English I – Mrs. LaCombe
ldlacomb@volusia.k12.fl.us
DeLand High School 2022-23
Course Syllabus
Building 17 – Room 201

Student Learning Outcomes
At the end of the course, students will be able to show mastery of the following Language Arts Florida Standards:

1. Reading Literacy Texts (comprehension, close reading, literary analysis)
2. Reading Informational Texts (nonfiction analysis, expository writing)
3. Writing (informational, argumentative, narrative, daily quick writes, extended response)
4. Language (spelling, grammar, and vocabulary in context)
5. Speaking and Listening (class discussion, multimedia presentation, debate)

Daily Required Materials
- Charged Laptop
- Composition Notebook
- Notebook Paper
- Pencils or Pens (blue or black ink ONLY)

- Highlighter
- Sticky Notes

Class Resources- Students are expected to access the following resources for the entire school year. If you do not have access to technology, you are responsible for letting Mrs. LaCombe know.

- **Textbook**
  - Each student will receive a textbook- they will be stored in the classroom. They are consumable-pages will be torn out. If they are lost students have access to the textbook through vPortal.

- **Canvas**
  - Canvas is an online extension of the classroom. Students have access to Canvas through vPortal. Students can access assignments, resources, notes, etc. through Canvas. If a student is absent, they will have access to their work on Canvas, so they do not fall behind in class.

- **Remind**
  - Remind is a free app that allows communication of assignments and due dates between teachers and students. To join, the students will text @lacombe9sf to 81010 or if they already have the app they will click “join class” and enter the code. Personal information is NOT exchanged.

English I Technology Component
Students will use laptops in the classroom throughout the year. Laptop checkouts will be the first week of school during English. Please make sure all the proper paperwork is filled out for student computers from the school. Since the school has issued each student a laptop to use, students will NOT be permitted to use their phones for classwork.

Academic Support
If a student needs assistance, they will need to indicate to Mrs. LaCombe that they need help. I can’t help them if I don’t know they need help. Office hours are Tuesday-Thursday during lunch.

Academic Dishonesty
All forms of academic dishonesty are prohibited (See student handbook). Academic dishonest includes, but is not limited to, plagiarism, cheating, copying another student’s work, completing work for another student, forgery, alteration of documents, misconduct during a testing situation, and reusing an essay or work form a previous class. **Any dishonesty will result in a failing grade for the assessment in question as well as discipline consequences through the dean’s office. Zero tolerance.**

If you are caught cheating on another class’s assignment, Mrs. LaCombe will take up the assignment and inform the appropriate teacher and Dean’s Office.
Course Work
The course is divided into 4 quarters. Each quarter includes daily reading and writing, vocabulary, grammar, lecture and note taking, student presentations, research, and discussions.

Below is a list of units you will be working on this year in no particular order. Please keep in mind this list is subject to change. If there is something you are uncomfortable with your student reading, please reach out to me via email and an alternative will be provided.

<table>
<thead>
<tr>
<th>Major Works</th>
<th>Writing Focus</th>
<th>Major Project</th>
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</thead>
<tbody>
<tr>
<td>Student Selected Independent Novel</td>
<td>Argumentative</td>
<td>Presentation</td>
</tr>
<tr>
<td><em>Romeo &amp; Juliet</em> by William Shakespeare</td>
<td>Informative</td>
<td>Speech</td>
</tr>
<tr>
<td><em>Fahrenheit 451</em> by Ray Bradbury</td>
<td>Narrative</td>
<td>Research Project</td>
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<tr>
<td></td>
<td></td>
<td>Group Presentation</td>
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<td></td>
<td></td>
<td>Essay</td>
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</tbody>
</table>

Assessments
There are three types of assessments:
- Diagnostic: meant to determine what you know before learning begins (no points)
- Formative: practice exercises while learning
- Summative: a way of evaluating what you’ve learned at the end

Following District guidelines, all formative assessments (homework, classwork, quizzes, exercises, daily bell ringers) will count as 40% of your final grade; summative assessment (major essays, projects, tests) will count as 60% of your final grade.

You will be allowed the opportunity to remediate a summative grade if your original grade is a 59% or lower. **Students must attend office hours to remediate the grade.** The purpose of this is so that the students can receive assistance to help with understanding material, creative thinking, and completion of a task.

