

# Advanced Placement English Literature & Composition

Syllabus and Course Calendar

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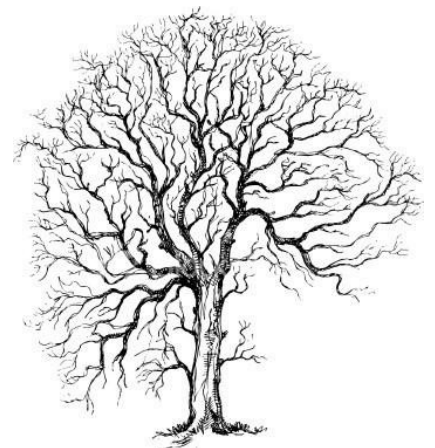
This notebook belongs to:

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*"Ah, but a man's reach should exceed his grasp,  
or what's a heaven for?"*

*--Robert Browning,*

Major English Poet of the Victorian age, noted for his mastery  
of dramatic monologue and psychological portraiture. 1812-1889



## Course Description

### *‘What will the student gain from taking this course?’*

This advanced placement course is designed to prepare college-bound students to critically analyze literature and composition on a challenging college level. The objective of the course is also to meet curricular requirements outlined in the AP English Course Description. Works representing various literary periods and genres will be thoroughly analyzed and interpreted. By the end of the course, students will have studied the *writer’s* craft: use of language, character, action, theme, structure, meaning, value, and relevance. British and American works will help provide the models for organization, unity, and development for students to analyze written and oral expressions.



## Course Objectives

### *‘What will the student learn in this course?’*

- ❖ Students will analyze literary and analytical structures in various pieces of literature from various time periods.
- ❖ Students will learn to recognize and produce many types of essays including process analysis, cause and effect, description, division and classification, illustration and example, definition, comparison and contrast, deductive and inductive arguments, and appealing to emotions and ethics to persuade.
- ❖ Students will read and respond to several important works of literature by writing essays about what they have read.
- ❖ Students will participate in critical and analytical discussions with other classmates with maturity and respect for various perspectives.
- ❖ Students will significantly expand their vocabularies with words they are likely to encounter on the AP Literature and Composition test.
- ❖ Students will prepare for the AP test by taking sample tests.

## Course Procedures

### *‘What are students required to do in this course?’*

This AP course is modeled after the English and Composition courses (EH 101, 102) taken in college. The literature also gives a scope of college English survey courses of American, British, and World literature. Since this course offers a rigorous experience for the student, they will be expected to behave in a mature manner in their behavior in class and in their analysis of the literature discussed and critiqued.

AP Literature and Composition demands a collegiate atmosphere. Students are expected to participate positively, showing **academic maturity** always. The benefits of this course atmosphere are many. Your writing, thinking, and awareness of yourself and others will develop and grow. Through voicing your ideas, opinions, reactions, questions, and confusions, and through listening to others with respect, intelligence, and maturity, we can have a wonderful experience. To foster this environment, you are all expected to contribute to discussions and projects. Our readings will be college-level and contain content for a mature reader/audience.

Regarding class participation, each student is expected to:

- ❖ display willingness to discuss issues openly, sincerely, without the tendency of the immature to ridicule or make snide comments
- ❖ listen carefully to the ideas and conclusions of peers and accept that there are points on which we will reach differing conclusions

If you cannot or prefer not to participate as outlined above, please discuss your situation with me. If you are unwilling to participate, this is not the best class in which to satisfy your senior English requirements.

Below is a list of classroom rules:

1. Be prepared for class when the bell rings.
2. Follow directions the first time they are given.
3. Be respectful to others at all time.
4. Always have class materials each day.
5. Come every day ready to learn.

Everyday students are expected to come into the classroom and begin the warm-up exercise. Warm-ups will range from mug shots, journals, or test preparation. Work due to me will be placed in a special area noted in the classroom at the **beginning** of class. As stories are discussed during class, students will be responsible for taking notes and/or annotating piece of literature.

## Required Activities and Materials

### *'What will students need to be successful in the classroom?'*

Students must be organized to be successful in this course. Students must have the following materials:

- ❖ A three-ringed binder with plenty of notebook paper and dividers (*ground rules, 'starters' [for bellringers], reference handouts, lecture notes, in-class practice essays, returned work, AP Exam practice*)
- ❖ Sticky notes
- ❖ Liquid Paper
- ❖ Flash drive
- ❖ Black or blue ink pens for **in-class** essay writing and all turned in assignments
- ❖ Colored pen for in-class revisions; highlighter for texts and handouts

Students are asked to come to class each day with an open-mind ready to be challenged. Beyond this, students will be asked to do the following:

- ❖ Keep a class notebook
- ❖ Annotate **ALL** class readings
- ❖ Read texts outside of class, including any additions (and items on class website)
- ❖ Have a copy of *How to Read Literature Like a Professor* by Thomas C. Foster (this book will be used the **entire** semester)
- ❖ Complete major projects

\*\*There will be more requirements and students will be notified well in advance.\*\*



# Grading

## *'What is the grading scale and how will grades be determined?'*

Grades for this course are based on the accumulation of points that fall into two weighted categories: 60% for tests, essays, and projects and 40% for quizzes, homework, classwork, journals, and participation. These weights are standard for all courses in the school system.

