

AP English Literature & Composition

Course Syllabus



Course Overview:

Advanced Placement Literature and Composition is a college level English course that, in addition to satisfying the 12th grade English requirement, also fosters the ability to read and analyze literary texts closely and insightfully. Our focus is on close, critical reading of English prose and poetry from the sixteenth century to the present as well as classical works from the Greek and Roman canon. Students will also be exposed to literary criticism and theory. Critical discussion and writing about these works will center on the techniques that writers use to develop theme, style, and tone. The overarching goal of A.P. English is to help the student develop mature habits of critical thinking as an independent reader of and writer about literature. This class is both demanding and intellectually stimulating. On the average students will be required to write a composition every two weeks. Students are expected to learn terminology specific to college level literary analysis and will also receive grammar instruction as the need dictates. Classroom discussion and active participation are vital for obtaining critical skills necessary for college level analysis.

The AP Exam:

In addition to preparing students for college level literary analysis, this course is also designed to prepare students for the A.P. Literature exam administered in May. The skill set required to succeed on this exam will be a major focus of this course. These skills include but are not limited to: responding to complex literary works that require high-level critical thinking skills; analyzing classical as well as modern English poetry; addressing essay prompts with accuracy and precision; compose single drafts of writing tasks under timed conditions. A score of 4 or 5 on this exam is considered equivalent to a 3.3 to 4.0 for comparable courses at the college or university level. A student who earns a score of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

Course Goals:

Using Bloom's Taxonomy, students will move from thinking at a concrete level to the abstract concept of the universality of theme. They will explore the ways that literature is a mirror for understanding the individual's role in society and how it reflects the human condition. Students will also understand that writing is form of communication across the ages.

Through Socratic Seminar, shared inquiry and discussion groups, essential questions will be examined. These essential questions include:

- How does literature help us understand ourselves and others?
- How has writing become a communication tool across the ages?
- How does literature reflect the human condition?
- How does literature express universal themes?

In accordance with students' individual capacities, students will grow in the ability to:

- Respond to complex literary works that require high-level critical thinking skills.
- Evaluate, revise and edit papers always checking for unity, coherence, balance, emphasis, logical order and transition, appropriateness of diction, economy and directness of expression and conventions of standard written English.
- Develop supporting skills to check pronoun reference, parallelism and other syntactical features.
- Analyze how diction determines the tone of a fictional piece.
- Analyze how imagery develops characters and themes in literature.
- Analyze arguments and conclusions in literary works.
- Compose single drafts of writing tasks under timed conditions.

Assessment and Evaluation:

In-class writing consists of two types; free-response questions taken from past AP exams (which are given under timed conditions) and tests on class texts. Free-response questions are graded holistically, using specific rubrics. Peer evaluation is used consistently throughout the course in order to encourage cooperative learning as well as exposing the students to the AP grading system.

Students gain familiarity with the AP test format through recurrent encounters with essay and multiple-choice sections of past AP Exams. Students are expected to write several papers prepared outside of class.

- Tests on the literature consist of several passage-identification questions, short-answer questions, and essay prompts. There will be a test at the end of each unit. You will need to **make arrangements to take it early** in the event of a planned absence.
- There will also be a **vocabulary test every Friday**. You will need to **make arrangements to take it early** in the event of a planned absence. Late vocabulary tests will not be administered.

Students' **overall grades for the course** will be based on the following items:

<ul style="list-style-type: none"> • Tests/ quizzes / out-of-class projects / essays • Class work (including oral performance / presentations / in-class projects) • Homework • Participation (contributing to class discussion) 	<p>A standard point system will be used to determine <u>assignment grades</u> (grades will NOT be curved):</p> <table border="1"> <tr> <td>A =</td> <td>90-100%</td> </tr> <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>59% & BELOW</td> </tr> </table>	A =	90-100%	B =	80-89%	C =	70-79%	D =	60-69%	F =	59% & BELOW
A =	90-100%										
B =	80-89%										
C =	70-79%										
D =	60-69%										
F =	59% & BELOW										

Late Work:

I **DO NOT** accept late work. Turn it in on time, or you will earn a zero for the assignment. Those on a **team** are expected to **turn work in on the day that it is due** – being on a team is not an excuse to turn in assignments late.

