**AP Literature and Composition Fall 2016**

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**Course Overview**

According to CollegeBoard, “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.”

**Class Materials**

* Three-ring binder
* Spiral Notebook (Reader’s Response)
* Plenty of paper
* Pens/Pencils
* Highlighters
* **Class Fee: $20**

**Reading**

**Because this is a college-level course, the texts selected for study are more mature in content. If any reading is considered objectionable, please provide a parent note, and an alternative selection will be provided; however, please be aware that completing an alternate selection will result in missing valuable class discussion and analysis.**

This course is an introduction to literary analysis and will provide a broad survey of texts from ancient Greece through modern day. Students will be given experience with analyzing drama, poetry, short stories, satire, and novels. Students should expect to have regular reading and writing assignments. In this class, we will be practicing close reading, meaning the reading experience should be a conversation with the text, reading and revisiting through annotation, writing, reflection, and discussion. For this reason, time and care should be put into careful reading, and annotation is a must.

In addition to texts assigned for in-class analysis, students will complete one outside reading choice per nine weeks from a list of works spanning across literary periods.

**Major Texts for AP Literature and Composition**

* *Heart of Darkness,* Joseph Conrad
* *How to Read Literature Like a Professor*, Thomas Foster
* *No Country for Old Men,* Cormac McCarthy
* *Death of a Salesman*, Arthur Miller
* *The Things They Carried,* Tim O’Brien
* *1984,* George Orwell
* *Hamlet,* William Shakespeare (also video, 1990, PG)
* *Macbeth*, William Shakespeare (also video, 1978, NR)
* *Oedipus Rex*, Sophocles
* Various short stories
* Various poems

Course Textbooks: *Literature & Composition*, 1st edition; *Literature: An Introduction to Reading and Writing,* 7th edition.

**Composition**

Students will have ample opportunity to respond to literature through writing, often based on class discussion. In fact, students should expect the opportunity to reflect informally on texts for the course on a daily basis.

Formally, students should expect to complete at least three multi-draft essays outside of class. These papers will go through a rigorous revision process to develop logical organization and sequencing, vary syntax, improve diction and precise word choice, develop voice, and use evidence to support a well-developed thesis statement effectively. These revisions will be done through peer-editing so that students will be able to receive constructive criticism from their peers while simultaneously seeing examples of different writing styles and approaches to the assignment. Revision sessions may be focused on one or two specific areas for improvement such as diction and sentence structure. I will frequently use student samples anonymously in class to facilitate a discussion about a particular area of strength or need for improvement in the class as a whole.

In addition to the essays written outside of class, students will complete multiple in-class timed essays in preparation for the AP exam. Students will carefully examine AP sample papers and prompts, score these papers based on the rubrics, and eventually score peer papers in order to understand AP writing expectations. Students will be asked to reflect on this process in order to improve their own writing. Both in-class and and multi-draft papers will be focused on three modes of writing: expository, analytical, and argumentative.

**Google Docs**: All multi-draft papers and projects are to be completed using Google Docs. If you do not already have a Gmail account, please create one. If you do not wish to use your personal account, you can create a separate one for school use. Please add my email address to your contact list: [eng4adams@gmail.com](mailto:eng4adams@gmail.com).

**Units of Study** *The amount of time spent on each unit is subject to change based on student need.*

***Unit One: What is Literature?* (1 week)**

During this unit, students will closely examine what makes a piece of writing literature. Additionally, students will develop strategies for close reading and analysis that they will use throughout the semester.

***Unit Two: The Short Story*  (2 weeks)**

Short story selections from Hawthorne, Chopin, Poe, and O’Connor  
During this unit, students will begin building the academic vocabulary to discuss plot and literary devices. They will analyze how the elements of literature impact the progression of plot in the works of several short story masters and manipulate those elements to discover the role that they play in a work of short fiction.

***Unit Three: Classical and Modern Tragedy* (4 weeks)**

Drama: *Oedipus Rex*, Sophocles  
Drama: *Death of Salesman*, Arthur Miller

During this unit, students will compare and contrast classical Greek tragedy with modern tragedy. Students will explore the elements of drama and tragedy and the tragic hero.

***Unit Four: Introduction to Poetry* (2 weeks)**

Various poems, sonnets, dramatic monologues

During this unit, students will begin building the vocabulary to analyze poetry, including sound and metric devices, form, and figurative language. They will receive the opportunity to practice interpretative writing by imitating the form, rhythm, and rhyme schemes of several different types of poetry.

***Unit Five: Macbeth* (3 weeks)**

Drama: *Macbeth*, William Shakespeare

During this unit, students will do a close reading of *Macbeth*, reviewing the elements of drama and tragedy, in addition to analyzing the structure of a Shakespearean tragedy. They will seek to determine if Macbeth’s actions are guided by fate or free will.

