



Course Syllabus: AP Literature and Composition 2015-2016

Mrs. Erica Davis

F215

x2254

Davis.ercial@cusd80.com

EDavisCC@gmail.com

www.bashabears.com (Look under faculty pages)

The instructor has reviewed and is familiar with the most recent *AP English Course Description*, available from the CollegeBoard at apcentral.collegeboard.com.

This syllabus is modeled on the various requirements set forth by CollegeBoard and follows the national standards set by the CollegeBoard to assure equity and access throughout the varied AP programs.

Course Description: AP English Literature and Composition is a rigorous course that includes intensive writing, study of a variety of literary genres and works, and careful and deliberate reading for multiple levels of meaning. We will be examining forms of literature from poetry and short stories to drama and novels of greater length. Many of the works in the class will fall under the World Literature category in compliance with the district standards for senior English. The expectation of this course is that the students will dig deeper, look closer, and ask questions as they read and examine literature. While we learn how to be precise readers, we will also learn to be concise and illuminating writers.

The AP Course and Exam: All students taking AP Literature and Composition should be willing to take on the challenge of a rigorous course, and need to be prepared for intensive study. However, we will not limit any student who has the desire to take AP Literature from taking this course.

Each member of the class is expected to take the cumulative AP Literature Exam in May. Highly competitive colleges and universities look for AP scores and will expect that a student who takes an AP course has also taken the AP test that concurs with that course. A passing score on the AP exam is a 3. All students, whether they take the test or not, will be prepared to take the exam after taking the course.

The AP exam consists of 2 parts: Multiple choice and Essays.

- ✓ 45% of the test is multiple choice. The passages consist of both prose and poetry and test on elements such as point of view, character, symbolism, style, diction, syntax, tone, theme, figurative language, and irony. The number of questions generally ranges between 52 and 60. 60 minutes are allotted for this section.
- ✓ 55% of the test is essay. There are three analytical essay prompts given. One will most likely consist of a comparison and contrast, one will be a response to a passage, and a third is an open-ended question. The open-ended question can be answered using evidence from any number of works of literary merit. It is this question that demands AP Literature students read a number of novels, plays, short stories, and poems. 120 minutes are allotted for this section.

Essential materials:

- An interactive notebook (a plain notebook of at least 70 pages, college-ruled)
- Post-it notes, tabs, or flags to section off notebook according to guidelines/ annotation
- A 1-inch binder, section of a larger binder, or durable folder for class handouts.
- A pink, green and yellow highlighter, highlighting tape, post-it flags, or other materials for annotating texts
- Pens (black or blue for essays) and perhaps white out or white out tape
- Loose lined (college-ruled) paper for essay practice
- Correcting Pen (Red, green, purple)
- Note cards (for novel notes when studying for the Exam)
- An g-mail account for Turnitin.com and contacts through Google Drive
- A flash/ jump/ thumb drive that is clear of viruses or access to a non-blocked cloud
- Starbucks Nonfat Iced Chai Tea ☺

Course Goals:

- To improve critical thinking and analytical skills to be measured through writing practice and studying literary analysis.
- To expand use of college vocabulary to better describe and understand the literary works studied.
- To dig further into the meanings of language, diction, imagery, use of details, style, and structure.
- To develop the skills and knowledge necessary to score well (at least a 3) on the AP exam in the spring.
- To promote imagination and improve abilities to respond to all literature.
- To evaluate the historical, cultural, social, economic, political, religious, psychological, and philosophical influences on the author and his or her work.
- To analyze the literary and social impact of a work.

The essential question:

Literature, and the study of literature, would be a waste if we were not to learn something about human nature, thus learning about ourselves, while reading and analyzing. Hence the essential question of the course mirrors the essential questions we ask ourselves throughout life, but especially as seniors embarking on a journey of self-discovery. Therefore, as we travel through literature, time, and the world, we will continually ask **“Where do I have to go and what do I have to experience to discover my voice.”** This is the search for personal identity. Every novel we study will guide us in finding the answers.

