



DESCRIPTION OF COURSE (for a complete description go to www.apcentral.collegeboard.com)

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone (The College Board, *AP English Course Description*, Fall 2014). Students focus on the writing skills needed to be successful in the course and in their later college work. Students write effectively for a range of audiences and a variety of purposes, demonstrate mastery of the conventions of standard written language, and use the steps of the writing process as needed.

TEXTBOOKS – A sampling of the texts which students will study may include . . .

Text(s)

- *Literature: Reading Fiction, Poetry, and Drama*, 6th Edition, Robert DiYanni, 2007
- *Sadlier-Oxford Series H and 5 Steps to a 5 on the AP English Literature Exam*

Novels:

Like Water for Chocolate, Laura Esquivel
Eaters of the Dead Michael Crichton
Cry the Beloved Country, Alan Paton
Lord of the Flies, William Golding
Things Fall Apart, Achebe
Frankenstein, Mary Shelley
Metamorphosis, Kafka
Grendel, John Gardner
Pride and Prejudice, Jane Austen

Dramas:

Hamlet, Macbeth, and/or Othello, William Shakespeare
Streetcar Named Desire, T. Williams
The Blood Knot, Athol Fugard
Boesman and Lena, Athol Fugard

Poetry:

"Dover Beach" by Matthew Arnold
"Ode on a Grecian Urn" by John Keats
"When I have Fears" by John Keats
"How Do I Love Thee?" by Elizabeth Barrett Browning
"The Rubaiyat of "Omar Khayyam" by Edward FitzGerald
"My Last Duchess" by Robert Browning
"The Snake" by Emily Dickinson
Lines Composed a Few Miles Abover Tintern Abbey" by William Wordsworth
"The Tyger" by William Blake
"To a Mouse" by Robert Burns
"She Walks in Beauty" by Lord Byron
"To a Skylark" by Percy Bysshe Shelley
"Ode to a Nightingale" by John Keats
"Tears, Idle Tears" by Lord Tennyson

Scoring Components Page(s)

- SC1** The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.
- SC2** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.
- SC3** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style and themes.
- SC4** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's social, cultural and/or historical values.
- SC5** The course includes frequent opportunities for students to write and rewrite timed, in-class responses.
- SC6** The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.
- SC7** The course requires writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).
- SC8** The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.
- SC9** The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality.

SC10 The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's social, historical and/or cultural values.

SC11 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.

SC12 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a variety of sentence structures.

SC13 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.

SC14 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.

SC15 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

REQUIREMENTS

- Actively participate in class discussions and/forums
- Come to class prepared on a daily basis with an operating pen and pencil, paper, binder, supplementary texts, and textbooks
- Learn and study weekly vocabulary
- Read literary selections (i.e. poems, short stories etc.), novels, and plays outside of class
- Write a minimum of four compositions per semester
- Practice Multiple Choice and Timed Writings
- Complete assigned work (i.e. readings, projects, compositions, etc.
- Type all final drafts of papers in MLA format (with the exception of drafts that are handwritten in class)

MATERIALS

- 3 ring binder (2" or larger)
- College-rule paper
- Dividers (six)
- 5 highlighters (yellow, blue, green, pink, and orange)
- Post-it notes (color does not matter, as long as they are square)
- Blue or Black and Red ink pens
- No. 2 pencils
- Note cards (3 X 5) color does not matter
- Composition Notebook (possibly)
- Flash drive (a.k.a. jump-drive or thumb-drive is preferable) or electronic access to documents (i.e. via student's personal email, Google Drive, DropBox, etc.)

RESOURCES

- Apps and online resources include: [Edmodo](#), [Socrative](#), [Remind](#), [Google](#), [Quizizz](#), [81Dash](#), [Padlet](#), and several more.

EVALUATION

- To be determined. [Infinite Campus](#) is where grades will be updated and posted.

All students must abide by the rules of the Henry County student handbook.

VII. CLASSROOM RULES

1. Follow directions the first time.
2. Be prepared.
3. Participate in classroom activities.
4. Keep arms and legs to yourself.
5. Be respectful.

CONSEQUENCES

1. Warning
2. Seat change
3. Phone call/email home
4. Detention (teacher/administrative)
5. Visit to the office

REWARDS

- * Verbal/written praise
- * Games
- * Passes
- * Student of the Month (S.O.T.M)
- * Reader's choice

ELECTRONIC COMMUNICATION DEVICES ARE PERMITTED FOR INSTRUCTIONAL PURPOSES ONLY DURING TIMES DEEMED PERMISSIBLE BY THE INSTRUCTOR!!

