

AP Research AND

AP English Literature and Composition

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Room 209

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Welcome back to the AP Capstone™ Program at North Lincoln High School. This “is an innovative diploma program from College Board that equips students with the independent research. AP Research is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Through this exploration, [students] will design, plan, and conduct a year-long research-based investigation to address a research question. AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student’s choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses.”

NLHS Department of English Mission Statement

The Department of English Language Arts at North Lincoln High School will help students master the skills of reading comprehension, critical thinking, writing, speaking, and listening.

We will also spend the school year exploring MANY works of fiction in *Advanced Placement English Literature and Composition*. According to College Board, “The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature fiction, poetry, drama from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

We will strive to improve skills in all modes of communication with a focus on some of the best efforts to entertain and inform by some of the most talented authors—mainly only British and American, though they will include many different ethnicities—to attempt to challenge their readers to evaluate their techniques, including the various modes of *figurative* language, to gain deeper understanding of humanity. This course overview will give all interested parties an idea what to expect this semester in our class.

Students, in preparation for your “*Syllabus Quiz*”, please peruse this syllabus; your ability to pass will enable you to procure your twelve passes (see below) for the semester. This is a *literal* assignment and quiz worth 15 points, and the assessment will be administered on **Monday, August 21, 2023**.

What the Instructor Expect from Students:

- ✓ Arrive *on time*. With seven minutes between classes, there is no viable reason for being late.
- ✓ During those seven minutes between classes, take a minute or two to go to the restroom. **DO NOT ASK THE INSTRUCTOR DURING YOUR SEVEN-MINUTE BREAK** (especially a minute or two before the bell)! Get it done and be on time.
- ✓ See NLHS Tardy Policy in Canvas module “Policies”.
- ✓ **STUDENTS HAVE SIX PASSES OUT OF THIS CLASS FOR THE ENTIRE SCHOOL YEAR**. These passes will be received when page 6 of this syllabus is initialed, signed, and submitted and upon receiving a passing grade on the “Syllabus Quiz”.
 - These passes are to be used **ONLY** for unavoidable, necessary trips out of the classroom.
 - These passes are to be used during whole class instruction, discussion, or any other time students are expected to be working.
 - *Simply fill in the necessary details, make it visible to the instructor, and quietly leave and return promptly. The used pass is to be given to the instructor upon returning*
 - If it is time for class work, and a student is **finished with the assignment**, then he/she may ask to be excused to go to the bathroom, library, etc. without using one of the twelve passes.
 - Napping in class will cost a bathroom pass plus additional points for persistence.
 - It is the student’s responsibility to keep these passes throughout the **ENTIRE SCHOOL YEAR** and use them only when necessary. If leaving the classroom is a treat for students, these passes should be preserved like the last dozen donuts on the planet to be slowly enjoyed over the next ten months. Depending on the source, it is estimated the average American eats between 31 and 63 donuts per year. In this two-semester feast for the mind, it is suggested that you limit your intake of donuts, though the instructor may elect to share more donuts as reward for exceptional behavior or in lieu of discussion points and/or scores on assignments. Put them in a safe place and preserve them, though, as they will not be replaced if misplaced.

- ✓ Be *prepared* every day. This means having a charged Chromebook or laptop, pen or pencil, notebook, paper, and required reading materials. If unprepared, points are deducted from the student's grade; students are on their own to mooch from classmates or the blue NLHS container at the side of the classroom. These items are intuitively obvious requirements for class.
- ✓ **KEEP THE AISLES CLEAR!**
- ✓ Respect everyone in the room. Disrespectful behavior will not be tolerated.
- ✓ Be ready to participate. If a student actively contributes worthwhile commentary to the discussions in this classroom, each will be rewarded with the deposit of extra credit points, a Mercy Moment, and/or a pass.
- ✓ The following items are **FORBIDDEN** in our classroom:
 - the wearing of hats or hoods (please follow Dress Code),
 - anything that may take anyone's attention away from the goals of our class.
 - **MOBILE DEVICES ARE TO BE TURNED OFF AND STORED DURING CLASS UNLESS OTHERWISE INDICATED BY THE INSTRUCTOR.** When students are independently and quietly working, cell phones and ear buds/headphones/etc. may be used to listen to music at a volume that does not disturb anyone else.
- ✓ Check our class Canvas site regularly. It is typically up-to-date and filled with useful tools, study materials, and due dates. Our Canvas resources are like our classroom's subconscious mind. While we communicate consciously in class, our exchanges would be enhanced by a collectively better unconscious gathering of multiple engaging, complex sources of information.

