

AP Literature and Composition
Mrs. Reynolds
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Course Description:

Advanced Placement Literature and Composition is a high school course for seniors designed to match the standards and rigorous academics of an introductory college literature course. Required reading includes plays, poems, short stories, and novels by American and British authors, among others, from the 14th to the 20th century. In order to get the most out of this course, students will need to be deliberate and thorough in their reading, taking time to understand the complexity of the work and how it relates to history and today's society. In order to help students understand and analyze meaning, they will respond to each literary selection through shared inquiry, formal and informal composition, as well as occasional creative writing. This course will require the student to write to understand, write to explain, and write to evaluate. The decision to enroll in this course should be taken seriously because it is fast paced and the AP exam at the end of the year is mandatory.

Course Goals/Student Outcomes:

Based on the College Board English Literature and Composition Course Description

- Students will broaden their understanding of how authors use language to provide meaning and pleasure for the reader.
- Students will learn how to make careful observations of textual detail and historical content.
- Students will use their observations of textual detail and historical content to form the foundation for their interpretations.
- Students will learn how to draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value.
- Students will understand the many ways in which literature builds on the works, ideas, and authors of previous times.
- Students will learn and use a wide-ranging vocabulary accurately and resourcefully.
- Students will develop writing using a logical organization, and will increase their ability to explain clearly and convincingly what they understand.
- Students learn to balance generalizations with specific details in their writing.
- Students will demonstrate an effective use of language, including figures of speech, maintaining a consistent voice, and achieving emphasis through parallelism and opposition.

Course Objectives:

- Thoroughly familiarize students with texts recommended by AP Central
- Engage students in meaningful debate and discussion
- Prepare students for the AP literature exam

Instructional Methods and/or Strategies:

For the introduction of each unit, I will first encourage a student response on the general topic before transmitting any general information. Once that first response has been considered, I will introduce each unit with characteristics of the author being studied, and questions to ask as well as a further list of questions outlined in their "lit log." They will not necessarily respond to every one of these questions as homework, but may be asked to reflect on them at home and respond more formally in class and small group discussions. Reading of the main text will never be done in class, though supplemental texts and excerpts from the literature anthologies may be done periodically in class. Only in rare cases may these anthologies leave my room. For the duration of each unit, we will usually focus on one primary text. Secondary texts will be utilized to demonstrate the overarching themes, central questions, and literary values that multiple texts share and as a result inform one another.

Reading Assignments:

In addition to the summer reading assignment, there will be nine major texts used throughout the year, as well as supplemental poetry and essays. We will not be reading any of these primary texts in class, so you will have assigned reading nearly every day. Since this is an Advanced Placement course, you should plan on allotting more time for your English homework than you have in previous years. Please plan ahead and have your assigned reading done when it is required so you can actively participate in regular discussions. Active participation in class discussions is required and will be a factor in your participation grade.

Writing Assignments:

In order to fulfill Advanced Placement requirements, you will be writing papers to show understanding, writing to explain, and writing to evaluate.

Papers falling under the 'writing to understand' category include informal writing activities to get you to understand what you think during the process of writing about your reading. In order to show 'writing to understand' you will be required to maintain a 'lit log' in which you will journal your reactions as you read. At times there will be specific questions to answer, at other times you will have free reign over what reactions you choose to share. You will not receive feedback on every individual 'lit log' entry, but you will receive overall feedback on your entries every time your 'lit log' is turned in.

You will also be 'writing to explain' during this course. This will include formal, analytical papers in which you will be required to explain and interpret the meaning(s) of the primary or secondary text. Lastly, you will be 'writing to evaluate.' These writing assignments will require you to explain judgments about the quality of the text, as well as the value of the text in a social or cultural context.

Some formal writing assignments will require a rough draft and a final copy. You will receive feedback and a grade on your rough draft in order to help you write the final copy. You will also receive a limited amount of feedback on all your final papers. Informal writing assignments and some formal writing assignments will not require more than one draft, but it is important to keep in mind that no matter what type of writing you are working on, you will be

expected to use your best composition skills. With the exception of the 'lit logs,' all papers must be typed.