***Unit Six: The Novel* (3 weeks)**

Novel: *1984*, George Orwell

Novel: McCarthy or O’Brien novel

During this unit, students will explore the characteristics of the novel genre. They will analyze the structure of the novel and compare and contrast it with the short story genre. This unit will include a review of the elements of plot.

***Unit Seven: Modern Poetry* (1 weeks)**

Various poems

Students will explore more modern poetry, including works from the Harlem Renaissance and Imagists. Students will add new forms of poetry to their vocabulary while reviewing sound and metric devices and form from the introduction to poetry.

***Unit Eight: Literature for Change: Satire* (1 week)**

Various examples of satire including “A Modest Proposal” and “The Rape of the Lock”

Various articles from *The Onion*

In this unit, students will examine satire’s role in society. They will build a vocabulary to discuss the elements of satire and create a satire of their own that focuses on a modern social issue of their choosing.

***Unit Nine: Literature and the Human Experience Across Centuries* (3 weeks)**  
Various short stories and poems

Students will explore common themes and motifs that repeat in literature across centuries. This unit will include an expansive review of each genre, its characteristics, and the vocabulary associated with it as they prepare for the exam. After completion of the exam, students will complete a reflective research project based on the readings they have done throughout the year.

Research Project: Students will choose a contemporary issue that relates to a theme addressed in any work of literature they have studied throughout the year. They will show how the literature connects to modern life, and explain how the literature reflects a universal human experience

**Outside Reading Choices**

Students should choose one book per nine weeks off of the Outside Reading Book (ORB) list to complete outside of class in addition to assigned reading. Students will receive due dates and the associated assignment each nine weeks.

Grading

***Grades are secondary; learning is paramount.***

Since Advanced Placement is a college-level course, students will receive fewer grades than they are probably used to receiving. Instead, they will have fewer assignments that have greater depth and complexity. To that end, some assignments are only for practice and improvement. Think of it this way: A basketball team must practice in order to have a chance at winning a game. Though those practices do not count toward the team’s win/loss record, they are still necessary and valuable.

Writing will be scored according the AP grading scale of 1-9. We will thoroughly analyze the rubrics associated with this scale and evaluate samples to familiarize students with the scoring system. If a student is unhappy with his or her score on a formal multi-draft essay, he or she may rewrite the paper to add up to three points to his or her score. **Rewrites are due three days after essays are returned. No exceptions.** Students will not be allowed to rewrite timed essays.

Scoring Percentages

75% Daily Work (essays, tests, quizzes, and daily assignments)

25% Final Exam

Absence

Being in class is imperative as this class has a very quick pace, and it will be easy to fall behind. Should a student have to miss for some reason, he or she should ask a classmate or email me to see what assignments were missed in order to be prepared for the next class. An absence is not an excuse to come to class unprepared the next class period.

**Should a student be absent on the due date of a paper, project, or group presentation, he or she is responsible for getting that assignment turned in on the correct date or it will be counted as a late grade. Group presentations will still happen, and the student will not receive points for the presentation component of the project.** If a student is absent on the day of a test or a quiz, he or she will take the quiz or test **the day he or she returns to school.** This includes timed writings.

Late Work

Late work will not be accepted. I understand that emergencies come up, but remember this is a college level course. This means that you cannot wait until the end of the semester to make up these assignments; after ten days they will no longer be available for completion.

Re-Do Policy: The re-do policy applies to attempted work, not to be confused with missing work. If a student feels the need to re-do an assignment they will have that opportunity. A re-done assignment will have a maximum value of 90%. Before being allowed to re-do an assignment the student must first have tutoring of some type, this will be at teacher discretion. The assignment may not be exactly like the original assignment and must be done outside of regular class time (such as during tutoring). There are some exclusions to this re-do policy, such as: End of Course Exams, labs, performances, or any other assignment specified by the teacher ahead of time.

Extra Credit

Extra credit opportunities may be offered on a case by case basis. Students who have missing assignments will not receive opportunities to earn extra credit.

Plagiarism: Plagiarism will result in a zero and a phone call home.

o Plagiarism – According to *Harbrace Handbook, 15th edition,*  “Plagiarism is defined as presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following: copying verbatim all or part of another’s written work; using phrases, figures, or illustrations without citing the source; paraphrasing ideas, conclusions, or research without citing the source; using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Religion in Curriculum: The Knox County School Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following:

1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and
3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

General Classroom Expectations: Rules, emergency procedures, and classroom consequences.

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I have read this syllabus and understand the policies, procedures, and requirements for this class.

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Student Signature Date

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Parent Signature Date

Email or phone (please put preferred contact):

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