



**12<sup>th</sup> Grade  
Senior English  
AP Literature  
Chican@ Studies  
Course Syllabus  
2015 - 2016**



**INSTRUCTOR NAME:** Ms. Carrasco  
**EMAIL:** [g.carrasco@pucschools.org](mailto:g.carrasco@pucschools.org) / [gycarrasco@gmail.com](mailto:gycarrasco@gmail.com)  
**TUTORING HOURS:** W/TH. After School or By Appointment  
**PHONE NUMBER:** (323) 276 - 5525  
**2050 SAN FERNANDO ROAD LOS ANGELES, CA 90065**

## I. Course Description and Purpose

**Senior English** - The 12<sup>th</sup> grade English course at PUC's Early College Academy for Leaders and Scholars is two eighteen-week long semesters that will provide students with the skills necessary to thoughtfully engage in close reading and critical analysis of literature. The course includes a thorough study of a large body of literary work that spans various time periods, genres, and styles. The choice of required readings have been selected with great consideration and to demonstrate a broad range of authors and themes, which will be explored in great depth. The work under study will require thoughtful, deliberate reading that will engender multiple meanings.

Students will derive great pleasure both from the simple love of literature and the complexity of thought used by each author through structure, style, and the use of figurative language. Significant historical and social scaffolding of selected works and authors are also an essential part of understanding the literature. Alongside our reading, we will initiate a series of thoughtful discussions in the form of Socratic seminar, small group discussions, and teacher-student conferencing. The teacher will act as a moderator during our in-class discussions. The discussions will require preparation and initiative on the student's part, which is largely dependent upon the completion of all assigned readings. Ultimately, students will boost their skills as an English student within this course that is designed to meet and exceed the standards set by the state of California.

**AP Literature** - The AP® English Literature and Composition course is intended to be comparable to a university level English literature course. Students are expected to read and write at an advanced level, as well as have an interest and aptitude for studying literature. Class discussion and participation are vital components of the class. AP® English Literature and Composition focuses primarily on literary analysis. Students will be required to read from a variety of genres such as drama, novels, short stories, and poetry. As a culmination to the course in May, Students will have the opportunity to take the AP® English Literature and Composition Exam sponsored by the College Board. Students who score at an acceptable level may receive college credit.

### **Course Objectives**

1. To do close studies of various genres in literature.
2. To develop the ability to interpret and analyze literature at an insightful and complex level.
3. To identify an author's development of literary elements such as structure, irony, paradox, characterization, tone, theme, diction, syntax and archetypal patterns.
4. To seek and explain underlying meanings.
5. To develop an understanding of the broader significance or impact of a work of literature.
6. To develop the skill for insightful literary discussion.
7. To improve proficiency in writing analysis papers and reflection pieces based on literature.
8. To recognize and employ literary evidence in discussions and writing responses.
9. To consider the elements of style, figurative language, and literary devices as they relate to theme and meaning.

10. To study representative pieces from various genres in order to trace literary conventions, social ideas, and historical context reflected in the works.

**Chican@ Studies** - What does it mean to be “Chicano”, “Mexican American”, “Hispanic” or “Latino” in the United States? Until recently, the experiences of peoples of diverse cultural and historical backgrounds were often bypassed. In this course we explore the intersections of identity, place and history. To see our lives in their fullness, we need to understand where we come from and how historical events have affected us and how they continue to affect us. We will investigate how we have been shaped by our understanding of our place in American cultural life and how these events affect our individual identity formation.

### **Course Objectives**

1. Students will examine the multiple ways that “Chicanos” have been defined and named in the United States, as well as understand the contributions Chicanos have had made to the larger U.S. culture.
2. Students will discuss the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, family experiences, stories, and memories.
3. Students will employ the terms, concepts, and methods required in the study of Chicano Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
4. Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that are clear, compelling, and challenging.

### II. Textbooks & Materials

Textbooks: Class Reader  
Course Novels

\*All students will need to purchase:

- a spiral notebook with lined paper (120pgs)
- pens (blue or black ink) and pencils
- pencil sharpener
- loose paper
- coloring pencils

### III. Key Assignments Explored in this Course

There are two types of work you will be doing in this class on a regular basis:

