

MONTE VISTA CHRISTIAN SCHOOL  
ENGL, 4250, English IV AP  
Course Syllabus

Course Description:

“AP English Literature and Composition 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 as the use of figurative language, imagery, symbolism, and tone” ([www.collegeboard.com](http://www.collegeboard.com)). The dual credit component of the course for West Hills largely mirrors these AP expectations, only adding two components (synthesis and argument) that student will meet in the senior project.

West Hills Community College Description: “English 1B is designed to develop reading, critical thinking, and writing skills beyond the level achieved in English 1A. It will develop critical thinking in interpretation, analysis, synthesis, and argumentation, about literary masterpieces of poetry, drama, and fiction” (West Hills Community College).

Curricular Mapping:

This course applies and extends the literary elements, grammar, speaking, and writing skills accomplished hitherto in the course of study at Monte Vista Christian School. It also recalls the classic literary studies of previous years as we return to those periods and then see their archetypes and symbols populate ensuing literary periods. This course is a rigorous introduction to college-level literary study and composition.

Course Objectives:

Upon the successful completion of this course, students will

Read

- Slowly: respond with annotation, from summer reading onward
- Widely: literary classics from the major genres (fiction, poetry, drama) and periods (Anglo-Saxon to present)
- Accurately: focus on mature, analytical interpretation
- For pleasure

Speak

- Thoughtfully: after reading and considering and annotating, share insights, questions, and concerns regularly throughout the year in class

- Share specifically on an assigned topic by yourself or with a group as the assignment dictates

Write

- Compose winsome [college essays](#)
- Compose intelligent in-class [analysis essays](#)
- Compose a summative [senior project](#)
- Observe English grammar and MLA conventions

\* [For a more technical list of objectives, see this document.](#)

Texts:

Your necessary digital texts for this class will be part of a “Required Course Materials Fee” thru the EdTech bookstore. This is a bundle purchase of digital texts for your full schedule of classes and will be available for purchase after 7/18/16. For further instructions please visit the [16-17 School Year](#) icon on the MVCS homepage. Please note: some courses may require additional purchases outside of the course materials fee. Note that a few brief texts (such as a Chaucerian tale or other story or poem) will be linked from the course blog and not listed above.

Summer Reading

Prerequisites: *None, though AP Language is preferred.*

Caution: A student should take the PSAT or STAR test to determine if the student is in reasonable range of the analysis level needed for an incoming AP Literature student.

These are the basic indicators of a successful AP Literature student:

- PSAT: 120 or higher
- STAR: 1200 and above
- Grade of B or higher in AP English Language and Composition

[Course Outline for English 4 and AP English 4](#)

Grading

<i>Semester Weights:</i>	<i>Quarter Weights:</i>
Quarter 1 (3): 40%	Essays, Projects, and Tests: 70%
Quarter 2 (4): 40%	Class Assignments and Quizzes: 30%
Final Exam: 20%	

\* All students (including AP exam takers) must take final exams both semesters. This is now required of all junior and senior English students.

\* For Dual Credit students, the WHCC grade will be the average of the MVCS first and second semester grades.

### Explanation of Gradebook Categories

#### 1. Essays, Projects, and Tests: 70%

- These points are drawn from student skills and performance (in-class essays, take-home essays, projects and presentations)

#### 2. Class assignments and Quizzes: 30%

- These points are drawn from course content (journal responses, quizzes)

#### 3. Homework expectations per night: 0% (Nevertheless important)

- Plan on spending between 20-30 minutes per night on this course. For the most part, this time should be spent reading, researching, and studying to prepare yourself to accomplish work that will be completed in class.

#### On-Task Behavior

- When time is given in-class to work on assignments, the student is expected to be on-task. When students are off-task (e.g. playing games, messaging, working on other courses, etc.), the instructor has the discretion to deduct points from the assignment's total point value, up to 50%. Repeat off-task behavior may also result in infractions.

#### *Late Work:*

- Late classwork receives no more than a 50%/F score.
- Late essays have two grace period days (with no deduction) and then receive no more than 50%/F score.
- Late projects receive a 20% grade reduction.

### High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

Please keep in mind the following scale:

100%-90% = A	Exceptional work
89%-80% = B	Good work; above average

79%-70% = C	Average work; at grade level (student meets expectations)
69%-60% = D	Below average/grade level
Below 60% = F	Work fails to meet minimum standards

### Class Policies:

*Attendance:* You are responsible to make up any missing work due to your absence. Check [the blog](#) for the details of what we studied and Focus for major assignments due. Please turn in work before you leave for a planned absence.

*Tardiness:* You will be tardy if you are not sitting in your desk when the bell rings. You also be marked tardy if you need to dispose of food or drink, retrieve course materials, or if you are sent to the office for an infraction.

*Binder:* You will need a binder with blank paper for this course.

*Extra Credit:* There are three ways to earn extra credit in this course: (1.) complete a typed revision of an in-class essay (usually one opportunity for this per quarter), (2.) win a place in any serious writing contest (no vanity contests, though), (3.) annotate a fictional text beyond our course requirements in a given quarter. The details for these opportunities will be covered in class.

*Classroom etiquette:* We expect responsibility and respect (to us and your peers); those are the prerequisites to godly success (“Honor your father and mother, that it may go well with you in the land”; “Love your neighbor”; “Do all things as unto the Lord”). Offenders can expect a warning or (if behavior persists) an infraction.

*Plagiarism/Cheating:* This is treated in the Student Handbook. If you have any questions about this topic, read the handbook and ask your instructor or an administrator. Know that Bedford 55 presents strategies for avoiding plagiarism. For any plagiarism or cheating, the instructor will issue an infraction and a 0-50% for the assignment at the teacher’s discretion. Know that Academic Dishonesty (cheating, plagiarism, etc.) and/or excessive absences will put your WHCC grade and college transcript in jeopardy ([see the WHCC policy](#)). *Two cases of plagiarism or cheating require college reporting per WHCC school rules.*

*Accommodations:* There are as many ways to teach and learn as there are people who teach and learn. This is normal and expected, and the course is designed with many kinds of students in mind; however, if you require any of the following accommodations, consider a course specifically designed to meet your needs (please contact our principal or resource specialist):

1. Reduced coursework
2. Modified grading system
3. Modification/absence of standard essay expectations (grammar, punctuation, spelling, structure)
4. Oral-in-place-of-written examinations
5. More than twice the standard time given for in-class essay writing

#### School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as found in the Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of Monte Vista Christian School. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.

#### Tips:

- Many view critical literary questioning and biblical faith as competing forces, but this should not be the case in our lives. My college success (in public and private colleges) is due largely to years of thoughtful study of the Bible. And those years of study--hunting out metaphorical limits, considering cultural context, assessing commentators over the generations, meditating on life application--added richness and nuance and wisdom to my faith. Therefore, [I suggest listening to a short, daily podcast by Dr. J. Vernon McGee](#). He was a great pastor in California and the chair of the Bible department at Biola. You won't agree with all he says, and that is fine. His analysis, perspective, story craft, voice, and language study (Greek, Hebrew, Latin) all combine richly in clear, intelligent, faithful teaching. He taught through every book of the Bible in five years. Therefore, if you hop on board the bus now, *you'll graduate college and complete an entire tour of the Bible in the same summer*. Not bad, eh? I'll be listening myself and bringing ideas to bear in class where relevant. Join us.
- Explore the course blog, or begin reading an upcoming text that looks interesting to you: <http://englishfourmvcs.blogspot.com/>.