Texts

Summer: Ralph Ellison, *Invisible Man*; Toni Morrison, *Beloved*; Zora Neale Hurston, *Their Eyes Were Watching God*; Richard Wright, *Native Son*; Alice Walker, *The Color Purple*

Franz Kafka, *Metamorphosis*

Hermann Hesse, *Siddhartha*

Geoffrey Chaucer, *Canterbury Tales*

Albert Camus, *The Stranger*

Joseph Conrad, *Heart of Darkness*

Dante, *The Inferno*

Tennessee Williams, *A Streetcar Named Desire*

Oscar Wilde, *The Importance of Being Earnest*

Aldous Huxley, *Brave New World*

William Shakespeare, *Hamlet/ Macbeth*

CLASS TEXT: (provided) *The Norton Introduction to Literature*

Poetry-as selected from Norton and various electronic sources

Short stories- as selected from Norton and various electronic sources

Critical essays and literary criticism- as selected from various sources such as the Cambridge Companion to Dante and the Bedford Companion to Shakespeare.

Course Outline of Assignments (Scope and Sequence):

With every novel we study, you will be expected to complete writing assignments that will analyze the novels in one of three ways: for style (syntax, diction, mechanics, figurative language), for meaning, and for the social and historical aspects the work embodies. We will look at literature through a variety of literary lenses, or theories. We will also extensively review rhetorical and literary devices that we will encounter in literature. Some of these writing assignments will be informal as a part of your reading journal, and some will be formal, extensive papers. Along with literary analysis, there are also opportunities built in for creative writing and functional writing to prepare you for college.

Writing Assignments:

All formal written assignments NOT completed in class must be submitted to Turnitin.com in order to receive credit. Information about the class ID and password will be given out prior to the first written assignment's due date. The following is subject to change at the instructor's discretion.

Quarter 1:

A. Your first major writing assignment is a personal essay you will be creating to assist with your college application preparation.

GRADING: Your personal essay will be graded on word choice, sentence fluency, and effective use of rhetoric, especially the establishment of an appropriate voice. Your goal is to create a narrative and not a summary of who you are as a person.

B. Your second major writing assignment is a timed response paper on your summer reading novel of choice. You will be analyzing these novels for examples of figurative language, diction, and syntax, and how the author's use of the language contributes to themes of the novels, namely the creation of voice and character.

GRADING: Your response paper will be grading on your balance of generalization and specific detail, your sentence structure and variety, and logical organization including appropriate transitions and emphasis on the prompt, using the AP 9-point rubric.

C. You will be writing an in-class timed prose essay using past AP Literature Exam prompts.

GRADING: All in-class timed-writings will be graded using the Corrections and Commendations Guide supplied for you at the beginning of the school year. This guide includes 40 comments, both negative and positive, that focus on what is expected in an AP level essay. As you get your timed

essays and other papers back, you will be asked to reflect upon your own writing to actively stop making the same mistakes again and again. You will fill out a reflection form for EACH essay.

Quarter 2:

A. The major writing assignment for the quarter is a poetry evaluation essay. You will be choosing a poem that we have studied or one that you find to be interesting, warranting literary merit. You will examine the poem for various elements of poetic style, from rhyme scheme and rhythm to metaphor and personification, for example. You must focus your essay around a precise thesis but will want to showcase your knowledge of poetry by including numerous examples of poetic elements in your essay. Elements such as imagery, symbolism, and tone should be taken into consideration while writing this paper.

GRADING: This paper will be graded using the AP 9-point scale, but because it is a take-home paper, will also be graded for proper MLA format and citations of text. Using in-text citations to support your ideas, as well as your ideas and analysis of content will be the focus of the grade.

B. You will have 3 in-class timed essays using past AP Literature Exam prompts.

GRADING: See previous quarter

C. The informal responses for this quarter are to be included in your reading journal and will respond to *Heart of Darkness* by Joseph Conrad. There are 3 journals with multiple reflections in each. Your journal reflections will either look for textual details that support a given theme or tone, an explanation of annotated quotations, or a free response to a topic or issue that arises from the text.

D. You will be writing a creative piece replicating the style and structure of Dante's *Inferno* in response to reading this text. You will use the elements of poetry, such as imagery and allusion, that Dante incorporates, as well as put a creative and modern spin on the content of his classic novel. A satirical approach is acceptable.