Below is the breakdown of the course's grading scale:

**Tests: 60% of the grade**

*Examples: tests, major projects, research paper, essays*

**Other: 30% of the grade**

*Examples: classwork, quizzes*

**Other: 10% of the grade**

*Examples: homework, bellringers*

### **CLASS GRADING PROCEDURES:**

The grading for this course will be based on **PROFICIENCY** of the stated standards of the district and the College Board. Students will be able to chart their progress in learning and mastering those standards. Essays, which count as tests, will be scored on a 1-9 scale as they do on the AP Exam. The highest score possible will be a 95% (9) and the lowest a 50% (1), unless an essay is not completed and receives a zero. Items not assessed will receive a "1" in the computer which stands for an "NY" or "not yet assessed". A "1" will change to a "0" if nothing is completed.

**A** – 90% - 100%

**B** --80% -- 89%

**C** --70% -- 79%

**D** – 60% -- 69%

**E** -- 59% and below

As required by the local school system, the formula for the calculation of class grades has been provided along with examples:

#### **Points Method Calculation:**

To get the test average, add up all the earned points and divide by the possible points. To get the "other" average, do the same.

Points earned / possible points

**Example: 296 points / 400 points = 74**

To get your class average, take your test average and multiply by 0.6. Then take your other average and multiply by 0.3 (quizzes) and) 0.1 (CW and HW). Add those two numbers. This is your class average.

#### **Average Method Calculation:**

To get the test average, add up all the test grades and divide by the number of tests that you have.

**377 points / 5 grades = 75.4 average**

To get the "other" average, add up all the other grades and divide by the number of other grades that you have.

**491 points / 6 grades = 81.8 average**

To get your class average, take your test average and multiply by 0.6. Then take your other average and multiply by 0.4. Add those two numbers. This is your class average.

#### **Quarterly Average Calculation:**

Student's average x 4 + FINAL divided by 5 = Quarterly average

#### **Semester Average Calculation:**

First, determine the student's current quarterly average (including the FINAL). Then, take this average, add it to last quarter's average, and divide by 2. This gives the final semester grade. In other words, qtr. 1 + qtr. 2 = \_\_\_\_ divided by 2 = average.

# AP Literature and Composition Policies

1. Be here and on time. I can't help **effectively** if you are not here. If you are late, you **must** go to tardy retract located in the cafeteria.
2. Notes must be taken from lectures and discussions. These will be the basis for our tests and papers. Without these, you **cannot** be successful. I do not type notes, so you are responsible for getting them from a classmate.
3. The due dates for long-range assignments (papers, projects, presentations, etc.) are always announced in advance. It is your responsibility to get your assignments to me whether you are at school or not. For example: if you know that you will be out of town on a day that a project is due, you must turn it in before the due date. If you are sick on the day a project is due, you need to try to send it in with a parent or classmate.
4. All take-home essays and projects **must be typed**. If you do not have a computer at home, you can plan with me to get the assignment done.
5. Food and/or drinks are not allowed. This includes gum and candy.
6. **Work *must* be turned in on time. If you do not turn in the work, you will be given a ZERO. The only way I will accept late work is if you have an outstanding circumstance or if you were out for an extended period due to illness.** If you need help in completing your assignments due to understanding and/or other outstanding issues, plan to come before or after school, stay in afternoon detention, or attend the scheduled Saturday School sessions.
7. **Advanced Placement Credit:** Advanced Placement courses weigh 5.5 instead of the traditional 5. Because of this increase, the level of rigor is raised as well as the amount of responsibility required to maintain the extra weight. Since you are enrolled in this course, you **must** take all EQTs (unless exempt) and the AP exam in May. Failure to take the AP exam will result in you obtaining the traditional 5-point weight; therefore, losing 1.5 GPA points.
8. AP classrooms are rooms for mature students. Everything read and discussed must be approached with a level of maturity, with an open mind that is willing to learn. The curriculum is aligned with College Board requirements and has been approved as a college curriculum. Be sure to always keep this in mind.
9. Check emails consistently. Be sure to email Ms. King whenever you have a question. Ms. King also uses Remind, so check those messages as well. Any late messages to Ms. King (after 8 p.m.), will not be responded to until the next day.
10. This course is not about scoring an A; it is about learning the skills necessary for success. If you work hard, you will reap abundant benefits. That is a guarantee.

# Course Outline

*'What will the students be required to do and when?'*

The assignments for this course are tentative. Works and assignments may be added or deleted. Make sure you keep good records of assignments for future reference.

