



# Boca Ciega High School

924 58 STREET SOUTH  
GULFPORT, FLORIDA 33707  
(727) 893-2780  
Fax (727) 893-1382  
www.pcsb.org/bocaciega-hs

## ASSISTANT PRINCIPALS

Derrick Craun  
Deborah Fabrizio  
Ste'Phan Lane  
Kathleen Van Dora  
**PRINCIPAL**  
MICHAEL P. VIGUE

## Boca Ciega High School Advanced Placement English Literature & Composition Instructor: Jonathan Petrikin

Why do we read? More particularly, why do we read *stories*? Especially nowadays when the emphasis in education seems to be on non-fiction, people are more likely to read *Introduction to Microsoft Office* than *Macbeth*. Who has time for it, anyway? But the fact is that since our arrival on the scene, humans have been telling stories to one another. Some stories were educational on some point, such as the importance of not talking to strangers or to go wandering off in the woods by yourself, some were merely to entertain. All the great civilizations, in fact, had some epic tale about themselves, the purpose of which was to articulate and instill a sense of purpose in the people who told them to one another. But for most of us, the best stories relate to us in some personal way, or as the poet Longfellow put it in "A Psalm of Life," these stories serve as "Footprints on the sands of time; Footprints, that perhaps another... Seeing, shall take heart again." So, what does this have to do with AP Literature? Specifically, that the entire purpose of our course in reading stories and poems and all of those things collectively termed "literature" is to find the purpose or meaning hidden within them. As we proceed through this course in Advanced Placement Literature and Composition we will study the tools and tricks of the story-telling trade, of course, but more importantly, we will focus on the deeper meaning of each of the selections. Moreover, we will hone our ability to write about literature in terms of both style and substance. In discovering this deeper significance, we hope to earn a better score on the AP exam, of course. With any luck, however, we might even catch hold of some truths and implications that may benefit us not only in our current occupation as students of literature, but in our future roles as professionals and business owners, as parents of our own families, and as members of this vast and well-storied human race.

### Course Objectives

- To develop accurate, perceptive reading through close study of major texts representing various authors, including British and American, and genres from the 16<sup>th</sup> century to the present
- To deepen understanding of literature within its cultural/historical context and be able to write forcefully about it
- To understand and analyze in writing the techniques of fiction and poetry as they affect and enhance the meaning of a work
- To deliver oral reports and lead class discussions with poise and clarity
- To develop college-level writing abilities for a variety of purposes (including for understanding, explaining and evaluating), in a variety of settings (including both timed and multi-draft) and for a variety of audiences (both formal and informal)
- To analyze and discuss works for their literary merit, both textual and historical/cultural, and through various critical lenses
- To work through multiple drafts of critical writing designed to improve essay organization and coherence, including at the vocabulary and syntactical levels, as well as at the rhetorical level, including the use of evidence and the methods of analysis

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### Student Expectations

- To come to class prepared, to complete all assignments to the best of your ability, and to complete them by the specified date
- To participate in class discussions and group activities
- To engage in direct reading and studying of works other than class assignments
- To be open-minded and willing to explore new ideas in pursuit of advanced literary and writing skills
- To read texts thoroughly, annotate, read more than once (if possible), and look up all unfamiliar words in the dictionary
- To be able to work on more than one assignment at a time because you will have long-range assignments as well as daily work

### Course Activities

- Formal and informal journal entries and essays
- Read approximately 20-35 pages per class night (double that on block schedule)
- Annotations, dialectic journals, and study guide questions will be assigned regularly
- Test at the end of each unit and unannounced quizzes throughout the year
- Outside reading of short stories, poetry, novels and plays with corresponding projects
- Participate in class discussion every day as well as lead class discussion often
- Keep all work organized in school-wide binder (includes tab for AP Lit) for reference throughout the year
- Timed writings every few weeks to practice for AP Exam
- Frequent writing for a variety of literary purposes, often from released AP essay prompts, and through a multi-draft process, including some peer review
- Prepare for and take the AP Exam in May

### AP Exam

All students enrolled in this course are expected to take the AP English Literature and Composition Exam.

#### **Please carefully note the following important information:**

1. School Board policy requires that students who do not sit for the AP exam are assigned an F as their final exam grade.
2. Advanced Placement exam fees are as follows:
  - a. The cost of each AP Exam is \$94, except for Capstone courses which are \$142. Assuming a student meets their requirement to sit for the AP exam, this expense is paid by Pinellas County Schools.
  - b. AP Exams ordering deadline is November 13, 2020. Orders cancelled **after November 13, 2020 and before March 12, 2021** will incur a **\$40 cancellation fee** that must be **paid by the student**. This fee must be paid before a student drops an AP class.
  - c. The \$40 unused test fee must be paid by the student who does not sit for his/her AP exam.