GRADING: You will be graded on your ability to replicate the techniques used by Dante, your use of irony, sarcasm, understatement, and other forms of figurative language.

Quarter 3:

A. Your major writing assignment is a researched literary analysis on your outside reading novels. This analysis requires that you develop a thesis, find evidence within the text to support your thesis, and then research literary criticisms to find secondary source evidence to support your thesis. Therefore, you will learn to structure an argument in your essay with supporting evidence from reliable sources that either refute or support your own ideas.

GRADING: You will be graded on your ability to develop an extended explanation of your thesis using appropriate and adequate amounts of textual evidence and explanation accordingly. Your points will come from incorporating a wide range of vocabulary, a variety of sentence structures, your use of appropriate organizational techniques, and an effective use of diction and voice.

B. Along with the two major writing assignments, you will have 4 in-class timed essays using past AP Literature Exam prompts.

GRADING: See quarter one

C. The informal responses for this quarter are to be included in your reading journal and will respond to *Brave New World* by Aldous Huxley. There are five reflections included in this assignment. The reflections will be brought into Socratic Seminars held in class where everyone will be expected to participate and share their answers. Coming to class prepared is essential.

Quarter 4:

A. Your first major writing assignment of the quarter is a *Hamlet* analysis, which will be structured as a comparison or contrast between two themes within *Hamlet*, between *Hamlet* and another work by William Shakespeare, or between *Hamlet* and a modern literary work containing similar or contrasting themes, characters, plots, or settings.

GRADING: Your *Hamlet* paper will be graded on your ability to explain a theme drawing upon textual details to support your interpretation of *Hamlet* along with the other work you choose.

B. Along with the major writing assignments, you will be writing 5 in-class timed essays to prepare for the AP exam. These will be sample open-ended prompts from previous AP Literature Exams and will aid you in reviewing novels you will be prepared to write about on the actual AP Literature Exam.

GRADING: See quarters one through three

C. Your informal responses will continue this quarter and will focus on AP Prompt dissection as well as a *Hamlet* reading journal with personal responses and free write responses to thought-prompts.

D. Quarter 4 also includes your major senior project presentation for class and for the community if you choose to participate in our senior showcase. This is a multimedia presentation incorporating reflection on your senior project, background information on your topic and inspiration, and a connection to your future. As you leave Basha High School, I want you to realize the impact you've made, but also the impact we've made on you.

GRADING: See Senior Project Rubric guidelines, which include both a presentation component (Listening and Speaking Standards) and a grade for the effort and impact of the action.

Revisions:

You are permitted and encouraged to rewrite your essays and to use the in-class written reflections as a way to evaluate your own writing. Learning from your own errors and seeking to fix them is the best way to assure you are learning to improve as a writer. You will receive enrichment points for revision. (10% is the average improvement in score in the gradebook).

Major Reading Assignments:

The following novels, short stories, and poems are all part of our course of study for the year. It is imperative that you complete all reading assignments prior to their due dates in order to effectively discuss and analyze them in class. It will be obvious when you have not done the reading. Reading checks will be done on days when a writing assignment is not due and will also occur at random to assure that all are completing reading assignments. Along with your reading response journals, you should be annotating your text using either post-it notes or writing utensils depending on if you own the text or are using a school copy.

The following outline may change at any given time, given the depth of class discussion as well as other outside factors.

QUARTER 1

Unit 1: Finding Voice, Weeks 1-5

Multicultural summer reading novels, poetry, and short stories and essays.

We will analyze the relationships in the novels, the clash of cultures, the figurative language and styles the summer reading authors use for each of their narrators, and the symbolism that infiltrates the novels.

Franz Kafka, *Metamorphosis*

This novella will serve as an introductory piece to study literary theory, AP-level close reading of passage, literary analysis in writing through practice, and incorporating the themes of the quarter.

Unit 2: When identity is challenged, weeks 6-10

Herman Hesse, *Siddhartha*

This novella will examine similar themes and issues as Kingsolver's *Poisonwood*, and Ellison's *Invisible* so we study them concurrently. We will look personal identity as a struggle for individuals throughout history and literature. The novels are from different cultures, yet all have similar conflicts and consequences. This novel also encompasses the essential question.