Late Work
Deadlines for assignments will be written on the calendar on the “Student Center” bulletin board located at the front of the classroom and the “Due Dates” section of the whiteboard. Deadlines for assignments can also be found on Canvas and in Focus. All assigned work will be turned in by students on the due date. Please see the comment section of assignments for the Final Deadline. The final deadline means assignment will no longer be accepted beyond that date. The Final Deadline will correspond with the end of a unit. Students with IEPs have their accommodations taken into account.

Absences
If you have an absence, you will have one day to turn in work for each day out. It is your responsibility to check for make-up work, not Mrs. LaCombe’s. Each day's agenda will be found on the calendar on the “Student Center” bulletin board. Paper assignments will be found in the binder under “Student Center” as well. The assignment will be in the tab that corresponds with the date the student was absent. Digital assignments will be found on Canvas.

Grading
Students and parents should check Gradebook weekly to verify course grades. Please email Mrs. LaCombe with any questions or concerns. Below is the county grading scale for quarter and semester grades. Please note that the teacher has the authority, per district guidelines, to override a student’s final grade if course standards have not been met.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
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</tbody>
</table>

Communication
Students and Parents can communicate with Mrs. LaCombe through the email provided on the front page of this syllabus (ldlacomb@volusia.k12.fl.us). Students may also contact Mrs. LaCombe through Remind.
Classroom Environment
I expect our room to be a place of respect, friendliness, and productive learning. Seating arrangements are subject to change without notice or reason.

Classroom Rules & The Bulldog Way

<table>
<thead>
<tr>
<th>Follow directions</th>
<th>Cellphone put away. Laptop out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be respectful</td>
<td>Show up on time, every time</td>
</tr>
<tr>
<td>Come to class on time with all required materials</td>
<td>Dude, be nice!</td>
</tr>
<tr>
<td>Be responsible for your own learning</td>
<td>Know where to be</td>
</tr>
<tr>
<td>Pick up after yourself</td>
<td>Keep it clean</td>
</tr>
<tr>
<td></td>
<td>Be better than yesterday</td>
</tr>
</tbody>
</table>

Restroom Policy
Students must abide by the 10/10 rule- no one leaves the classroom the first ten or last ten minutes of class. Students may use the restroom during independent work time; not during teacher instruction. During presentations students must wait between presentations to exit and enter the classroom. Only one student will leave for the restroom at a time. Restroom privileges can be revoked if a student continuously takes trips to the restroom that exceed a reasonable time.

Donations
If you are interested, here are the QR codes to my classroom wish lists:

Classroom Supplies:  
[QR Code]
https://www.amazon.com/hz/wishlist/ls/127O0YJ6BATA2?ref_=wl_share

Classroom Library:  
[QR Code]

Please see following page for syllabus signature page.
Course Description:

AP English Literature & Composition is a college level course designed by the College Board and offered at the high school level in accordance with College Board requirements described in the AP English Course Description. It is designed to prepare students to successfully complete the AP English examination and receive college level credit at participating colleges and universities.

As a study of literature, the AP English Literature & Composition course is designed to engage students in the careful reading and critical analysis of imaginative works. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's diction, structure, style, and themes as well as literary devices such as the use of figurative language, imagery, symbolism, and tone. The course begins with an intensive study of how to effectively analyze fiction through a deeper understanding of the literary tools authors use.

Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style, and attention to precision and correctness as necessary. Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- A balance of generalization with specific illustrative detail
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- A wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- Effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis

Throughout the course students will practice both timed essays and longer out-of-class papers. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts.

Most important to success in AP English Literature is hard work on the part of each individual student as evidenced by the carefully reading of texts, engagement in class discussions, and timely completion of all work, ever seeking to improve as an accurate reader and effective writer.

Course Texts

Textbooks we could use include *The Bedford Introduction to Literature, Sound and Sense*, and various chapters in *How to Read Literature like a Professor*. The course also includes assorted novels, plays poetry, and short stories. Possible titles include (but are not limited to) the following: *Jane Eyre, Frankenstein, Pride and Prejudice, The Importance of Being Ernest, Hamlet,* “Rime of the Ancient Mariner,” “The Yellow Wallpaper,” and “A Rose for Emily.”

Students are strongly encouraged to purchase their own copies of the novels we read in class for annotation and sanitizing purposes.

