

A.P. Literature & Composition

Course Overview

Objectives

This course is designed to prepare you both for college—specifically, to read, understand, and communicate orally and in writing about demanding literature with skill and power—and for the Advanced Placement (AP) English Literature exam. The course focuses on three major activities: improving your writing skills, expanding your vocabulary, and helping you understand, analyze, synthesize, and communicate about literature. This course will help you to:

read for understanding, analysis, and evaluation; plan, write, and revise well-organized essays; develop and use a significantly expanded vocabulary; do focused research, using appropriate MLA style conventions and citations; develop skills to collect, organize, and analyze information; plan, create, present, and critically observe oral presentations; apply literary terms in analysis of literature and drama; use technology to access, organize, and present information; and respond successfully to major standardized tests in English.

Approach

Literature covered in the course comes from selections used in past tests and other college-level novels, plays, short stories, and poems. You should expect that the rigors of this course will be comparable to a college course. The course has accelerated pacing, independent activities, minimum repetition, materials with advanced content and high degree of complexity and abstraction, heavy assignments, and high expectations.

You will read extensively from a large variety of demanding literary works from different genres and time periods—approximately one novel or play per month—as well as numerous related short stories and poems at the same time. The literature is designed for active class discussion mostly in the form of Socratic Seminars and your writing on its historical and social context, structure, style, technique, and themes. Importantly, you will build upon and apply your knowledge of literary concepts and terms in class discussion and writing. Different theories of literary criticism will be the lenses through which analysis is learned and applied. Additionally, several units of study are project-based learning experiences to help you see the relationship between literature and life outside of school.

With respect to writing activities, there is extensive instruction in word use (including word selection, variety, clichés, and specificity), sentence construction (including sentence variety, clause subordination and coordination, and structure), paragraph development (including organization, repetition, transitions, and emphasis), and essay design (including thesis statements, illustrative detail and evidence, rhetoric, tone, and voice). You will have many opportunities to write informal work, and formal descriptive, analytical and argumentative essays. You will write for a variety of purposes, on different topics, formally and informally, in extended analyses, and in timed, in-class responses, and you will have an opportunity to read and discuss the best essays written by your colleagues and others. Additionally, the course includes research and long essays designed to improve your skills in evaluating, using, and citing primary and secondary sources. There are frequent opportunities for you to write and rewrite your written work, as well as practice writing timed, high-stakes essays for a grade. Related to writing and reading effectively, you will also expand your reading and writing vocabularies significantly. We will be using Membean, an online vocabulary program, this year.

The following plays and novels are planned for this year, but they may be amended for the course from British, American, and other writers:

- *How to Read Literature Like a Professor* (Foster)
- *Othello* (Shakespeare)
- *Atonement* (McEwan)
- *Pride and Prejudice* (Austen)
- *The Heart of Darkness* (Conrad)
- *March: Book One* (Lewis)
- *Poisonwood Bible* (Kingsolver)
- *Life of Pi* (Martel)
- *A Prayer for Owen Meany* (Irving)
- *Death of a Salesman* (Miller)
- *A Streetcar Named Desire* (Williams)
- *The Stranger* (Camus)
- *Siddhartha* (Hesse)

Assessment & Grading

You will have many opportunities to show your abilities and understanding. Some of these opportunities include essays, oral presentations, class discussions, group work, quizzes, culminating projects/presentations/tests, and AP-style assessments (multiple choice & essay). Your out-of-class written assignments must be typed following MLA style conventions (12-point font, Times New Roman, double-spaced, 1" margins, etc.). In general, summative assignment points will approximate these values:

10-30 Points	30-50 Points	50-100 Points
Socratic Seminars Discussion Boards Vocabulary Training Vocabulary Quizzes Reading Quizzes	Grammar Quizzes Literary Term Quizzes Data Sheets	Writing Assignments Projects Tests

A rubric, as proposed below, will be applied to in-class essay assignments and is intended to correspond to grades given in the AP examination.

AP Score	Grade	Description
8-9	A	Very persuasive, on point, clear analysis, keenly perceptive, insightful, apt and specific text references, clear, sophisticated writing, exceptional diction & syntax, adequate length, perfect mechanics.
6-7	B	Reasonably effective analysis, competent, less thorough and precise than above, very good insight, references the text.
5	C	Tends to be superficial or undeveloped, thin support, reliance on paraphrase, vague and formulaic answers, marred by mechanical errors.
3-4	D	Inadequate analysis and weak understanding of question and/or literature, partial answers, inadequate length, unconvincing or irrelevant arguments, weak support, many mechanical errors.
0-2	F	Major weaknesses in the skills above, pervasive errors, significant misreading, unacceptably brief, little or no support.