Down & Dirty	High & Mighty
--------------	---------------

<ul style="list-style-type: none"> <li>• This is independent work that is completed using your Interactive Student Notebook. You will be reading chapters from the textbook and completing structured reading notes in the notebook.</li> <li>• You will be given class time to complete this work, but anything not completed in class will automatically become homework</li> <li>• Once or twice a week I will be giving interactive lectures on the material from the textbook</li> <li>• This work will be checked for completion two times per week and you will be given a Quick Check on the material from each chapter</li> <li>• <b>The good news is:</b></li> <li>• You will have the option to listen to your headphones while you complete this work ☺!</li> <li>and</li> <li>• You can use your notes/notebooks on the Quick Checks ☺!</li> </ul> <p><b>*Why?</b> Because learning how to complete this type of independent work is crucial for you to be successful in college!</p>	<ul style="list-style-type: none"> <li>• This work mimics a college seminar course</li> <li>• We will be reading college level texts together in a large group and responding to the texts in multiple ways</li> <li>• We will be drawing on personal experiences to help us make connections to the material</li> <li>• The themes for this part of the course include identity, culture, race, ethnicity, religion, oppression and social justice – these are exactly aligned to the themes in your English12 and AP English classes</li> <li>• We will strive to understand ourselves (our values, beliefs, attitudes and culture) and why the world is so divided along the lines of culture, race, income levels and opportunity – then we will strive to develop ways to fight against these injustices</li> <li>• We will constantly be making connections to what we are learning about the Government and Economy of the U.S.</li> </ul> <p><b>*Why?</b> Because I believe that you can handle the challenge of college level work and I don't think the textbooks do enough to make the content relatable to your lives and your culture.</p>
--	---

IV. Classroom Vision

- **Equity** – Every student achieves at the highest possible level
- **Community** – We hold each other accountable and help each other persevere through tough times and challenges
- **Engagement** – We find joy in the challenges of a rigorous curriculum

- **Reflection** – We are constantly trying to improve on our current level of performance
- **Action** – We will continue to seek knowledge and become agents of change in our communities

In addition, we will always strive to internalize the eCALS Habits of Mind and Heart: **Accountability, Empathy, Communication, Organization, Initiative and Persistence.**

V. Grading Policy\*

PUC eCALS believes that grades serve as a valuable instructional purpose by helping students and parents/guardians identify the student’s areas of strength and areas needing improvement. Grades are based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. Students will be measured by following grade breakdown in every class.

- Quick Checks (May be re-taken)– 45%
- Unit Test – 20%
- Performance Task – 20%
- Prep Work – 15%

Letter Grade	Percent Range (PS)	1 – 10 Range (SBG)
A	90 – 100 %	9 – 10
B	80 – 89	8
C	70 – 79	7
F	0 – 69	6

**\*Policy for Late Work:** Late work is accepted, but 10% is deducted from the score of the assignment for every day that it is late. For example, if an assignment is 5 days late, the score is 50% (F). If an assignment is more than 5 days late and you would like to be considered for a passing grade, it will need to be accompanied by a short persuasive essay explaining exactly why it was late and the reasons why I should accept the assignment.

VI. Classroom Norms/Rules/Procedures\*

We will always strive to maintain an environment based on the following NORMS:

- **Mutual Respect** – We (the teacher and students) will negotiate what exactly this should look like during the first week of school.
- **Active Listening** – Having side conversations when the teacher/student presenter/speaker is speaking to the whole class is extremely rude. **DON’T BE RUDE!**
- **No Put Downs-** We will always lift each other up and never put each other down!

- **Right to Pass** – When called upon in class, you will always have the right to pass. However, remember that part of your grade is your participation in class discussions and debates (Performance Task – 20%).

When there is a violation of one of these NORMS, one or more of the following may occur:

- The student(s) may receive a friendly reminder about the NORMS
- The student(s) may lose the privilege to have a say in where they sit during class
- The student(s) may be asked to stay for a conversation with Ms. Carrasco – if this is the case, you may always invite a third party to the conversation.
- Ms. Carrasco may contact the parent(s) or guardian(s) of the student(s) to try and get the parent(s) or guardian(s) more involved
- The student(s) may be referred to the Administration of eCALs.

## VII. Units Covered

### 1) **Unit One: My Own Self-Interest (Identity)**

Who am I?

How do I identify?

What values, attitudes and beliefs are most important to me?

Does your identity place you on this continent?

Is your identity imposed by society?

What is respect?

What are my needs and desires in life?

What does it mean to be a good person?

What do I want from the future?

What happens to a dream deferred?

### 2) **Unit Two: Cultural Division in American Society**

What is culture?

What culture(s) do I identify with and why?

What culture (s) do I not identify with and why?

What does it mean to be “white”?

What does it mean to be Latino?

What does it mean to be Xicano?

What does it mean to be American?

What does it mean to be Asian?

What does it mean to be black?

What does it mean to be a person of color?

### 3) **Unit three: Oppression and Social Justice**

What is oppression?

Why have immigrant minorities historically been oppressed by the dominant culture in the United States?

What methods has the dominant culture used to oppress immigrant minorities in the United States?

What does power look like in American society?

Is it possible for me to obtain power in American society?

How have members of oppressed groups historically obtained power in American society?

How can I obtain power in American society and do I want to?

What does it mean to be human and stay human?

4) **Unit Four: Reconciling Cultural Division with My Own Personal Interest (Identity)**

Why would it be beneficial for me to understand the values, attitudes, beliefs and institutions of the dominant culture in the United States?

Is it possible for me to adopt some of the values, attitudes and beliefs of the dominant culture, without sacrificing my own culture and identity?

Which values, attitudes and beliefs of the dominant culture may be worth cultivating in my own self-interest?

Do you choose to grow or slowly die?