Alternate/additional text: Albert Camus, *The Stranger*

This piece works with the existentialist philosophy of *Metamorphosis*. Each of these novels is short and clearly written for ease of reading. The ideology within is what makes them complicated and complex texts.

QUARTER 2

Unit 3: The search for identity through the journey; the battle between good and evil, weeks 1-4

Joseph Conrad, *Heart of Darkness*

This novel is challenging and dense, but full of rich imagery and symbolism. It deals with a personal journey that results in a moral journey. While reading, we will incorporate discussion of the cultural significance of imperialism and how it still reverberates today. We will look at structure, theme and narration as well.

Dante, *The Inferno* from *The Divine Comedy*, weeks 5-9

We will examine the elements of satire and compare the work with modern forms of satire. Dante's *Divine Comedy* is a highlight of the semester, allowing the class to travel into the pits of the Inferno. (A euphemism, of course, yet not a metaphor for your senior year second semester.) The class will examine the rhyme scheme of terza rima and the various uses of figurative language found throughout the text. We will use these examples to analyze Dante's style and tone, as well as his theme. This is the beginning of satire.

SEMESTER 2: QUARTER 3

Unit 4: Satire, weeks 1-6

Various modern satirical works, by authors such as Tom Stoppard and Ray Bradbury, as well as popular sources such as television and *The Onion* (online).

We will compare and contrast the themes and styles as well as the various literary techniques used in the genre.

Aldous Huxley, *Brave New World*

We will once again examine the satirical elements of irony, sarcasm, and understatement but will go further into our examination and exploration of the themes and topics found in modern satire. We will learn about the Eugenics movement and how it gave birth to racism and even genocide. We will discuss modern technology as seen through the novel *Brave New World* and discuss various themes that go along with the ever changing and improving science of genetics.

Oscar Wilde, *The Importance of Being Earnest*, weeks 7-9

We will study the social impact of satirical portraits of the society. We will look at Juvenalian and Horatian satirical elements and compare the satire of *Earnest* to the satire of *Canterbury* and *Brave New World*.

Along with this study, each student will be working on their individual research paper, which includes reading a variety of literary criticism on each individual's author and novels. This is the outside reading requirement for second and third quarters.

QUARTER 4

Unit 4: Drama and tragedy in English Literature, weeks 1-7

William Shakespeare, *Hamlet*

Hamlet encompasses many different aspects of modern literature, from the concept of a tragedy to the language used today. We will look closely at *Hamlet* and will study the figurative language used in the play as well as the structure of iambic pentameter. Being that Shakespeare is the founder of the modern use of the language, we will examine the cultural and historical values of the work as well as its impact on us today. We will answer questions about human emotion, motivation, and power as well look at how we see these themes in our world today.

Various Renaissance poems by William Shakespeare, Ben Jonson, and Christopher Marlowe.
The sonnet form and function.

Modern drama to accompany *Hamlet* from the *Norton Introduction to Literature*.

Alternate Text: Tennessee Williams, *A Streetcar Named Desire*

An example of modern drama exploring the issues of gender and identity roles; and the conflicts that stem from relationships and hardships.

Weeks 8-9:

AP EXAM FALLS SOMEWHERE CLOSE TO HERE!

After the exam we will be focusing on your senior graduation projects and your own examination of self... complete with personal narratives and technology with visual aids in your 10 minute presentation.

*Most of the reading for the above assignments will be done out of class. Along with the daily reading from the novels, we will be examining various short stories and poems that correspond to our novels, either thematically or structurally, as well as looking at literary criticism that discusses our novels in order to better understand them.

*Each novel will be accompanied by its own calendar that will outline the reading assignments and due dates. I will not tell you when there will be quizzes other than saying that there will be quizzes to check for reading and comprehension. I will also be doing writing checks for your reading journals for completion and will choose anywhere from 3 to 5 assignments to grade for substance at random from these journals each quarter.

It is strongly suggested that students obtain a copy of the novels for annotation purposes and to start their own literary library. The school provides copies for students who need or want them either from the English department or through the school library. Many of the works can also be accessed online in full-text form.

