

ADVANCED PLACEMENT PREPARATORY ENGLISH (AP PREP)
SPRING 2008
MR. BOVAIRD

Course Syllabus

Instructor: **Mr. Robert Bovaird**

Email: **bovairob@usd437.net**

Room: **167**

Phone: **339-4100**

Plan Period: **7th Hour**

IMC Duty: **6th Hour**

Web Site: **www.wrhs.net/messages_from_staff/bovairob.htm**

MATERIALS: First of all, you must supply *your own* paper and writing utensils! Please do not ask me to borrow a pen or pencil... ever. I strongly suggest that you keep a separate folder for this class. You will also need to bring your planner to class daily (for writing down assignments and due dates and for getting a pass to your *locker* or the *restroom*).

Throughout the semester, you will be issued school-owned books for this class. I will let you know ahead of time as to what text you will need in class, but you need to understand that this warning includes signs posted on the door the day we will be using the particular book! **Any damage or loss will be your responsibility even if you are not the vandal guilty of the damage.** You may *not* leave your books in the classroom.

Also, a notebook will be needed for you to use as a writing journal in this class. This should be a journal used specifically for this class, not piggybacked with other classes.

COURSE DESCRIPTION: This enriched and accelerated, college-preparatory course studies the chronology of American literature from approximately its beginnings to contemporary works, makes connections among historical and modern works of world significance, and begins the focus on the analysis of literature necessary for success on the Advanced Placement Literature and Composition exam taken during the senior year. In addition to incorporating instruction in narrative, expository, technical, persuasive, poetry and literary analysis writing, this course also includes instruction in listening, speaking, viewing, critical thinking, and research.

MY PHILOSOPHY OF TEACHING: Plain and simple, teaching is something that I love to do. Paychecks or any sort of personal glory are not the things to which I look forward every day when I come to school. I enjoy working with high school-aged kids, I think school can be fun as well as educational, and I believe that you all have enormous potential. My philosophy is one of hard work, but with a balance of enjoyment in life. I always try to keep this outlook in mind: *Work hard so that we can play hard.* We have got to be able to work in a productive atmosphere, and if the work ethic falls short of expectations, then we will not be able to justify the “fun” I look forward to having with you.

OBJECTIVES: *In this course, you will...*

1. write effectively for a variety of audiences, purposes, and contexts utilizing the Six Traits (+1)
2. demonstrate skill in reading a variety of materials for a variety of purposes
3. demonstrate skills needed to read and respond to literature from a variety of cultures, genres, and time periods
4. demonstrate skill in inquiry and research

GRADING POLICY: I will be using the following *grading scale*:

A 90% B 80% C 70% NC Below 70%

Grade Weightings:

Major Writing: **40%** (major writings include **formal drafts** of essays)

Major Assessment: **40%** (exams and major projects; exam formats vary with each unit)

Daily Work: **10%** (graded daily work, such as homework assignments, participation points, informal writings, and in-class activities; **note:** not all activities will be turned in for a grade and some might be for completion grade only)

Quiz: **10%** (periodic quizzes will be given to assess whether you are up on your reading; these quizzes may be announced ahead of time or they might be spontaneous)

LATE WORK: Students are responsible for turning assignments in the day it is due, whether a reminder is posted on the chalkboard, I ask for it, etc.

- Major Writings and Assessments that are late will receive no higher than an 80% of the possible points; if you are absent for an exam, it is your responsibility to schedule a time to make it up within the next 5 school days (after 5 days, you cannot make up the exam)
- Daily work that is late will receive no more than 50% of the possible points; no daily work will be accepted after the unit has been completed
- Quizzes may be made up within 2 days of absence; see above policy with exams
- In order to be eligible for a retake on an exam, students must complete and turn in the study guide for that unit the day the exam takes place

Losing credit on a major assessment will likely result in failing an outcome, thus losing credit for the course. Failure to turn in a major assignment or multiple pieces of homework will quite possibly have similar results.

TIMELY RETURN OF STUDENT WORK: Major pieces of student writing will be returned in a timely fashion and with quality feedback to help the student in achieving a better understanding of its strengths and areas of needed improvement. Although it is the intention of WRHS English teachers to make every effort to return student writing as soon as possible, all work will certainly be returned prior to the next comparable assignment being due.

CLASSROOM EXPECTATIONS:

- Be respectful and polite, be prepared and on task, and be prompt
- Bring all required materials to class on a daily basis
- Be in the classroom ready to go when I'm ready or you will be counted *tardy*
- First thing when you enter the classroom, check the chalkboard for instructions to begin the class period
- Leave all inappropriate conversations, language, & noises in the hallway
- Stay awake – I can be very sympathetic to how tired teenagers can get, but you need to show me that you are awake and paying attention
- I will be the one to dismiss you, not the bell; I reserve the right to keep you after the bell if necessary
- You are to follow all policies in the WRHS Student Handbook

MEETING TIMES: We will meet every day of the week in this classroom (room 167); I teach AP Prep during 1st and 2nd Hours.

SIGNATURES: Please read through this document carefully with your parents, then when you have finished please have them sign and sign it yourself in the appropriate places.

Parent: _____

Student: _____