Homework and Class Work Policy:

- ✎ **THERE IS HOMEWORK EVERY NIGHT FOR THIS CLASS.** Students will **NEED TO READ** a great deal independently outside class, especially in the beginning as they are searching for a valid, important research topic to pursue for the entire school year in AP Research.
- ✎ Visit the class Canvas site regularly. There are ideas and solutions in this subconscious mind of our classroom.
- ✎ Actively reading, analyzing, and documenting findings from independently assigned fiction and nonfiction sources is like drinking water. Without doing it, the student could feel dizzy or light-headed at first. If dehydration ensues, the student should expect to suffer headache, tiredness, and dry mouth, lips, and eyes. The goal is to read and regulate various bodies of information and clearly discard lots of data that does not matter to the reader; all reading involves finding soluble details that lead to solutions to the reader's issues while allowing unnecessary—even harmful ideas—to pass through. Keep it clear!
- ✎ **CLASS WORK vs. HOMEWORK:** Class Work assignments are given with no deadline because it is impossible to predict precisely when a unit will come to a close. At least 2 days will be allowed to finish assignments once a unit is complete. **To avoid being overwhelmed, students are encouraged to take copious notes during class and work with class materials nightly to proactively read and annotate poems, short stories, dramas, novels, etc.** Therefore, Class Work assignments are recommended to be treated like Homework assignments. Students who do not heed this advice commonly find themselves frantically struggling to graduate, and some, unfortunately, despite all the instructor's efforts, do not make it.
- ✎ **Students will be expected to read and complete assignments at home NIGHTLY.**
- ✎ We all have deadlines and expectations to meet, so spend your time completing work rather than dreaming up flimsy excuses (try redirecting those skills toward writing a work of fiction).
 - School policy allows **3 days** to make up any work when returning from an absence. It is expected that students will consult the class Canvas page (the subconscious collection of our class) for notes, assignments, and supplemental materials, especially during extended absences, then email the instructor with any questions. It is the student's responsibility to stay in contact; just don't disappear and **help is always available.**
- ✎ **LATE WORK:** "*Time is money.*" –Ben Franklin; "*The lack of money is the root of all evil.*" –Mark Twain; "*Budget the time to do your work.*" –Mr. Furguson
 - Any assignment submitted after an explicit deadline will immediately lose 10% of the assignment's worth.
 - Each day after that will result in the forfeiture of another 5% until it is worth 0%. It is still in the best interest of the student to still complete the assignment(s) as **no extra credit will be awarded to any student missing assignments.**
 - While tardiness in completing daily assignments may be subject to excuse, the completion of projects with due dates occurring toward the end of the semester, after having been established at the beginning of the semester, will at once only be worthy of a 90% maximum and penalty fees will be applied.

Assessments:

- ✓ AP Research
 - Presentation (25% of Final Exam) **Monday, April 15, 2023**
 - Paper (75% of Final Exam) **Monday, April 29, 2023**
- Assignments with due dates and points will be given throughout the school year to ensure students are on track to complete these two components that count as the final exam for the entire course

✓ AP English Literature and Composition Exam:

Wednesday, May 8, 2024

- Several practice exam components will be administered during the semester; each will carry more weight than the previous
- Students will be assessed routinely with brief quizzes and writing exercises.
- Students will also create a **Literary Device Journal** that will essentially function as a study guide.
- Students will complete a **Poetry Response** every 3 – 4 weeks.

Students are expected to take ownership of their educations. Rather than waiting for others to force learning upon us, we owe it to ourselves to take advantage of a privilege and stop treating it like a punishment. This is an irony that should bring shame to all Americans not seizing the opportunities to achieve their own happiness when so many others worldwide suffer oppression through the suppression of knowledge.

Reading Requirements:

We will be reading at home and in class every day. The instructor will read to the class, and students will read to themselves as well as to their classmates. As an AP course, we have a rigorous schedule of reading multiple poems, short stories, novels, and at least one play.