Late Work

“Late” is defined as any time after the moment the work is collected, which is usually at the beginning of class. You are expected to turn in all work on time. Decisions relating to late work and penalties will ultimately be at the discretion of the teacher. A date will be announced near the end of each quarter after which no late work will be accepted for that quarter.

Classroom Policies

To create a climate in which everyone can learn, you are expected to respect yourself and others. You are expected to follow all school and class rules: be honest, be prepared, be punctual, be cooperative.

Attendance

Attendance is crucial to your success. You are responsible for learning what happened in class during your absence, completing missed assignments, and obtaining handouts, notes and other materials.

I will try to help you, but you are ultimately responsible for learning about, scheduling, and making up missed assignments. Remember, it is always preferable to submit a late assignment than not to submit an assignment at all. An assignment that is not submitted will receive a zero.

Supplies

- Blue/Black Pen or Pencil
- Binder & loose-leaf paper
- 10 Dividers: Literary Terms, Grammar, and one for each major text
- Sticky notes (several pads of varying sizes and colors—especially if you organize by color-coding)
- Vocabulary program (\$13)
- Box of tissues (would be most appreciated if your family can afford to donate a box)
- You are **strongly encouraged to purchase your own paperback books** in which to write notes and annotate the text. Paperback books, however, will be provided to any student requiring them. Please note that books issued to you are your responsibility. Take good care of your books and remember that if you damage or fail to return a book you must pay to replace it.

Textbooks

Applied Practice in A Streetcar Named Desire. Applied Practice, 2010.

Applied Practice in Contemporary Poetry Selections. Applied Practice, 2008.

Applied Practice in Death of a Salesman. Applied Practice, 2007.

Applied Practice in Heart of Darkness. Applied Practice, 1998.

Applied Practice in Life of Pi. Applied Practice, 2009.

Applied Practice in Othello. Applied Practice, 2002.

Applied Practice in Poetry Selections. Applied Practice, 2003.

Applied Practice in The Poisonwood Bible. Applied Practice, 2000.

Applied Practice in The Stranger. Applied Practice, 2010.

Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. 13th ed., Pearson, 2016.

Hamilton, Sharon. *Essential Literary Terms: A Brief Norton Guide with Exercises*. Norton, 2007.

Various Paperbacks

Websites & Online Learning Software

VISION Discussion Board	TURNITIN Work Submission
URL: _____ Login: School Login Information Course Title: AP Literature Enrollment Code: _____	URL: https://turnitin.com Class ID: _____ Enrollment Key: _____
MEMBEAN Vocabulary Work	GOOGLE DRIVE Create & Share Work
URL: https://membean.com/enroll Class Token: _____	URL: http://tinyurl.com/ _____ Login: School account
COMMONLIT Reading Assignments	SOCRATIVE Smart Phone App
URL: http://commonlit.org Login: Create a Personal Account Class Code: _____	Room Name: _____
	NO RED INK Grammar Instruction & Practice
	Class Code: _____

Extra Help

I am available before school most days. If you would like special help, please schedule an appointment. If you have any questions or concerns, please contact me by e-mail or come by and see me in my classroom (206).

School Plagiarism Policy

District Plagiarism Policy: The work of a student reflects directly on his/her own character. When submitting any assignment, the expectation is that students hand in work that has been completed individually. Our community prides itself on an honor code when completing an assignment. Colleges and other professional settings value honesty in work; character is integral to your future success. Incidents of plagiarism will result in a grade penalty, parent contact, and/or guidance/administrative referral.

Plagiarism:

1. A piece of writing that has been copied from someone else and is presented as being your own work (this includes work completed with the assistance of textbooks, published works, illustrations, the Internet, and databases.)
2. the act of plagiarizing; taking someone's words or ideas as if they were your own [syn: plagiarization, plagiarisation, piracy] (Dictionary.com) Paraphrasing and quotations are acceptable forms of research when properly documenting sources. Moreover, a student should observe the following:
 - a. completely rewrite the passage using his/her own carefully composed sentence structure, and
 - b. use quotation marks around any words or phrases that are taken directly from the source. The district policy on this is reviewed annually in all English classes.

1st Offense

- Student has an option to take 0 on assignment or complete it by new deadline for up to half credit
- Contact home to parent
- Incident reported to department chair and **shared with all department chairs**

2nd Offense

- Student earns a 0 on the assignment
- Contact home to parent
- Incident reported to department chair and **shared with all department chairs**
- Incident reported to guidance counselor for student conference
- Teacher assigns Plagiarism Assignment #1 for student to complete in the Reading-Writing Center by deadline established

3rd Offense

- Student earns a 0 on the assignment
- Contact home to parent
- Incident reported to department chair and **shared with all department chairs**
- Incident reported to guidance counselor for student conference
- Teacher assigns Plagiarism Assignment #2 for student to complete in the Reading-Writing Center by deadline established
- Student referred to administration and **consequence identified**