Big Ideas & Enduring Understandings

“The big ideas and enduring understandings serve as the foundations of the AP English Literature and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding” (15).

- **Character:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **Setting:** Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **Structure:** The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
• **Narration** - A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.

• **Figurative Language** - Comparisons, representations, and associations shift meaning from the literal to the figurative and invite the reader to interpret a text.

• **Literary Argumentation** - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

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**Reading & Writing Assignments**

Students are expected to read each assigned text in a timely manner and carefully. Close reading of texts will require more time than pleasurable reading and likely require multiple readings and annotations (especially as it relates to poetry). Students are encouraged to keep a reader-response journal in which they will free-write responses to the works studied as well as record key quotes and vocabulary for each work.

In terms of writing, students will write multiple timed essays, formal critical papers, and creative assignments in relation to the assigned texts and units of study. Opportunities for peer review, writing workshops, and teacher conferences are included throughout the course.

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**Grading**

Unlike most high school courses, AP English Literature is designed to reward students who work hard and show commitment and improvement over the course of the year. Although student achievement will be assessed through typical means such as written assignments, test quizzes, presentations, and homework, the final grade for each marking period will reflect the continued commitment on a student’s part to put his or her best effort into each assignment and to be actively engaged in the class.

Hard work and commitment could be evidenced by such things as: focused effort on self-improvement through revision of work, completing all work on time, being actively engaged in class discussion, working cooperatively with other students to become better writers and readers, seeking extra help as needed outside of class, etc.

All work must be completed and ready for submission or discussion on the dates assigned. *Late work should not even be seen as an option.* If you plan to be out of class on a day an assignment is due (i.e., field trip, dentist appointment, etc.), that assignment must somehow find its way to Canvas.

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**Grading scale as determined by VCS:**

<table>
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<tr>
<th>Grade</th>
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<tbody>
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</table>

**Formative Assessments:** 40% of total grade

- Multiple choice practice
- Short response
- In-class activities
- Homework

**Summative Assessments:** 60% of total grade

- Exams
- Essays
- Projects

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**Wide Reading Novels**

Each marking period students will be required to read a novel/play outside of class self-selected from a suggested AP English Literature wide reading list in order to prepare for the open-ended question of the AP English Literature Exam. For each work you read, you will take a reading quiz under supervision and write an essay responding to a self-selected previously released AP English Literature open-ended prompt.

A list of the most frequently used books on the AP Literature & Composition test from 1971-2016 can be found on Canvas. You must read something new that was not studied in 9th-11th grade English. There are other works of literary merit that I am open to including. If there is novel on this list that you would like to read, please see me.

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**Technology**
Canvas is an online extension of our classroom. In addition to having assignments to complete on Canvas, students will have access to all paper assignments, notes, resources, etc. through Canvas as well. If a student is absent they will have access to their work.

Remind is a free app that allows communication of assignments and due dates between teachers and students. To join, the students will text @lacombeap1 to 81010 or if they already have the app they will click “join class” and enter the code. Personal information is NOT exchanged.