- 📖 In addition to everything being read by the class as a whole, students will also be required to read, watch, and/or listen to journalistic feature articles (all of which can easily be found on the Internet; I will provide guidance), etc. on their own as part of the “Book Feature” Project (see below), which involves a reading a work of literature of their choice and research to a related social issue. There will be assignments throughout the course requiring students to bring outside materials that interest them and are applicable to their efforts with the aforementioned project into the classroom.
- 📖 **Students must select a novel that is considered a work of literature.** Please refer to the Book List from the AP Lit Exam on Canvas; should the title a student wishes to read not appear on that list, feel free to perform research, and, please, consult with the instructor. **Students must have their books by Friday, August 25, 2023.**
- 📖 Students will be reading multiple sources and creating annotated bibliographies for each. For several weeks during the first semester and potentially the second (should things not go as planned), students will be required to produce 2 – 3 of the evaluations and assessments of sources leading them to their overarching research question for the AP Research assessment.
- 📖 If students EVER have the notion that there is no homework for the class, they should consult the following “Projects” section. **It is the instructor’s expectation that students are actively working on their projects by READING EVERY NIGHT FOR SELF-ASSIGNED HOMEWORK. (Stay hydrated and keep the liquids flowing!)**

AP Lit Projects: The “Book Feature” is the central nervous system of the class. All activities and assignments arguably stem from and connect back to it.

- 📖 **Book:** Students will choose A WORK OF LITERATURE that could be used in the open question (Q3) of the AP Lit exam to independently read during the semester. This story will be the focus of multiple major grades near the end of the semester, involving a “Book Feature” Article. Independent reading time will be occasionally allotted throughout the semester, but the student will need to be actively reading outside of class regularly (*make sure you’re peeing lots!*). This book will be the focus of multiple major grades during the entire semester, including a “Book Feature”. **Students must have their books by Friday, August 25, 2023.**
- ⊕ **Book Feature Paper:** this written piece is similar to the mode of writing found in all sources of journalism that involves the re-telling of the story while directly quoting the author’s uses of imagery, figurative language, etc. will be required for the book the student reads independently. More information will be forthcoming. **DUE Thursday, May 16, 2024** (the last day of classes). It is worth 200 points.
- ⊕ **Poetry Responses:** These written pieces of around 1½ - 2 pages typed single-spaced will be submitted electronically by students on a bi-weekly basis. They are the best stamping grounds for those looking to improve their ability to read (and annotate and reread and repeat) and analyze (by isolating the most imperative literary devices) poetry, which is the most challenging aspect of the exam, as well as the literary arts world at large. Students may use ANY poetry deemed worthy of an in-depth analysis, even song lyrics, though they should be carefully vetted by the student analyst.
- ⊕ **Literary Device Journal:** This self-generated study guide is a supplement to daily activities for students. It is intended to ultimately become a collection of the student’s best literary analyses from works explored both in class and individually and will be closely scrutinized by the instructor. **This will be due Sunday, May 5, 2024, by the end of the day.** It is worth 200 points.
- ⊕ **Poetry Project:** Students will be expected to practice personal reflection and evaluate their own expectations for their futures throughout the course. This will be guided at first and revisited occasionally throughout the semester, but students are expected to continuously work on this project outside of class. **Six drafts and one final draft (7 drafts total) will be required to be completed by Monday, May 13, 2024, at the beginning of class.** It is worth 100 points. This project, from the perspective of the instructor, is a gift that many students forsake by not taking it (or, presumably, themselves, their pasts, presents, and futures) seriously. Please accept this present and work independently in the future to evaluate your past’s role in your persona, and do not end up like so many whose refusal of this offering has led to the repetition of the present—at least in the form of English 4—in the future.

- ⊕ **Satire Project:** Details for this project will be revealed throughout the semester; students should always be aware that a work we are studying could be a satire and, therefore, become better at determining if a work belongs to this genre, as well as the issue it is ridiculing, the change it is provoking, and the irony employed within it utilized to shock the audience by going against the expectations established in the work.

AP Lit Presentations:

- ★ Students will occasionally be required to deliver presentations of information they have gathered in small groups, with a partner, and individually to their classmates.
- ★ This will be the case for the novel *Their Eyes Were Watching God* by Zora Neale Hurston, which will be divided up between partnerships in AP Literature for elaborate presentations.

AP Research Presentations:

- ★ ALL PRESENTATIONS WILL BE COMPLETED ON MONDAY, APRIL 15, 2024.

