

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

Instructor: Mr. Andrew Worthington
Email: worthian@orange.k12.nj.us
Office Hours: Monday & Wednesday 2:40-3:40pm
Google Classroom Code: f344y3x

Principal: Mr. Jason Belton
Room: 206
AP Classroom Code: TBA
Remind: 3bdda6

Course Description:

The AP® English Literature and Composition course is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the [AP English Literature and Composition Course and Exam Description](#) (CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. In addition to district approved novels, students read shorter works and drama from Bedford's Literature and Composition: Reading, Writing, and Thinking, Second Edition. The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations, regular classroom discussions, and acting as discussion facilitators.

The Exam:

On Wednesday, May 8, 2024 at 8am, you will take the AP* English Literature and Composition Exam. Students who earn a grade of 3 or 4 on the exam may be granted college credit at some colleges and universities throughout the United States. Students who earn a 5 on the exam will be eligible for college credit at almost all colleges/universities.

Course Foci:

The AP® English Literature and Composition course emphasizes the following "Big Ideas":

- **CHARACTER:** Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **SETTING:** Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **STRUCTURE:** The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.
- **NARRATION:** A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.
- **FIGURATIVE LANGUAGE:** Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

- **LITERARY ARGUMENTATION:** Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
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Routines and Practices for Skill-Building and Understanding:

- **AP Classroom**
 - **Daily Skill Videos and Questions-**Throughout each unit, Skill Questions will be provided to help students check their understanding. The Skill Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.
 - **Progress Checks-** At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.
 - **Practice Exams-** Full and partial-length exams will be administered throughout the school year. Each student is required to complete at least three full length exams. One will be issued at the beginning of the school year. A second will be administered mid-year followed by a final practice exam in April.
Students may be required to attend after school or on Saturdays to sit for these full length exams.
- **Core Readings/Accountable Independent Readings-** Each marking period consists of core readings as well as a choice AIR list. Students are responsible for reading and tracking their AIR text throughout the marking period.
- **Timed and Extended Writings-** Each marking period requires a district Benchmark essay and Performance Assessment task as well as multiple other formal writings. Topics usually arise from the readings and relate to questions of character, setting, structure, narration, figurative language, and literary analysis. Sometimes, these focus on works not previously studied in class, such as those found on the AP poetry and prose question prompts. All essays prepared outside of class must be typed and MLA formatted. This class is a literature and composition class, so students will be expected to write often and to write thoughtfully.
- **Projects and Presentations-** Students will be responsible for several major projects, presentations, and tests throughout the marking period. These assignments will fall in the test/quizzes and/or authentic assessment categories. It is important for students to keep themselves aware of deadlines.
- **Vocabulary-** Students will work towards Tier 2 and 3 vocabulary acquisition in preparation for the exam. Students are expected to maintain a glossary in their notes.
- **Homework:** Homework will be assigned regularly in this course. Unless otherwise instructed, homework assigned during the week will be due at the beginning of the next class. Specific homework deadlines will be posted in Google Classroom. Late homework will be accepted but will automatically drop a letter grade. It is your responsibility to turn in your homework on time. Please arrange a classroom partnership to obtain notes or homework assignments when absent.

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

- Reading Plus: Two (2) Reading Plus assignments must be completed each week throughout the school year. Each week's completion of Reading Plus will count as a quiz grade. Performance in Reading Plus will count as a test grade twice per marking period. Reading Plus insight Benchmarks will count as an Authentic Assessment score three times per year.
- Packback: One (1) Packback post and two peer response posts per week are expected from each student. Packback will count as a weekly classwork grade throughout the year.
- Extra Credit Opportunities- TBA

Required Supplies:

- School-Issued Chromebook
 - School-Issued Textbook (Bedford's Literature and Composition)
 - Three-Ring Binder with the following divisions:
 - Course Syllabus
 - Skill Video Checklist and Notes
 - Journal
 - Glossary of Literary Terms and Vocabulary
 - Notes
 - Handouts
 - Assignments
 - Blue or black Ink pen, highlighters (optional), and college-ruled, loose-leaf writing paper.
 - It is mandatory that each student have their core text(s) and notes in class every day.
- Note: Teachers and administrators will have the right to look at the students' notebooks at any time.