Test Preparation:

Yet another purpose of this course is to prepare you for the May 2012 Advanced Placement test. Part of this preparation will include taking at least one full length, timed, sample test as the actual test nears. However, we will start our basic preparation for the test much earlier. You will have 'bell work' to do periodically. This will include a sample AP multiple-choice question(s) that you will answer when you come in to class. It is advised to get to class on time, as you will only be given a few minutes at the beginning of class to answer the question(s). While we will be spending time in class preparing for the test, in order to increase your chance of success on the exam it is recommended that you prepare for the test on your own time as well.

Basic Class Rules

- 1.) Come to class on time, with all materials, and prepared to learn.
- 2.) Be considerate and respectful of everyone in the classroom.
- 3.) Think about the outcome of your action then act accordingly.

Remember...

To the degree you are self-disciplined, I will not have to discipline.

Conduct

- If I am lecturing you should be listening attentively while taking notes. If you have a question please raise your hand and wait to be called on. *Always assume that what I am telling you will be on a test, and always assume you need to take notes.*
- During group-work talking is obviously permitted, however, group discussion needs to stay on topic.
- Talking is not allowed during testing or independent reading or writing times.

Attendance

- You should be in your seat ready to work when the tardy bell rings. Being in the classroom is not enough! If you are not at your desk you will lose citizenship points.
- You must present absence or tardy slips to me. I often know when your absence is excused, but to be safe assume that if you do not give me a slip it will be considered an unexcused absence. Please bring me absence slips by the end of the week.

Miscellaneous Procedures and Information

- On-time work should be placed in the yellow bin by my desk. It is your responsibility to have your work printed *before* coming to class to turn it in. Do not come in and tell me you emailed your paper to me or hand me a flash drive as the bell is ringing – your assignment

will be considered late. If you do not have access to a printer at home, you will need to plan ahead and print your assignments before school or the day before they are due.

- Unless otherwise specified, **all work** needs to be typed or in black or blue pen with the MLA heading in the upper left hand corner of the paper:

Your Name
Teacher Name
Class Name
Date due

- As soon as I finish grading any work I will put it in the AP English 4 slot in the blue organizer at the front of the classroom. Please check this organizer regularly to pick up your work. Please do not ask me if I have graded your paper – if it's not in your slot, I have not graded it yet.
- If you need to use the restroom or go to your locker after the bell has rung please do not interrupt class to ask permission. Take the pass and quietly leave the classroom. You will lose citizenship points if this becomes a regular occurrence. Please try to avoid leaving in the middle of a lecture.
- Cell phones must be placed on **silent** or turned **off** and placed in the cell phone holder next to the door. Cell phones should be placed in the holder as soon as you come into the classroom, and may be picked up at the end of the period as you are leaving. And while I shouldn't have to say this: do NOT take another student's cell phone! Failure to follow either of these rules will result in disciplinary action (e.g. demerits, phone turned into the office, referrals, etc...)
- You may chew gum in my classroom; however, it must be thrown away before you leave the room, as gum is not allowed on the campus. If we begin to have a problem with gum you will lose the privilege. As far as other food and drink is concerned, I do not mind drinks in the room, as long as they have a lid, and the occasional snack is okay, as long as you are not disruptive and trash is not left on my floor.
- Everything on the table in front of my desk is available for students use. Please put all items back once you are done/ before you leave my classroom. The large top drawer in the cabinet behind my desk also has supplies like paper, markers, rulers, etc... that you may use. All other drawers, cupboards, and my desk are off-limits to students.

Missed Work Policy

If you miss a class period because of an excused absence, YOU are required to get the missing assignments, handouts, and/or notes. I will not track you down to make sure you receive your missed work. Even if you are excused from class, you are still required to keep up with the reading, as the reading assignments will be given in advance, and will be posted online. The reason for this is so that you will be able to participate in class discussions when you return to class without having to make up reading. Each day I will put the handouts, with the names of anyone who missed class, in the blue bin at the front of the classroom. I will also write the due date on the handouts for you. It is your responsibility to check that bin when you return to school after an excused absence. (If you return to school and there is nothing in the bin for you, it would still be wise to ask me if you missed work, as I too am human and may occasionally forget to put work there for you). If you know in advance that you will be missing school, it is your responsibility to get your work **before** your absence. This is especially crucial for absences of more than a couple days.