**Proposed Course Outline**

<table>
<thead>
<tr>
<th>Quarter 1:</th>
<th>Quarter 2:</th>
</tr>
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<tbody>
<tr>
<td>• Practice Exam- establish a baseline</td>
<td></td>
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<tr>
<td>• Archetypes, literary theories, and literary terms</td>
<td></td>
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<tr>
<td>• “Loss of Innocence” Text set:</td>
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<tr>
<td>o <em>The Catcher in the Rye</em> by J.D. Salinger</td>
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<tr>
<td>o “Where Are You Going, Where Have You Been?” by Joyce Carol Oates</td>
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<tr>
<td>o “Song of Innocence” by William Blake</td>
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<tr>
<td>o “Song of Experience” by William Blake</td>
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<tr>
<td>o <em>A Doll’s House</em> by Henrik Ibsen.</td>
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<td>• Frame story</td>
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<td></td>
<td>• “Trials” Text set:</td>
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<tr>
<td></td>
<td>o <em>Rime of the Ancient Mariner</em> by Samuel Taylor Coleridge</td>
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<tr>
<td></td>
<td>o <em>Frankenstein</em> by Mary Shelley</td>
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<tr>
<td></td>
<td>o “A Rose for Emily” by William Faulkner</td>
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<td></td>
<td>o “A Jury of Her Peers” by Susan Glaspell</td>
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<td></td>
<td>• Literary Analysis</td>
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<thead>
<tr>
<th>Quarter 3:</th>
<th>Quarter 4:</th>
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<tbody>
<tr>
<td>• Poetry March Madness</td>
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<tr>
<td>• Poetry and literary analysis</td>
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<tr>
<td>• “Guilt and Secrets” Text set:</td>
<td></td>
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<tr>
<td>o <em>Hamlet</em> by William Shakespeare</td>
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</tr>
<tr>
<td>o Literature Circles:</td>
<td></td>
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<tr>
<td>• <em>Pride &amp; Prejudice</em> by Jane Austen</td>
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<tr>
<td>• “The Other Paris” by Mavis Gallant</td>
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<tr>
<td>• <em>Wuthering Heights</em> by Emily Bronte</td>
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<tr>
<td>• “Cask of Amontillado” by Edgar Allan Poe</td>
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<tr>
<td>• <em>Jane Eyre</em> by Charlotte Bronte</td>
<td></td>
</tr>
<tr>
<td>• “The Yellow Wallpaper” by Charlotte Perkins Gillman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poetry March Madness</td>
</tr>
<tr>
<td></td>
<td>• <em>The Importance of Being Earnest</em> by Oscar Wilde</td>
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<tr>
<td></td>
<td>• AP Exam prep</td>
</tr>
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<td></td>
<td>o AP Exam May 3, 2023</td>
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</tbody>
</table>

**AP Exam**

The AP Literature and Composition exam for the 2020-2021 school year is scheduled for **Wednesday, May 3, 2023 at 8:00 am**.

All students enrolled in the course will be registered and expected to sit for the exam. Scheduled exam review sessions will begin upon our arrival back to school from Winter Break (this includes evenings, and weekends) dedicated exclusively to exam preparation. Attendance at these sessions is voluntary. Tutoring will take place during lunch Tuesday-Thursday in Mrs. LaCombe’s room. AP Exam review will begin after Winter Break, Thursday’s during lunch.

The AP Literature exam is made up of two parts that take place over the course of three hours. Part one is a one-hour multiple choice section containing 55 questions that makes up 45% of the final test score. Part two is a two hour, three-question free response section that makes up 55% of the final test score.
Parent/Guardian: You have homework! Please detach this page and return to Mrs. LaCombe by Friday, 8/26

Movie Permission: Please check one.

___ My student has my permission to view academic related films (PG/PG13).

___ I prefer that my student be provided alternative assignments.

Novel Permission: Please check one.

___ My student has permission to read academically appropriate novels.

___ Please review novel with me prior to assigning so I can decide if I would prefer an alternative for my student.

Student Name ________________________________________________________________

Parent/Guardian Name ________________________________________________________

Parent/Guardian Email ________________________________________________________

Parent/Guardian Phone ________________________________________________________

Please read the following statement and sign below:

I have read and gone over the course syllabus for AP Literature with my parent/student. We understand and will be held to the rules, expectations, and policies for this course. All contact information is up to date and accurate. We are ready for a good school year, and we know how to contact Mrs. LaCombe for assistance and concerns.

Parent/Guardian Signature: ________________________________ Date: __________

Student Signature: ________________________________ Date: __________

Open House is September 27 from 5:30 pm to 7:00 pm
Movie Permission: Please check one.

___ My student has my permission to view academic related films (PG/PG13).

___ I prefer that my student be provided alternative assignments.

Novel Permission: Please check one.

___ My student has permission to read academically appropriate novels.

___ Please review novel with me prior to assigning so I can decide if I would prefer an alternative for my student.

Student Name ____________________________________________________________________________________________________

Parent/Guardian Name ______________________________________________________________________________________________

Parent/Guardian Email ______________________________________________________________________________________________

Parent/Guardian Phone ______________________________________________________________________________________________

Please read the following statement and sign below:
I have read and gone over the course syllabus for English I with my parent/student. We understand and will be held to the rules, expectations, and policies for this course. All contact information is up to date and accurate. We are ready for a good school year, and we know how to contact Mrs. LaCombe for assistance and concerns.

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Student Signature: ________________________________ Date: __________

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