Classroom Behavior:

I have very high expectations for every individual in our classroom, as well as our class as a whole. However, this is not my first endeavor in a high school classroom, and I am fully aware that on any given day someone may require some disciplinary action. In case you are or may be considering disrupting our class in the future, you should expect one or more of the following actions on my part:

- ⊗ Verbal Warning
- ⊗ Personal Meeting
- ⊗ Parent Contact
- ⊗ Meeting with Parent(s)
- ⊗ Office Referral

Extra Help:

My door is always open for extra help; AP students will eventually have opportunities to arrange Writing Conferences with the instructor. I am typically available before after school and, in emergency cases, during 2nd period, which is my planning period. However, **extra help will only be given if scheduled in advance.** My schedule will be posted outside the classroom.

Students may reach out for extra help in person, through email: bferguson@lincoln.k12.nc.us, or by phone: (704) 736 – 1017, extension 61209.

Suggested Materials for Class:

- Charged Chromebook or Laptop EVERY DAY
- 3-ring binder notebook to be kept and maintained throughout the course of the semester. Having a loose-leaf binder is preferred since it allows for the addition and removal of papers at your convenience. You should plan to have multiple sections that will be suggested as the semester progresses. Some ideas for those divider headings can be found in the content of this syllabus.
- Pen or pencil every day.
- Remember to ALWAYS BRING materials that you are reading independently.

Grading Policy:

Points are our currency, and students are expected to pay their debts to the minimum satisfaction of sixty cents on the dollar. Establishing a line of credit requires timely, consistent payments. Late assignments will forfeit forty percent of their potential earnings once the due date passes. Assignments more than three days late after an absence will face the same penalty. Each day an assignment is late it will lose another five percent of potential earnings until it has a value of zero. Despite this, completing the assignment, even for no credit, will give the student the opportunity to earn extra currency from overtime.

- ★ Practice AP Exams, papers, characterization and analysis assignments, and projects (summative assessments) are usually worth 40 – 200 pts.
- ★ Quizzes (formative assessments) are typically worth 5 – 45 pts.
- ★ Homework and class work (formative assessments) are worth anywhere from 5 – 25 pts.
- ★ Poetry Responses are worth 20 points.
- ★ Book Feature Project Paper is worth 200 points.
- ★ Poetry Project is worth 100 points.
- ★ Literary Device Journal is worth 300 points.
- ★ PARTICIPATION IS STRONGLY RECOMMENDED! You have the opportunity to gain and/or lose these points every day. Extra credit is awarded to those who offer valuable commentary to the class. Work overtime!
- ★ Students may also receive extra credit points by answering challenging questions specifically designated for extra credit (written and/or verbal), finding and presenting new information of interest to the class, or simply contributing to the classroom experience in a positive manner that surpasses my expectations.

Grading Program:

As an educator, I understand that many parents and students are interested in following up on graded items and wish to know how grades are calculated and the impact that each assignment has on the overall average for classes. North Carolina affords parents and students the opportunity to access PowerSchool Parent and Student portals to check student grades. I expect aspiring young adults to take ownership of their educations and to monitor PowerSchool closely, as though it were a bank account, and bring any

concerns or questions to my attention. I find that those running low on funds are the least likely to check their accounts—remaining ignorant is reportedly blissful—until they (more precisely, their parents) receive statements showing the deficiencies, which are only issued every 4.5 weeks in the form of progress reports and report cards, the latter of which carrying the most weight but arriving too late to afford the opportunity for any recompense. Scoring results for most assignments will be posted within 10 days of submission, with exception for longer assignments like feature articles, unit assessments, and projects.

Communication:

Anyone wishing to contact the instructor, may choose one of the following:

1. School email: bferguson@lincoln.k12.nc.us (As we are all busy, this is the preferred method, at least initially.)
2. Canvas: students and parents can use this site to communicate with teachers and staff, as well access resources, assignments, and due dates.
3. Phone: (704) 736 – 1017 ext. 61209
 - I am available before school (7:15 am), during planning my period (9:45 – 11:15), and after school (until 4 pm).

AP English Literature Reading List

The “Book Feature” project is the central nervous system of the class. Everything that is performed for the course is designed to create better, stronger communicators. Whether the class is reading classic literature or contemporary nonfiction, the mind and body functions remain the same: Receive a message, decode it, store what is worthwhile, and share it. Without messages traveling between humans we cease to have impact and importance.