This year, **the exam will be held Wednesday May 5<sup>th</sup> at 8:00 A.M.** The exam, which is three hours in length, consists of two sections. The multiple-choice section consists of about 55 questions linked to several reading selections for which you have 60 minutes to complete. The second section requires you to answer three free-response questions: the first involves the explication of a poem, the second, an analysis of a prose passage, and the third is an "open" essay prompt that allows you to demonstrate your in-depth knowledge of an important literary text of your own choosing. These should take about two hours. The

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essays are scored using a 0 to 6 point scale. The scores for the multiple-choice section (which counts 45% of the total AP grade) are combined with the three essay scores (worth 55%). The final AP grade of 1 to 5 is derived from this composite score. The scores are reported as follows (note, many colleges and universities offer some credit for AP scores of 4 or 5, and some will even exempt you from introductory composition and literature courses).

**5 Extremely well qualified**

**4 Well qualified**

**3 Qualified**

**2 Possibly qualified**

**1 No recommendation**

**Note:** In addition to the various writing assignments for AP exam preparation, students will engage in a practice AP exam for midterm purposes. This will be completed in both timed and non-timed conditions. Because of the degree of difficulty of this exam, a curved grading policy will be used. Even with the curve, the exam is extremely challenging and will require precision of reading comprehension and analysis. There will be no final exam outside the May AP exam, only an independent project that will comprise the bulk of your 4th quarter grade.

## Required Materials

- Required School 3" binder with 2 sets of 8 divider tabs, 2 packs of college ruled paper, and 1 pencil/pen case (available in school store)
- Blue/black/red pens
- A yellow highlighter
- Dated planner or agenda for assignments
- Post-It notes of different sizes
- Colored pencils
- A pocket dictionary or electronic one (your cell phone will suffice)

## Attendance & Assignment Due Dates

As in all classes, punctuality is critical to student success. In a college-level course, your presence is paramount to earning a good grade and passing the AP English Literature Exam; accordingly, excessive absences/tardiness will **absolutely** affect the student's grade and performance. It is your responsibility to record in your student planner all assignments, including homework, posted on the board, on Canvas, and on the school's website at <https://www.pcsb.org/bocaciega-hs> and to complete these by the due date. If you miss a class it is your responsibility to find out what assignments, notes, etc., you missed and have them ready to hand in upon your return. Excused Absent students will have the same number of days they were absent to make up the work without penalty, **unless the assignment was posted prior to their absence, at which point the due date still applies**. Unexcused Absent students' work will be deducted 10% (or one letter grade) per day it is late, **but will be accepted only if they were absent ALL DAY that day**. Remember: It is your responsibility to hand in work the day it is due. As per school-wide expectations, no work will be accepted late for a grade but only for feedback from the teacher. Note also that late work will not be eligible for a revision score on essays and could ultimately lead to additional zeros for classwork activities, etc. (for example, a peer review).

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## Major Course Texts

Our primary text is *Literature & Composition, Reading, Writing, Thinking* by Carol Jago et.al. (Bedford/St. Martin's: Boston, 2011). Classwork will also be assigned from *Barron's AP English Literature & Composition, 6<sup>th</sup> Edition* by George Ehrenhaft (Barron's: Hauppauge, NY, 2016). We will also read the following major works; copies are available either as a class set, online, the school or public library, or in your textbooks. You are encouraged, but not required, to obtain your own copies for text marking and easy reference at home.

- *The Crucible*, by Henry Miller
- *Heart of Darkness*, by Joseph Conrad
- *The Tempest*, by William Shakespeare
- *Things Fall Apart*, by Chinua Achebe
- *Woman Hollering Creek*, by Sandra Cisneros
- Various short stories, poems and video clips

## Units of Study

Below is a list of what we'll be doing, though not necessarily in the order that we'll be doing it since poetry and short fiction will be studied throughout the year. There are no dates in the syllabus, but you can find all the relevant dates (as they approach) on the school's website at <https://www.pcsb.org/bocaciega-hs> under Academics/Lesson Plans. It should be checked daily. Please note that this is a *working* syllabus; we will make adjustments as necessary as the year progresses and skills are mastered. Unlike your prior English classes, I expect we will have very few tests, likely only one per unit in addition to various quizzes. That should make you happy. However, we will write **MANY** papers and do peer reviews; these assignments will be the backbone of your grade this year. A broad outline of each unit is given. They may contain terms that mean little to you right now, but don't worry, all will be made clear.