Classroom Expectations

- All school rules are in effect in the classroom. No exceptions.

Students are expected to:

- Pay attention to the teacher/speaker/presenter.
- Use common courtesy at all times (i.e., treating others with respect, no interruptions, etc.).
- Maintain a positive attitude and a solid work ethic.
- Turn all assignments in on time. Late work will not be accepted.
- Cause no distractions to the learning environment.
- Refrain from using foul language.
- Have ALL ELECTRONIC DEVICES turned off – cell phones, iPods, etc.
- Come in QUIETLY, sit and begin warm up activity.
- Come to class on time. (excessive tardiness will result in excessive detention, and will adversely affect your grade)

Plagiarism Policy:

I take plagiarism & cheating very seriously. Using someone else's words as your own is immoral, unethical, and does nothing to further your education. With the availability of search engines like Google that search in-text for documents, it is easy to catch someone if they have bought or copied information from the Internet.

My definition of plagiarism is:

- Buying or borrowing a paper from someone and turning it in as your own work.
- Extracting the exact words from a document without placing the text in quotation marks and citing the author.
- Using someone else's published ideas without giving them proper cited credit.
- Having a parent, friend, etc. write part or all of your paper for you.

If you are caught violating my rules on plagiarism, you will receive an automatic zero (0) on the assignment and be referred to the proper authorities. Make sure your work is your own!

“What Makes Plagiarism a Serious Offense?”

Plagiarists are seen not only as dishonest but also as incompetent, incapable of doing research and expressing original thoughts. When professional writers are exposed as plagiarists, they are likely to lose their jobs and are certain to suffer public embarrassment, diminished prestige, and loss of future credibility. The same is true of other professionals who write in connection with their jobs, even when they are not writing for publication. The charge of plagiarism is serious because it calls into question everything about the writer's work: if this piece of writing is misrepresented as being original, how can a reader trust any work by the writer? One instance of plagiarism can cast a shadow across an entire career.

Schools consider plagiarism a grave matter for the same reason. If a student fails to give credit for the work of others in one project, how can a teacher trust any of the student's work? Plagiarism undermines the relationship between teachers and students, turning teachers into detectives instead of mentors, fostering suspicion instead of trust, and making it difficult for learning to take place. Students who plagiarize deprive themselves of the knowledge they would have gained if they had done their own writing. Plagiarism also can undermine public trust in educational institutions, if students are routinely allowed to pass courses and receive diplomas without doing the required work.”

---"The MLA Style Center." *Plagiarism and Academic Dishonesty* –. Web. 17 Aug. 2016

Reading and Writing Schedule

Pre-Course Assignment

Students are required to complete a summer reading or research assignment, which may include research of important concepts necessary in the understanding and analysis of literature; or reading one classic work (ex. *Test of the d'Urbervilles* by Thomas Hardy) or one contemporary work (ex. *Their Eyes Were Watching God* by Zora Neale Hurston), or both. A written assignment is also required, consisting of one or two essays entailing analysis of the summer works. The first few days of the course will be dedicated to testing and discussion of the summer research or reading.

Unit 1: The Novel: Pre-twentieth Century

Texts: *Frankenstein* by Mary Shelley; *Heart of Darkness* by Joseph Conrad; *The Picture of Dorian Gray* by Oscar Wilde

Students will explore the literary techniques of frame narrative, inference and symbolism. Through close textual reading and analysis of one or more of these texts, students will examine the nature of human evil and explore ethical conflict.