Other Resources and Lessons:

As we move through the year, you will be given various handouts to aid you in your analysis of literature as well as your writing. Many of these are resources from the CollegeBoard that have been proven to improve scores and abilities. You will compile all these handouts in your AP Literature Survival Guide. The following are examples of some of the resources you will encounter:

- Critical reading strategies: SOAPStone, TPCASTT, DIDLS
- Writing strategies
- Thoughts on writing good papers: Compiled list of common errors found in actual student essays
- The Cubed Approach to analyzing literature
- A sample annotation guide for annotating texts
- The Corrections and Commendations Guide
- Student self-reflection logs for writing
- Ways to analyze a poem
- A list of rhetorical terms
- A list of poetic terms
- An index of novels and authors listed on the AP Literature Exam open-ended question
- Various examples of literary theory and criticism, from feminism to Marxism

All these items will accompany explanation and in-class practice to assure that all students are prepared to use the items given to them. I expect to see much wear and tear in your Survival Guides by the end of the year, and that you will take the contents with you to help in college.

Materials will be used all year, so try to purchase quality materials that won't break, and purchase enough pens that you will not lose them all, because coming to class prepared is essential to success. All materials are available in the classroom to borrow for emergencies, however the student store and various drug stores will have them available for minimal costs.

Grading

Your grades will be distributed as follows:

Written Assignments (essays and papers): 45%

Formal Assessments (tests and quizzes, projects): 30%

Practice such as reading checks, class discussion, homework: 15%

Senior Project: 10%

Although grades are an unfortunate necessity of education, this course is more about learning to love to read and analyze literature, and not just about what grades you get. It will not be easy to earn an A without significant effort on your part to get all work completed and to improve your writing. If you do not use your writing reflections as a tool to help your writing improve, you will not see the results in your writing grades. If you do not complete the homework and reading assignments, you will not be participating in class as much and this, too, will impact your grade.

Semester grades are calculated using points. Each quarter is worth 40% and the final semester exam is worth 20% towards the overall semester grade.

- Grades will be calculated using the standard grade scale:

*100-90%	A
*89-80	B
*79-70	C
*69-60	D
*59-0	F

Diversity Statement

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

Policy and Procedure

Classroom Environment: All students need to treat each other with respect and dignity. This includes using language that is positive and appropriate to the school environment. Using vulgar, racist, or hurtful language is permitted under no circumstances.

-Defacing school property, such as desks, books, or walls will not be tolerated.

-Side conversations that distract from student learning are not respectful.

Electronic devices: iPods, Cell Phones, and other electronic devices are not to be used during the class time. Please keep them stored away to prevent distraction or temptation. We will embrace the use of technology when appropriate for enrichment of information or activities. If I need to take away a device, it is because of undue distraction and defiance of requested cessation of use. If the problem persists, further discussion of repercussions will occur, including but not limited to parent contact and office referral for defiance of authority.

Food and Drink: Food and drink are not permitted, with the exception of water, inside the classroom during class time.

Plagiarism: Copying some or all of any other person's work is inexcusable. Trust your own brilliant mind. Cite sources to give credit where and when it is due. The first offense for plagiarism is a conference with students, parents, and administration, as well as to redo the assignment. After the first offense, it is expected that the students will not plagiarize again.

Failure to meet these classroom expectations will result in 1. a documented verbal warning, 2. a phone call conference with parent, and 3. an administration referral. The severity of the offense may escalate the consequences.

Conference period will be on Wednesday and Thursday from 9:17 - 9:45. During this time students are only allowed out of the classroom if they have a signed pass or properly designated color club pass. The library is not available during conference hour.

Homework Policies

This class relies heavily upon electronic communication and resources. Access to a computer is beneficial, and if not available at home, there are two labs on campus as well as the library computers. The Google Site, Calendar, and Group functions will all be used. It is therefore essential to have a G-mail account that you can check regularly for updates and information. I will NOT be making copies of all assignments, as all will be accessible online. Stay on top of your missing work and of the class calendars.

