance/policies/accessibility-statement.html>

Counseling Resources

For academic, career, and personal counseling, visit the JCCC Counseling Center on the second floor of the Student Center or visit <http://www.jccc.edu/student-resources/counseling/>.

As this is a College Now course, you also have the ability to ask ONW Student Services for assistance.

Caveats

For each choice-reading unit, the student will be given the option of texts that can be supplied by the school. An expanded list of choices exists but will require that student obtaining their own copy of the work.

Course Evaluation & Grading Scale

70-80% 5-7 major writing projects
5-10% Peer review
15-25% Prewriting and in-class writing assignments

Total: 100%

Grade Criteria:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
0 - 59% = F

Tentative Course Schedule

1. Big AP Ideas
 - a. Summer Novel
 - b. **Literary Analysis Essay**
2. Literary Periods
 - a. Reading is student choice from curated list
 - b. **Literary Synthesis Essay**
 - c. Variety of poetry
 - d. **Literary Analysis Essay**

3. Personal Narrative
 - a. *Their Eyes Were Watching God* or *The Color Purple*
 - b. **Narrative Essay**
4. Character and Figurative Language
 - a. *Macbeth*
 - b. **Synthesis Essay**

Drop Deadlines

To view the deadline dates for dropping this course, please refer to the schedule on the JCCC web page, under Admissions>Enrollment Dates>Dropping Credit Classes. After the 100% refund date, you will be financially responsible for the tuition charges; for details, search on Student Financial Responsibility on the JCCC web page. Changing your schedule may reduce eligibility for financial aid and other third-party funding. Courses not dropped will be graded. For questions about dropping courses, contact the Student Success Center at 913-469-3803.

Campus Wellness Guidelines

Follow College Wellness and Safety guidelines,
<https://www.jccc.edu/media-resources/wellness-safety/>.

Campus Safety

Information regarding student safety can be found at
<http://www.jccc.edu/student-resources/police-safety/>.

Classroom and campus safety are of paramount importance at Johnson County Community College and are the shared responsibility of the entire campus population. Please review the following:

- **Report Emergencies:** to Campus Police (available 24 hours a day)
 - In person at the Midwest Trust Center (MTC 115)
 - Call 913-469-2500 (direct line) – *Tip: program in your cell phone*
 - Phone app - download JCCC Guardian (the free campus safety app: www.jccc.edu/guardian)
 - § instant panic button and texting capability to Campus Police
 - Edit your account to specify the language (English/Spanish)
 - Anonymous reports to KOPS-Watch – *"If you see something...say something"*
 - § [KOPS-Watch Reporting Site](#)
 - § or 888-258-3230
- **Be Alert:**
 - Be an extra set of eyes and ears to help maintain campus safety

- Trust your instincts
- Report suspicious or unusual behavior/circumstances to Campus Police (see above)

- **Be Prepared:**

- Identify the red/white stripe Building Emergency Response posters throughout campus and online that show egress routes, shelter, and equipment
- View A.L.I.C.E. training (armed intruder response training - Alert, Lockdown, Inform, Counter and/or Evacuate) – Student training video:
<https://www.youtube.com/watch?v=zjh3GGGulhl&t=2s>
- Familiarize yourself with the [College Emergency Response Plan](#)

- **During an Emergency:** Notifications/Alerts (emergencies and inclement weather) are sent to all employees and students using email and text messaging

- students are automatically enrolled, see [JCCC Alert - Emergency Notification](#)
 - § My JCCC/Links/JCCC Alert (RAVE) and keep your information current.
 - § Edit your profile to receive alerts in English/Spanish