Late Work Policy

- There is very little homework in this class. The majority of the assignments are major papers, and as such they will not be accepted late.
- For the non-long-term assignments that will be accepted late, you will lose 20% off your grade for each day it is late. After the third day it will no longer be accepted.
- Parental notes will be considered, as will sporting events (for team members only), however, it is up to my discretion to choose whether to honor parental notes or not. Generally, no excuses will be accepted for long-term assignments or basic homework assignments where more than one day is given to complete the assignment.
- Late work, whether due to excused absence or negligence, should not be turned in to the yellow bin. It must be handed directly to me. Late work must be handed directly to me so I can verify that the work can still be turned in, and so I can date the assignment and grade accordingly.

Plagiarism Policy

ANY form of plagiarism is considered cheating, and will not be tolerated. This includes, but is not limited to: copying homework from a friend or allowing a friend to copy your homework, buying papers off the internet, paying a friend to write a paper or do homework for you (or getting a friend to do it for free), or copying and pasting parts of a paper from another source without giving proper citations. If you are caught doing any of these things on any assignment you will immediately receive a zero for that assignment, you will not be able to make up the grade, and you will receive at least a regular discipline referral. It is true that I may not catch every incident of plagiarism, but choosing to cheat is a huge risk to your grade.

Grade Requirements

Since this is an AP class, you will be required to meet certain grade requirements to stay in the course. At deficiency time (5 weeks into the quarter) if I feel like you will not be able to keep up with the course, I may choose to move you to the English 4 course. Additionally, at every quarter anyone below an 80% will be moved to the English 4 class. It is imperative that you do all of your work on time in order to avoid this happening to you.

Citizenship

Each student will start off with up to 10 citizenship points each week, or two points available each school day of the week. You will lose citizenship points if you receive demerits for being disruptive, talking out of turn, coming to class late, using the restroom excessively, not following instructions, etc... If you lose more than 6 citizenship points during a single week, you may also receive a referral.

Assessment:

- I use a traditional 10 point grade scale, including plus and minus. For example:
98-100 % A+

94-97 % A
90-93 % A -

- 15% of the final grade will be an accumulation of weekly citizenship and participation grades.
- 20% of the final grade will be an accumulation of any weekly homework and in class homework, including 'lit logs' and test prep questions.
- 35% of the final grade will be an average of each process paper and timed in class writing assignments, including test-prep essays.
- 30% of the final grade will be an average of each quiz, test and final.

Extra Credit

- Extra Credit may be given periodically, however, do not depend on this. **Do not expect Extra Credit to make up for homework and assignments you fail to turn in.**

FIRST SEMESTER

Medieval Romance

Weeks 2-3

Primary Text: *Sir Gawain and the Green Knight*, translation by J.R.R. Tolkien

Secondary Texts: "Young Goodman Brown" by Nathaniel Hawthorne, "Gentilesse" by Geoffrey Chaucer

In Class Tasks, Projects:

- Extended definition of innocence and morality; the chivalric code
- In class, small group, and jigsaw discussions of primary and secondary texts
- Group comic strip of events from *Sir Gawain and the Green Knight* maintaining the spirit of the poem
- Subjective timed writing essay modeled after the AP exam, in which students will evaluate this 14th century text in light of our current cultural context

Quizzes, Tests, Academic Prompts:

- Objective quizzes and test over *Sir Gawain*
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a "lit log" for *Sir Gawain and the Green Knight*
- "Appearances can be Deceiving" essay
- "Conflicting Desires" essay

Renaissance

Weeks 4-10

Primary Texts: *Hamlet* by William Shakespeare; *Rosencrantz and Guildenstern are Dead* by Tom Stoppard

Secondary Texts: "The Love Song of J. Alfred Prufrock" by T.S. Eliot

In Class Tasks, Projects:

- Plot structure graph of a Shakespearean tragedy
- Nature of Death/Nature of Life response to quotes from *Rosencrantz and Guildenstern are Dead*
- In class, small group, and jigsaw discussions of primary and secondary texts
- Subjective timed writing essay modeled after the AP exam in which students will have to explain the meanings behind key passages in *Hamlet* and *Rosencrantz and Guildenstern are Dead*

Quizzes, Tests, Academic Prompts:

- Objective Quizzes and Tests over *Hamlet* and secondary texts
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a “lit log” for *Hamlet* and secondary texts
- “Analysis of The Ghost” essay
- Political Coup research paper
- Formal essay in response to the question of Hamlet’s sanity