-Papers and essays will be graded using the AP Literature 9-point scale. My conversion follows:

9- 95-100%	4- 68-72%
8- 90-94%	3- 60-67%
7- 84-89%	2- 55%
6- 78-83%	1- 0-50%
5- 73-78%	

-Papers written at home will be turned in to Turnitin.com, usually by midnight on the due date of the paper. No credit will be given for papers not submitted online.

-Papers written in class must be written in ink, black or blue, and double-spaced for grading comments.

-Late papers and projects will result in an automatic 10% deduction after the first day, 50% deduction for the week following the due date, and no credit given if turned in over a week late. A weekend counts for a day. Please talk with me if you have an emergency, you have an excused absence on a due date, or you know in advance you will be gone on a due date. It is essential that you do not fall behind.

-“My computer crashed”, “my printer is out of ink”, or “my internet was down” are NOT acceptable excuses for not turning in work. Please plan ahead and **BACKUP EVERYTHING**. If you wait until the last minute to do the assignment, and then technology fails, you have put yourself in a bad position. Sharing electronic essays to Google Drive assures that work is not lost.

-You will be expected to include all your written homework assignments in your English-only notebook. Please neatly label and date each assignment and leave adequate space between assignments. We will set up the notebook for class during the beginning of quarter 1, but be sure that your notebook is for English **ONLY** as I will collect it for grade checks.

-Please save electronic documents, such as Word or PowerPoint, in .docx or .pptx formats for proper conversion on school computers. School computers cannot read .pages or .wps files.

Online Grades- Infinite Campus

Parents and students can access grades and assignments by going to the school's website and clicking on "Parent Connect". Students' information is only accessible by using an individualized password assigned by the school. Parents may contact office personnel/counselors for their child's password.

Attendance

- Attendance is an integral part of being successful in this class. **Be aware that students may be dropped from the class after ten absences following an administrative review.**
- After 10 absences, the school will contact parents to inform them that the student has limited absences left, and perhaps administrators will conference with the student about remaining in the class.
- Students have **one week from the date of an excused absence to arrange for a make-up test or essay, and one week to make up other assignments assigned on the day of the absence.** This includes TESTS and TIMED WRITINGS.
***It is the student's responsibility to see me about make-up work/tests after an absence occurs. Show responsibility; arrange for someone to take notes and collect handouts during an absence.

Tardy Policy

I define tardy as AFTER THE BELL RINGS, and the tardy becomes an absence if it exceeds 20 minutes into class time. During each semester, the first three tardies may be used as emergencies if you can't get to class on time, with a warning for the first two and parent notification after the third. Any work missed such as quizzes or warm-ups will need to be made up after school on the same day for credit. See me to make arrangements. If students are just lingering in the hallway and **create** a non-emergency tardy, work may not be made up. The fourth tardy will result in an administration referral with more significant consequences.

Enrichment Points

If you would like to earn back missed points for class, your first option is to redo assignments, usually written assignments, to enrich your grade. Another option is to complete an enrichment activity that enhances your learning experience. These activities will teach you more about the cultures we read about, more about the historical background of literature, or will help in your appreciation of the arts and education. Example enrichment activities include:

- Researching a topic that was not thoroughly discussed in class, and sharing your findings with the class.
- Attending Basha cultural activities, such as concerts, plays, tributes, and sometimes athletic events. Actively participating in the high school culture, such as dressing up for spirit days, can also earn you enrichment points.
- Writing up information about a cultural experience you had that relates to class, such as attending a live performance of a play we read, or reading a sequel.
- Finding allusions to literature in articles you read, cartoons you see, or in advertisements and bringing the original source in to share.

Enrichment activities and enrichment points are not required, however, they are an opportunity to enhance your educational experience and bring cultural awareness to class.

Positive Outlook

- I will **always** work with every student to help him/her have success in my class.
- Every student has the opportunity to pass English. Every student can earn an A or B if he/she tries and **cares**.

Office Hours

I am available after school for tutoring on Wednesdays and Thursdays, unless I am in a prescheduled meeting that conflicts. Conference is a great time to meet or during 3rd hour on block day. You can also reach me by e-mail any time with questions, and I will also accept appointments for extra tutoring and homework help.