IMPORTANT CLASSROOM INFORMATION

Plagiarism and Cheating - Plagiarism is when one borrows material from another source without giving that source credit. This includes when a student uses the words, thoughts, and/or ideas of another and presents them as if it were the student's own original work. Plagiarism is the equivalent of cheating. This means it is the same as sitting near another student in class and copying his/her answers. **It includes but is not limited to:**

- **Any paper with your name on it signifies that you are the author -- that the wording and the ideas are yours, with exceptions indicated by quotation marks and citations or parenthetical documentations. Plagiarism is the unacknowledged use of others' materials (words and/or ideas). We will discuss how to avoid inadvertent plagiarism. Evidence of plagiarism will result in a zero for the assignment and a referral to the office.**
- **Students are expected to do their own work. Any evidence of copied work or cheating in any way will result in a grade of zero (0) on the assignment, test or quiz for all parties involved.**
- **It is impossible for the teacher to know the subject of a conversation which occurs during a quiz or test; therefore, any talking during a quiz or test, whether related to subject matter or not, will result in a grade of zero (0) for all parties involved and an office referral. This also insures a quiet testing environment for all students.**

Papers submitted in this course may be checked using plagiarism detection software.

Examples of cheating include but are not limited to more than one student submitting identical work, paraphrasing or summarizing without correct MLA citation, copying from another student during a test or quiz. It speaks poorly of a student who **chooses** to engage in any of the aforementioned behaviors and constitutes academic misconduct. Such behaviors will result in a grade of zero on the assignment and the student **will result in a loss of credit for the assignment and an administrative referral**. Remember, when one chooses the behavior, he/she also chooses the consequences.

Late Work & Submission of Work in General– Late work will **not be accepted** in this course. For students with an excused absence indicated by an admit slip from the attendance office, work may be submitted late. **All assignments must be ready for submission upon entrance into the classroom (i.e. stapled, printed, labeled with student’s name, typed, all parts, with signature and cover sheet).** As a courtesy, students are given until 3:45pm on the day an assignment is due to submit assignments which are NOT a part of the day’s lesson. After the 3:45pm deadline, STUDENTS MAY NOT submit an assignment. **Most turnitin.com assignments must be submitted by 11:59pm**

Make-up Work – All assignments and homework are available on the website for students to printout and a **limited number** of hard copies are available in the “Missing Something” crate. **EXCUSED ABSENCES are those for which students have an admittance slip from the attendance office indicating that their absence is EXCUSED.** It is the student’s responsibility to keep up with handouts and his/her missed assignments. You will have 1 week after an excused absence to turn in any missed work. However, if you are absent on the day a non-major assignment is due, it is due the day you return. If you check-in or out on the day an assignment is due it is still due that day. If you miss a test or quiz you must schedule an appointment with me to make it up within **two weeks**. It is your responsibility to check the website for the work that you missed.

Tier 1 assignments – up to one week to grade
Tier 2 assignments – up to two weeks to grade
Tier 3 assignments – up to three weeks to grade

Tardies - Students who are not seated and actively engaged in an academic activity **BY THE TIME** the start of class bell rings are considered tardy to class. The consequences are as follows:

- Tardy #1 – warning
- Tardy #2 – 20 minute teacher detention
- Tardy #3 – 30 minute teacher detention
- Tardy #4+ - referral to the office

Date: _____

Name & #: _____

Class period (circle one) 1 2 3 4 5 6

AP Literature and Composition Signature Sheet

I have read and agree to follow the course syllabus for AP Literature and Composition.

Student Signature: _____

Parent Signature: _____

I have read and agree to the late work and make-up work policy for AP Literature and Composition.

Student Signature: _____

Parent Signature: _____

I have read and agree to the plagiarism and cheating policy for AP Literature and Composition.

Student Signature: _____

Parent Signature: _____

I have read and agree to the tardy policy for AP Literature and Composition.

Student Signature: _____

Parent Signature: _____

I have read and agree to the policies and procedures for AP Literature and Composition.

Student Signature: _____

Parent Signature: _____

Note to student and parent: This signed course syllabus is due back to your classroom teacher within two days. Please return the bottom portion with signatures. If there are any questions, please email me at cthompsonsmith@henry.k12.ga.us.

*Everything in this syllabus is subject to change.