Unit Expectations

- a) Active reading / reader-response logs incorporated into understanding the conventions of the pre-20th century novel
- b) Formal analysis/literary paper comparing and contrasting the notions of the concept of evil and man's inhumanity to man. The essay will be expository and analytical in nature. Students will revise and work in peer editing groups. Paper will emphasize the ways in which the author's technique mirrors the themes.
- c) Timed write on the nature of human evil, including scoring guide.
- d) Discussion: ethics and morality. We will also discuss Chinua Achebe's condemnation of the text as an precursor to the "cultures in conflict" unit
- e) Socratic seminar.
- f) Shared inquiry.

Unit 2: The Novel – Cultures in Conflict

Texts: *Things Fall Apart* by Chinua Achebe; *Invisible Man* by Ralph Ellison; *Beloved* by Toni Morrison.

Students are urged to question the role of power in society. As they examine cultural conflict, students will come to a deeper understanding of identity and its place in society.

Unit Expectations

- a) Active reading / reader-response logs incorporated into understanding themes of culture and identity
- b) Formal analysis/literary paper examining cultural conflict. The essay will be expository and analytical in nature. Students will revise and work in peer editing groups. Paper will emphasize the ways in which the author's technique mirrors the themes.
- c) Timed write on the theme of cultural conflict, including scoring guide.
- d) Discussion: cultural conflict
- e) Socratic seminar.
- f) Shared inquiry.

Unit 3: The Novel – Modernity and Alienation

Texts: *The Stranger* by Albert Camus; *Metamorphosis* by Franz Kafka; *Sound and Fury* by William Faulkner.

Students will explore how industry, technology, war and bureaucracy have affected modern humanity. They will examine the ways in which these forces have impacted humanity in the twentieth century, exploring the themes of alienation, individualism, and the search for meaning.

Unit Expectations

- a) Active reading / reader-response logs incorporated into understanding themes of modernity and alienation
- b) Formal analysis/literary paper examining man's place in the modern world. The essay will be expository and analytical in nature. Students will revise and work in peer editing groups. Paper will emphasize the ways in which the author's technique mirrors the themes.
- c) Timed write on the theme of alienation, including scoring guide.
- d) Discussion: the modern world
- e) Socratic seminar.
- f) Shared inquiry.

Unit 4: Drama: Classical and Shakespearean Tragedy

Texts: *The Oedipus Trilogy* by Sophocles, translated by Fitts and Fitzgerald; *Hamlet* by William Shakespeare, Folger edition

Through a close study of the *Oedipus Trilogy*, students are introduced to Aristotelian dramatic theory. Concepts such as fate, tragic flaw, hubris, and catharsis are covered, ultimately leading to an understanding of the universality of the human condition. A close reading of *Hamlet* further demonstrates this universality, exposing students to the timelessness of themes such as suffering and redemption. In this unit, students are exposed to literary critical theory, learning to examine texts through certain specific literary theories, such as feminist, Marxist, and psychoanalytical theory. Students also learn terms specific to drama and tragedy. They are assessed on reading comprehension throughout the readings. Students are required to do close textual analysis through a variety of assignments. This unit involves several writing assignments, including at least two in-class timed essays as well as an out-of-class essay requiring students to create and develop a focused thesis.

Unit Expectations

- a) Active reading / reader-response logs incorporated into understanding drama, including dramatic irony, theater beginnings, the origin and function of the chorus, imagery of sight and blindness, myth.
- b) Formal analysis/literary paper comparing and contrasting the tragic fate of both protagonists. The essay will be expository and analytical in nature. Students will write, edit and rewrite. Paper will emphasize imagery and dramatic irony and will work with incorporating quotes, word choice, syntax and understanding of the dialogue and details presented as support to writing. Direct composition instruction: active verbs, clear viable thesis statement and conventions as necessary.
- c) Timed write on tragedy, including scoring guide.
- d) Discussion: character is fate; free will.
- e) Socratic seminar.
- f) Shared inquiry.

Unit 5: Poetry

Texts: Perrine's *Sound and Sense* edited by Arp & Johnson; *The Norton Anthology of Modern Poetry*.