Regardless of the work of literature chosen, it will contain at least one central issue that addresses the society of the author. However, though society progresses slowly, some issues are no longer clearly shared with our present. Careful attention should be paid to whether or not the conflicts driving the action of the piece chosen are at least reasonably related to our current society—locally, nationally, and/or internationally—to enable the student to complete the project, thus making it pertinent to our world today. Both the content of the story and the issue(s) central to it should interest the student greatly, so discussions amongst students and beyond (hopefully to the dinner table at home) are ideally a part of the process. Additionally, the issue(s) addressed in the chosen work should be complex enough to be further investigated with additional research and complemented with a problem-solution proposal. It is highly recommended that a great deal of research and consideration is put into the student’s identified social issue. Materials and instruction that will better enable students to make informed choices will be delivered as the course gets underway.

Their Eyes Were Watching God by Zora Neale Hurston

novel

Macbeth or Hamlet by William Shakespeare

drama

Fences by August Wilson

drama

An innumerable amount of...

poetry

Nearly every day a...

poem

“The Story of an Hour” by Kate Chopin

short story

“Lamb to the Slaughter” by Roald Dahl

short story

“The Chaser” by John Collier

short story

“The Yellow Wallpaper” by Charlotte Perkins Gilman

short story

“Eleven” and “Barbie-Q” by Sandra Cisneros

short story

“Open Boat” by Stephen Crane

short story

“Barn Burning” by William Faulkner

short story

“A Good Man is Hard to Find” by Flannery O’Connor

short story

“The Gioconda Smile” by Aldous Huxley

short story

Additional complex informational, nonfiction texts will be chosen from various sources by the instructor and students throughout the semester often with specific relationships to the literature being read at the time but overall interest in the subject matter will be a major determinant. These supplemental materials will often include background and historical information pertaining to the authors and the time periods in which they were writing, as well as contemporary issues sharing connections to the themes present in the literature being read. Additionally, professional features and materials containing background knowledge pertinent to the issue(s) addressed within will be commonly assigned.

****PLEASE READ, COMPLETE, AND RETURN THE FOLLOWING PAGE (6) BY THE END OF THE FIRST WEEK OF CLASSES TO RECEIVE YOUR 12 EMERGENCY PASSES.****

****PARENTS/GUARDIANS and STUDENTS, PLEASE READ, COMPLETE, INITIAL, SIGN, DETACH, and RETURN ONLY THIS ENTIRE PAGE BY THE END OF THE FIRST WEEK. ****

STUDENT NAME: _____
(Please print)

Parent or Guardian Name: _____
(Please print)

To the PARENT(S) or GUARDIAN(S):

PARENTS/GUARDIANS, Please Sign Your Initials on Each Line Below

I have read and understood the course syllabus for this class: _____

I understand that my child is responsible for any grade he/she receives, as the teacher does not just give out random grades (all grades are averaged out to arrive at a final grade for each term, which you are strongly encouraged to monitor with the use of PowerSchool.): _____

I understand I must ask my child for the necessary username and password to access PowerSchool to view my child's grades and access assignments on Canvas: _____

I have viewed the "READING LIST" and have no conflict with any of the works to be read by my child in this class: _____

I understand that I may contact the school at any time to speak with Mr. Furguson or leave a voice mail for him to return my call. I may also utilize the messaging system in Canvas or use the school email address to contact him regarding any questions/ concerns I may have: _____

*** PARENTS/GUARDIANS and STUDENTS, PLEASE SIGN AND DATE BELOW: ***

I, parent/guardian of _____, understand all of the above and will do my best to keep tabs on my child regarding his/her grades by utilizing the PowerSchool program. I am also aware that Mr. Furguson will only accept late work under extenuating circumstances, and he does not accept verbal or written excuses. He will only accept a phone call from a parent or guardian with a valid reason why the work is late (see "Homework and Class Work Policy" above).

Date: _____

Parent or Guardian Signature: _____

Student Signature: _____

****PLEASE RETURN THIS ENTIRE PAGE BY THE END OF THE FIRST WEEK OF CLASSES **
YOU WILL NOT RECEIVE YOUR 12 PASSES FOR THE SEMESTER UNTIL IT IS RECEIVED.**

**There is a Google Form for Page 6 located in Canvas if you prefer.