Enlightenment

Week 11

Primary Text: Enlightenment poetry, including John Donne, George Herbert, and John Milton

In Class Tasks, Projects, Academic Prompts:

- Student analysis of Enlightenment poetry
- In class, small group, and jigsaw discussion of Enlightenment poems and poets

Romanticism

Weeks 12-17

Primary Text: *Jane Eyre* by Charlotte Brontë

Secondary Texts: *Pride and Prejudice* by Jane Austen

In Class Tasks, Projects:

- Elements of a Gothic novel
- Complete a free write in response to a collection of famous quotes concerning the topics of love and hate
- In class, small group, and jigsaw discussion of primary and secondary texts

Quizzes, Tests, Academic Prompts:

- Objective quizzes and test over material in *Jane Eyre*
- Final semester test over semester reading
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a “lit log” for *Jane Eyre*
- “Religion” and “Feminism” essays
- Compare/Contrast essay

SECOND SEMESTER

Realism/Naturalism

Weeks 1- 3

Primary Text: *The Importance of Being Earnest* by Oscar Wilde

In Class Tasks, Projects:

- In class, small group, and jigsaw discussion of primary text
- Students will complete a group project of researching *The Importance of Being Earnest* from the following approaches:
 1. Historical Context
 2. Thematic Overview
 3. Style Analysis
 4. Symbolism
 5. Author Information

The group project includes a formal group presentation and an essay

Quizzes, Tests, Academic Prompts:

- Objective quizzes and test over material in *The Importance of Being Earnest*
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a “lit log” for *The Importance of Being Earnest*

Modernism

Weeks 4-10

Primary Text: *Heart of Darkness* by Joseph Conrad; *Things Fall Apart* by Chinua Achebe

Secondary Texts: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*,” by Chinua Achebe

In Class Tasks, Projects:

- Complete an “imperialism” world map
- Whole class and small group discussions of *Heart of Darkness*, *Things Fall Apart*, and “Image of Africa”

Quizzes, Tests, Academic Prompts:

- Objective quizzes and tests over material in *Heart of Darkness* and *Things Fall Apart*.
- A multi step paper in response to racism in *Heart of Darkness* after reading Achebe’s “Image of Africa;” this paper will require more than one draft, and will require the students to evaluate *Heart of Darkness* in light of our other texts
- A complete research paper on imperialism that will be completed in both MLA and APA formats
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a “lit log” for *Heart of Darkness* and related texts

Weeks 11-18

Primary text: *Their Eyes Were Watching God* by Zora Neale Hurston

Secondary Texts: Various. Possibilities include *Waiting for Godot* by Samuel Beckett, *Death of a Salesman* by Arthur Miller, modern poetry, excerpts from authors like Earnest Hemingway, William Faulkner, Toni Morrison, and other modern authors

In Class Tasks, Projects:

- Analysis of author style
- Whole class and small group discussions of *Their Eyes Were Watching God*

Quizzes, Tests, Academic Prompts:

- Objective tests over material in *Their Eyes Were Watching God*
- Complete free writes, answer questions, document definitions of terms, share appropriate reactions to the text, and discuss major themes through a “lit log” for *Their Eyes Were Watching God*
- Essay analyzing and comparing author style

Materials Purchased by Students:

Binder: I do not require a specific size, nor do I require a separate binder solely for English. However, if you choose to use one binder for multiple subjects, please have a separate section only for AP English, in order to keep your work organized.

Notebook: You will be required to maintain a ‘lit log’ as homework as we read through the texts in this course. There will also be ‘free writes’ in class over the texts we will read. You will be required to turn in this notebook periodically for a grade.

Writing Utensils: You will be writing very regularly in class, so you must always come prepared with a pen. Work done in pencil will not be accepted.

Supplemental Instructional Material not purchased by students:

Schakel, Peter, ed. *250 Poems: A Portable Anthology*. New York: Bedford/St. Martin’s

- The school computer lab is available for research, as well as a small number of computers in my classroom.
- When possible, the supplemental poems and essays read throughout the course will be available on my website at: <http://www.kcsnet.com/staffpages/dreynolds.html>
- The classroom, school and community libraries will be used for additional resources.