I. What is Poetry?

This unit will introduce students to explication and analysis of poetry spanning from Classical English poetry through Post-Modern poetry. Students will learn to read a poem closely and carefully, paying attention to the poet's use of diction and syntax. They will learn how poets construct meaning through the economic use of language.

II. Figurative Language and Imagery

This unit will teach students the nature of figurative language and how vital it is to poetry. Symbolism, allegory, metaphor, irony, and many other poetic concepts will be covered. Students will learn how poets use these techniques in order to convey ideas and/or create emotional impact. They will learn how poetry uses concrete images to convey abstract ideas.

III. Sound, Sense and Form

This complex unit will cover the variety of musical and sound devices that poets use in conveying ideas, concepts and emotions. Special attention will be paid to the ways in which poets use rhythm and meter for aesthetic effects as well as for enhancing meaning. The relationship between the poet's use of sound devices and the poet's creation of meaning and idea will be emphasized. Students will learn about the variety of poetic forms, from the sonnet to the limerick.

Unit Expectations

- a) Formal explications and analyses of specific poems.
- b) Timed write on actual AP exam poetry prompts, including scoring guide.
- c) A research paper on a number of poems by the same author or on a number of poems with some feature other than authorship in common; formatted using MLA style
- d) Oral presentation on a specific poem
- e) Socratic seminar.
- f) Shared inquiry.

AP Exam Practice

Texts: *Cliffs AP English Literature and Composition Prep Guide*; Previous AP exams.

Throughout the school year, preparation for the AP exam will be embedded within each unit. Multiple choice and essay questions are practiced. Several AP style essays will be done in class including peer and teacher review and assessment. Review sessions will be held in the weeks prior to the exam.

Though the AP Exam has come and gone, class does not end. There will be other lessons that follow.

Student Expectations

1. Students will come to class on time and be prepared to work (have all necessary materials). I define on time as in your seat and ready to work BEFORE the tardy bell rings. BE HERE ON TIME. If you are late, you are to pick up and complete a Demerit for Irresponsible Behavior (to be kept of file by the teacher). For every minute you are late, you will receive 30 minutes of detention.
2. Students with unexcused tardies may not receive full credit for the previous nights' homework.
3. Coming to Attention: When the bell rings you are expected to end all conversations, immediately. I need to take roll, and if I have to wait, you will owe me time, later.
4. When Class Begins: You must be in your seat, quiet, and beginning your daily journal or grammar assignment when the bell rings. If you are not in your seat ready to start your work, you are tardy. Being tardy three times earns a U in cooperation on your report card. These will also affect your class participation grade.
5. There should not be anything on your desk except the materials you are working with. No backpacks or purses on the desks. I would also prefer if they are not in your lap. If the floor looks dirty, feel free to ask to sweep it.
6. Homework is an obligation for this class. Failure to complete your homework will result in a lower grade.
7. Take care of your beauty and bathroom needs BEFORE you get here. YOU HAVE PLENTY OF TIME BETWEEN CLASSES AND DURING NUTRITION OR LUNCH. There will be NO HALL PASSES ISSUED....DON'T ASK. *In the event of an extreme emergency, you will be allowed out of class. However, for every minute that you are gone, you will owe double at the end
8. Turn ALL electronic devices OFF and keep them put away. Any cell phone that rings or radio that comes on during class time will be confiscated and turned in to the Dean's Office. THEY ARE NOT ALLOWED UNLESS INSTRUCTED BY TEACHER.
9. There is no eating allowed in class. You may, however, have gum and drink water (no sweet drinks, please)
10. Raise your hand to speak or if you need help. DO NOT YELL across the room.
11. Moving around the classroom: You may only leave your seat with permission from me. NEVER just get up to do anything unless I have given you permission. Do not raise your hand to ask about throwing trash away. Hold it at your desk until the end of class. If you sit near a trashcan, do not throw papers in there from your seat. Do not crumple up papers when you make mistakes. It is loud and disrupts the class; just set that piece aside and throw it away as you leave the room.
12. Respect: In this classroom, every student has the right to express his or her opinions, thoughts, and ideas. This should be done in a thoughtful and genuine manner. Although disagreements will certainly arise, it is never acceptable to attack another person for his/her opinions.
13. Do not use foul, obscene, or offensive language in this classroom. Find another way to make your point. The use of such language can hurt you severely in the future, so learn how to control your mouth now. Additionally, when you use those words, you show a severe lack of respect for whomever you are talking to. Swearing may be a habit of yours, but learn how to control it now. For every word you say that is a swear word, you will owe me outside-of-class time, during your lunch or after school. A no-show will also affect your participation grade. A research essay will be assigned to the whole class if profanity is used. There is a time and a place for everything. School is not the place for the actions listed above.
14. Everything on my desk is my personal property. If you need something that is on my desk (the stapler, hole-punch, or tissue) please ask, do not just take things.
15. Respect yourself and others. No swearing, teasing, name-calling, pushing, kicking, or yelling. A research essay will be assigned to the whole class if profanity is used. There is a time and a place for everything. School is not the place for the actions listed above.
16. Copy your homework upon entering class and then begin the warm up (journal) activity, IMMEDIATELY. Failure to do so will result in loss of positive participation points.
17. Do all homework and classwork on time. NO LATE WORK WILL BE ACCEPTED. There are deadlines in the real world and you will practice meeting them, now. Three missed assignments will severely affect your grade, will result in detention and will result in a U in work habits.
18. No make- up exams will be given. Be here on test days or make prior arrangements for excused absences.
19. Bring your own class supplies.
20. Honesty is the best policy: No matter what the circumstances, always be honest. Even if you have done something wrong, it is best to admit it, because I will respect that, and often will forget any disciplinary measures because of your honesty. However, I have the habit of calling those who tell lies liars. If you do not want to be called a liar, do not lie. Take responsibility for your actions. If you do something and I ask you about it, own up to what you did. This will be good practice for when you become an adult.
21. Everything else: Before you do something, please consider whether it might be rude to others, including the teacher. Do not sleep during class, no personal grooming during class (I will confiscate these items), and please do not conduct