## Semester One

**Week 1:** Introduction to the Course, Summer Reading, and Thinking about Literature—*Lit. & Comp*, Chp. 1. Independent reading/Annotation & Reflective Journal (Writing to Understand)-Chopin's "Story of an Hour"

**Week 2:** Literary Terms/Mythological & Biblical Terms and Getting Acquainted with the AP Literature Exam. Independent reading/Annotation & Reflective Journal (Writing to Understand)— Joseph Conrad's *Heart of Darkness*

**Week 3:** Literary Terms Continued/Getting Acquainted with the AP Exam: Practice Test & 1st AP Prose Prompt (Writing to Explain)—Henry Fielding's *Tom Jones*

**Weeks 4-8:** Close Reading & Essay/Analyzing Poetry & Fiction—*Lit. & Comp*, Chp 2. AP Prose Prompt (Writing to Explain): Essay due date to be announced. Independent Reading/Reading Log & Reflective Journal—Chinua Achebe's *Things Fall Apart*

Rhetorical Focus: Analyze how authors read so far use imagery, symbolism, allusions, and tone to advance the historical and social values inherent in their work.



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**Weeks 9-13:** Close Reading & Essay/Analyzing Fiction and Drama—*Lit. & Comp*, Chp 3. AP Open Prompt (Writing to Evaluate): Essay due date to be announced. Independent Reading/Reading Log & Reflective Journal—William Shakespeare's *The Tempest*

Rhetorical Focus: Analyze how authors of the works studied so far create a specific tone through diction. Analyze authors' use of various literary elements studied so far to advance their themes and any arguments implied therein.

**Week 14:** Thanksgiving Break (No School)

**Weeks 15-16:** AP Writers' Workshop on controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. Collaborative groups develop holistic rubrics covering these elements of style as well as the appropriate balance of analysis and specific textual detail. Independent reading/Reading Log & Reflective Journal—AP Open Prompt (Writing to Persuade)—Achebe or Miller

**Week 17:** Midterm/Practice Full AP Exam (End of Semester 1)

**Weeks 18-19:** Winter Break (No School)

Independent Reading/Reading Log & Reflective Journal – Sandra Cisneros' *Woman Hollering Creek*

Rhetorical Focus: Analyze Cisneros' use of diction, imagery, symbolism and other rhetorical devices in developing themes in her work.

## Semester 2

Using what you have learned about literary terms and devices and how they are employed in literature to advance an author's historical and social values, you will put together your own reading curriculum for second semester that will include two novels and two plays. You will be required to respond to a variety of AP essay prompts to demonstrate mastery of each of your selections (due dates to be announced). A list of recommended authors and titles will be provided to choose from. Be sure to consider the importance of literary diversity in your preparation for the AP exam; therefore, choose works that fill in your "literary gaps" so that you will be able to tackle the Open Prompt with an arsenal of literary examples on a wide variety of themes and topics. Possible topics to consider when choosing your four works include the following (further explication can be found on pages 57—60 in Barron's):

1. A character opposed to or alienated from society
2. A character investigates a mystery
3. An ending with spiritual reassessment or moral reconciliation
4. Suspenseful mental or psychological events
5. A significant social event
6. A character faces a dilemma created by competing forces



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7. A character harbors an important secret
8. The effect of a minor or absent character on the protagonist
9. A character is a victim of prejudice
10. A character overcoming odds to succeed
11. A rebel at odds with society

**Weeks 20-24:** Close reading and essay/Analyzing Drama—Lit. & Comp. AP Prose Prompt (Writing to Evaluate): Essay due date to be announced. William Shakespeare's *The Tempest*

**Weeks 25-30:** Poetry Analysis: What You Need to Know About Poetry (*Barron's Chp. 4*). Close Reading/Annotation –William Blake, William Wordsworth, E.E. Cummings, plus other selected Metaphysical & Romantic Poets

Rhetorical Focus:

- Poetry Overview
- How to Read a Poem
- Practice in Reading Poems
- What to Listen for in Poetry
- The Use of Repetition
- The Language of Poetry
- Poetic Styles and Forms
- AP Poetry Prompt: In class, timed essay

**Week 31:** Spring Break (No School)

**Weeks 32-36:** Comprehensive Review – Prose & Poetry/AP Exam Prep

**Week 37:** AP English Literature and Composition Exam

**Weeks 38-42:** Independent Book Essays/Projects due (End of Semester)

## Grading

Grades are calculated in the traditional manner, as follows. Note that Advanced Placement English Literature & Composition is a rigorous, college-level course, so be prepared to *earn* a higher grade.