Grading Policy:

Grades will be given based on completion and performance on all assignments, tests, and quizzes.
(A+ 97-100; A 90-96; B+ 87-89; B 80-86; C+ 77-79; C 70-76; D+ 67-69; D 65-66; F <65)

Authentic Assessments- 25%

Tests- 25%

Quizzes- 20%

Class Work- 20%

Homework- 10%

Make-Up Policy:

Students who are absent are responsible for the work and instruction missed. In the case of an absence, please consult a classmate or our Google Classroom for missed assignments. With excused absences, all work is due by the second day you return. Deadlines for assignments given on the day you were absent will be discussed.

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

Classroom Rules of Conduct:

All Rules and Regulations set forth by the Orange Public School District will be upheld in the classroom. No cell phones, iPods, or any other electronic device may be used during class unless otherwise directed. Electronic devices other than those used for instruction must remain out of sight in a bag or pocket. Any student caught using an electronic device will receive one warning to put it away for the remainder of the class. Failure to do so will follow the general sequence of consequences. Any derogatory or foul language addressed to the teacher, students or any other person or group is unacceptable and will result in loss of class participation points.

General Sequence of Consequences:

In general, this is the pattern of steps that will be taken for some behavior or activity that is distracting to the educational process.

- The first time an incident occurs, the student will be given a warning to correct the action.
- The second time an incident occurs, the student will be pulled aside to speak with the teacher and/or a call will be made to the parent or guardian.
- Further occurrences will result in a referral to the office and/or a parent teacher conference will be arranged.

Academic Dishonesty Policy: Students will receive a copy of the Orange High School Dishonesty Policy in their English classes. All students and faculty will follow the policy as stated in the Student Handbook.

Requirements to Receive Credit: State law requires attendance 90% of class time. If a student fails to attend the required number of classes, credit cannot be given without making up time missed and approval from the Attendance Committee. One of the easiest things you can do to obtain your goal of graduation is to COME TO CLASS EVERY SCHOOL DAY!

Units of Study:

**ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024**

Unit 1

AP Classroom Units 1 and 2

Coming of Age: Acceptance, Rejection, Failure, and Growth

Short Fiction I

“The Trial” by Franz Kafka	“The Lesson” Toni Cade Bambara
“The Boarding House” James Joyce	“The Swimmer” John Cheever
“The Moths” Helena Maria Viramontes	“Girl” Jamaica Kincaid
“The Man Who Was Almost a Man” Richard Wright	“How To Be A Writer” by Lorrie Moore
“Where Are You Going? Where Have You Been?” Joyce Carol Oates	“The Sandman” by ETA Hoffman

Poetry I

“Landscape with the Fall of Icarus” by William Carlos Williams	“Musee des Beaux Arts” by W.H. Auden
“To A Friend Whose Work Has Come to Triumph” by Anne Sexton	“Falling and Flying” by Jack Gilbert
“Icarus” by Edward Field	“The Mask” by The Fugees
“We Wear the Mask” by Paul Laurence Dunbar	“Sonnet 73” by William Shakespeare
“The Stricken Deer” by William Cowper	“Do Not Go Gentle Into the Night” by Dylan
Thomas	“Because I could Not Stop Death” Dickinson
“Crossing the Bar”, Tennyson	

Longer Fiction or Drama I

Frankenstein, Mary Shelley
Native Son, Richard Wright
+ Choice text

Film

Get Out (2017)
Frankenstein (1931 and 2004)

AIR Texts/Literature Circles I (choice)

<i>To Kill a Mockingbird</i> by Harper Lee	<i>Lord of the Flies</i> by William Golding
<i>Catcher and the Rye</i> J.D. Sallinger	<i>A Portrait of the Artist as a Young Man</i> James Joyce
<i>Sing, Unburied, Sing</i> by Jesmyn Ward	<i>Where the Crawdads Sing</i> , Delia Owens
<i>The Secret Life of Bees</i> , Sue Monk Kidd	<i>Invisible Man</i> , Ralph Ellison
<i>Great Expectations</i> by Charles Dickens	<i>Wuthering Heights</i> by Emily Bronte

Major Assessments:

Unit Benchmark (District)
Performance Task (District)
Unit Progress Checks (Units 1-3 above)

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

UNIT 2

War, Peace, Justice, Revenge

Short Fiction II

“Speaking of Courage” Tim O’Brien
“The Things They Carried” Tim O’Brien
“The Shawl” by Cynthia Ozick
“The Guest” by Albert Camus
“The Wall” by Jean-Paul Sartre