- another conversation (verbal, visual, technological, or written) while I am speaking. Especially do not do these things when your classmates are speaking to the class. They are all very rude. Do not write or pass notes in this class. If you need to tell someone something, do it during the appropriate times, not during class. Do not spend your time drawing.
22. Turn ALL electronic devices OFF and keep them put away. No electronics may be used in this room unless specifically assigned to do so by me. These items will also be confiscated and turned in to the Dean's Office. THEY ARE NOT ALLOWED TO BE ON DURING CLASS TIME AT SCHOOL.
 23. Dismissal: You may begin to pack up to leave when I tell you to. If you pack up early, I might make you get everything back out.
 24. The bell does not dismiss you, I do. You should leave your area as neat as it was when you arrived. Look around before the bell rings to make sure your area is clean so I will not hold you after the bell to clean.

Thank you for reading and abiding by the rules and procedures of this classroom. These rules will not change, so if you decide to follow them now, we will all have a better year.

Materials Needed

6 report covers with three-hole metal clasps (or ½ inch binders – NO LARGER) for unit reading logs (DISTANCE LEARNING REQUIREMENTS WILL NEED ADJUSTMENTS – SCHOLOGY PORTFOLIOS MAY BE USED INSTEAD OF REPORT COVERS.), 3 ring binder to hold extra paper (NO SPIRAL NOTEBOOKS PLEASE), paper (lined and white computer paper), colored pencils or crayons, black or blue pens, red pen (for grading only), #2 pencils, flash drive or Dropbox or some other cloud storage.

After you have read and discussed this with your parent(s)/guardians(s), please click on the following link to a Google Form to submit confirmation and communications regarding the syllabus: [Syllabus Signature](#)

If there are any of the movies on the next page that you'd prefer your student not view, please note on the Google Form at the above link.