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A = 90-100 (Outstanding)  
B = 80-89 (Above Average)  
C = 70-79 (Average)  
D = 60-69 (Lowest acceptable progress)  
F = O-59 (Failure)

### **Grading Categories (based on the cumulative number of points for assignments within each category):**

**Essay Writing** (includes timed, non-timed, exam prep) – 35%

**Quizzes/Tests** – 25%

**Homework** (includes journals) – 10%

**Classwork** (includes discussions, Socratic Seminars, etc.) – 15%

**School-wide Binder** – 15%

**Important Note:** Due to the large number of AP students and the extensive number of class essays, commentary and correction to papers will be given mostly verbally in class and written about 1-2 times/marking period. That means you should expect to see only a number, letter or completion grade on your papers; this grade will correspond to the detailed rubric provided for each assignment. Additionally, every effort will be made to conduct conferences for one-on-one feedback during class hours; however, it may become necessary due to time constraints that we meet outside of class, either before school, during my planning period or your lunch. It is the student's responsibility to ensure that a one-on-one conference is scheduled following the return of a graded essay. At that time, I will review the essay and verbally suggest corrections as the student takes note. Please remember that there will be plenty of opportunity for peer review as well in the writing process.

### **Paper Corrections**

Everything in life is a work in progress. For most written assignments, you may turn in a revision of the final graded assignment to potentially bring up your grade. You must turn in the revision within one day of receiving the graded copy, and the original graded version must be attached. There is a grade cap of 80% for revised papers and the original graded paper must have a grade of D or below. This is to avoid creating an incentive to turn in very poor work simply to get an extension through the revision process.

### **Plagiarism/Cheating Policy**

There is no tolerance for cheating and plagiarism in the AP English classroom. Plagiarism includes using any part of someone else's written thoughts and not giving him or her credit. Cheating includes using Cliff Notes or Spark Notes and not reading the actual text; copying and pasting from the Internet, copying someone else's annotations, journal entries, vocabulary, or any other type of assignment; and every other "typical" type of cheating. I encourage you to develop ideas together through discussion, but you should make sure that submitted assignments do not look similar in any way. If they do, I will assume you have cheated off one another. All students are required to use Turnitin.com for specified assignments through the year. Students who submit plagiarized or fabricated work will receive a zero on the assignment, a referral for academic dishonesty, and a required conference with a parent and assistant principal.

### **Turning in papers in an electronic format**

Written assignments must be word-processed in MLA format and submitted as an electronic version and, in certain circumstances, as a printed copy. When we will be doing in-class peer critiquing and editing using the SMART board, students will need both an electronic version and the printed copy. **For all students**, the electronic version will be submitted to Turnitin.com. **For in-class students**, please have your printed copy ready to be turned in at

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the beginning of class. You may use the laser printer in the library for final copies of written assignments (at minimal cost), so please do if you have issues with your printer at home. Please type all papers in 12 pt. Times New Roman.

### Behavior Expectations

Our classroom environment is one where everyone should feel comfortable to explore ideas and learn. Interaction is expected to be respectful to others in the classroom community. Students are expected to come to class prepared to participate appropriately and to follow the rules of the *Code of Student Conduct*.

Use of cell phones, unless instructed as part of the lesson, are strictly prohibited. Keep them out of sight and off. Period.

Language should remain academic and productive in nature. On that note, this is an advanced class and as such presupposes students who are mature and careful readers. Some texts for this class may raise potentially controversial topics or employ mature language. Please contact me if you have concerns about your reading. I expect you to behave as an adult when interacting with these texts.

### Personal Conferences:

I will be available to meet with you as needed, during my planning period, lunch, or after school. Note that before school and during lunch are not good times to discuss paper revisions and other detailed matters, nor am I available during our scheduled class to privately discuss a paper or grade. Schedule an appointment with me ahead of time, either in person or via email at [petrikinj@pcsb.org](mailto:petrikinj@pcsb.org). Do not miss your appointments. During these conferences we can discuss questions or problems from prior papers, or I can help you with any problems on papers you are currently working on. Have an idea of what you want to work on before coming to a conference.

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**Please return this portion with signatures for 10 pts. At home students may screen-shot this page and send to my email at [petrikinj@pcsb.org](mailto:petrikinj@pcsb.org)**

I have read and understand Mr. Petrikin's course syllabus and acknowledge the academic and behavioral standards expected in Advanced Placement English Literature & Composition.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Workplace telephone number and/or email address: \_\_\_\_\_

Special concerns regarding your student, including his/her academic interests and/or challenges (please describe on the back of this sheet or attach a separate sheet): ----->