“Soldier’s Home” by Ernest Hemmingway
“A Private Experience” Chimamanda Ngozi Adichie
“The Management of Grief” Bharati Mukherjee
“In the Penal Colony” by Franz Kafka
“The Sniper” by Liam O’Flaherty

Poetry II

“Dulce et Decorum Est” Wilfred Owen
“Home” by Warsan Shire
“The Revolution Will Not Be Televised” by Gil Scott-Heron
“Identity Card” by Mahmoud Darwish
“Pan Recipe” by John Agard

“Naming of Parts” Henry Reed
“Borderbus” Juan Felipe Hererra
“Hollow Men” by T.S. Elliot
“The Man He Killed” by Hardy

Longer Fiction or Drama II

The Epic of Gilgamesh
Antigone, Sophocles
Things Fall Apart by Chinua Achebe
Slaughterhouse-Five by Kurt Vonnegut
+ Choice text

Film:

Antigone (2019)
A Few Good Men (1992)

AIR Texts/Literature Circles II (choice)

Brave New World, Aldous Huxley
Night, Elie Wiesel
The Iliad, Homer
Half of a Yellow Sun, Chimamanda Ngozi Adichie
To Kill a Mockingbird, Harper Lee

The Kite Runner, Khaled Hosseini
Hamlet, William Shakespeare
The Aeneid, Virgil
For Whom the Bell Tolls, Ernest Hemingway
Ceremony, Leslie Marmon Silko

Benchmarking:

Unit Benchmark (District)
Performance Task (District)
Unit Progress Checks (Units 1-3 above)
Full Length Mock Exam (with various administrations)

ORANGE HIGH SCHOOL
ADVANCED ENGLISH LITERATURE AND COMPOSITION
SYLLABUS 2023-2024

Unit 3
Home, Family, Love

Short Fiction III

“Metamorphosis,” Franz Kafka
“A Good Man Is Hard to Find,” Flannery O’Connor
“Woman Hollering Creek” Sandra Cisneros
“Fiesta, 1980”, Junot Diaz

“The Dead”, James Joyce
“Apollo,” Chimamanda Ngozi Adichie
“Wall of Fire Rising”, Edwidge Danticat
“Marriage is a Private Affair” Chinua Achebe

Poetry III

“Mother to Son” Langston Hughes
“Between the World and Me” by Richard Wright
“Leave me, O Love, which reachest but to dust” Sir Philip Sidney
“To the Virgins, to Make Much of Time” Robert Herrick
“Movement Song” Audre Lorde
“Daddy” by Sylvia Plath

“On My First Son” Ben Jonson
“They Flee From Me” Sir Thomas Wyatt
“The Flea” John Donne
“She Walks in Beauty” Lord Byron
“I’m a Fool to Love You” Cornelius Eady

Longer Fiction or Drama III

Invisible Man, Ralph Ellison
A Raisin in the Sun, Lorraine Hansberry
Wild Sargasso Sea by Jean Rhys
I, Tituba by Maryse Conde
+ Choice text

Film

Adaptations of *A Raisin in the Sun*

AIR Texts/Literature Circles III (choice)

The Kite Runner, Khaled Hosseini
Night, Elie Wiesel
The Importance of Being Earnest, Oscar Wilde
A Streetcar Named Desire, Tennessee Williams
Death of a Salesman, Arthur Miller

A Doll’s House, Henrik Ibsen
Fences, August Wilson
Pride and Prejudice, Jane Austen
Alice Walker, The Color Purple
Song of Solomon, Toni Morrison

Benchmarking:

Unit Benchmark (District)
Performance Task (District)
Unit Progress Checks (Units 1-3 above)
Full Length Mock Exam (with various administrations)

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COURSE INSTRUCTOR: MR. WORTHINGTON

Note to Parents/Guardians:

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor's office. The more you know about your child's school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. To begin, please have your child pull up the course syllabus on Google Classroom, review it with them, then sign the parent line below. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year!

COURSE OUTLINES/SYLLABUS AGREEMENT

I HAVE READ AND UNDERSTAND THE EXPECTATIONS OF THIS CLASS AS OUTLINED IN THIS SYLLABUS. I AGREE TO ABIDE BY THE RULES AND PROCEDURES ESTABLISHED BY THE INSTRUCTOR.

Student's Printed Name: _____

Student's Signature: _____

Date: _____

Parent/Guardian's Printed Name: _____

Parent/Guardian's Signature: _____

Date: _____

Current Phone Number: _____

Current Email Address: _____

PLEASE RETURN THIS PAGE SIGNED!