**Main Course Textbooks:** *Perrine's Structure, Sound, and Sense, 10<sup>th</sup> edition* and other literary resources.

*\*\* For a reference of MLA standards, I consult A Writer's Reference, 6<sup>th</sup> ed. by Diane Hacker. You may purchase the handbook, but we will use an e-version of the reference book for course research activities. \*\**

## **List of Additional Reading:**

1. *A Doll's House* by Henrik Ibsen (3<sup>rd</sup> Qtr.)
2. *Beloved* by Toni Morrison (4<sup>th</sup> Qtr.)
3. Various other short stories and/or plays

\* Book has to be purchased

## ***Course schedule of works to study and things to do***

### **COURSE THEME:**

### **"Origins"**

**\*\* All of our major text will be based on actual people and/or events that will aid in developing the analytical perspective to be effective in this course. \*\***

## ***Week One: Introduction to the Course***

### ***Literary Critiques***

**"All Roads Lead to TONE and IRONY"**

Introductory lecture on AP analysis styles

Practice Analysis with poetry

Sample exams and essay writing styles for the course

*How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading between the Lines* by Thomas C. Foster

### **Week One's Assignments:**

#### **Writing:**

Poetry Annotations

Poetry Explications

## ***Week Two: Poetry, Part One***

Wilbur

Cullen

Hughes

Rankine

Piercy

Reflections on *How to Read Literature Like a Professor: a Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

### **Week Two's Assignments:**

#### **Writing:**

Thesis Statements

Various writing exercises

**Summer Reading In-Class Essay Test (January 17<sup>th</sup>)**

### **Week Three: Poetry, Part Two**

Blake

Collins

Shakespeare

Various Sonnets

### **Week Three's Assignments:**

#### **Writing:**

Annotations through cooperative learning groups

**Poetry Essay [In-Class Assessment]**

### **Week Four: Short Story**

Ernest Hemingway

Joyce Carol Oates

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

### **Week Four's Assignments:**

#### **Writing:**

Various Writing Assignments

### **Week Five: Short Story**

Charlotte Perkins Gilman

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

Discussion on motifs, paradox, and synecdoche

### **Week Five's Assignments:**

#### **Writing:**

Analysis Groups

**Writing quiz** on short story (TBA)

### **Week Six: *Origins, 1***

*A Doll's House* by Henrik Ibsen

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide*

to *Reading Between the Lines* by Thomas C. Foster Week Six's Assignments:

**Writing:**

**Reading quiz** on *A Doll's House*

## **Week Seven: *Origins*, 1**

*A Doll's House* by Henrik Ibsen

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

Discussions on tone, speaker, language, imagery, and symbolism

**Week Seven's Assignments:**

**Writing:**

Various review activities

**Reading quiz** on *A Doll's House*

## **Week Eight: *Origins*, 1**

*A Doll's House* by Henrik Ibsen

*to Reading Between the Lines* by Foster

Discussions on tone, speaker, language, imagery, and symbolism

**Week Seven's Assignments:**

**Writing:**

Essay Test on *A Doll's House*

## **Week Nine: *EQT Review***

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Seven's Assignments:**

**Writing:**

EQT

## **Week Ten: *Writing***

Reflections on *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Ten's Assignments:**

**Writing:**

Various writing assignments for story

## **Week Eleven: *Writing***

AP Exam Practice

Reflections on *How to Read Literature Like a Professor: A Lively and Entertaining Guide*



to *Reading Between the Lines* by Thomas C. Foster

**Week Eleven's Assignments:**

**Writing:**

AP Practice Essays

**Week Twelve: *Origins*, 2**

*Beloved*, the novel, by Toni Morrison [Chapters 1-10]

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Seven's Assignments:**

**Writing:**

Various review activities

Reading quiz on *Beloved I*

**Week Thirteen: *Origins*, 2**

*Beloved*, the novel, by Toni Morrison [Chs. 11-18]

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Seven's Assignments:**

**Writing:**

Various review activities

Reading quiz on *Beloved II*

**Week Fourteen: *Origins*, 2**

*Beloved*, the novel, by Toni Morrison [Book Two]

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Seven's Assignments:**

**Writing:**

Various review activities

Reading quiz on *Beloved III*

**Week Fifteen: *Origins*, 2**

*Beloved*, the novel, by Toni Morrison [Book Three]

Reflections on *How to Read Literature like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

**Week Seven's Assignments:**

**Writing:**

Various review activities

Reading quiz on *Beloved IV*

## ***Week Sixteen: AP Finals Preparation***

Practice AP Exams begin

Reflections on *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster

### **Week Sixteen's Assignments:**

#### **Writing:**

Essay due on *Beloved*

## ***Week Seventeen: AP Finals Preparation/EQT Essay***

Practice AP Exams continue

### **Week Seventeen's Assignments:**

#### **Writing:**

EQT Essay on TBD

## ***Week Eighteen: End of the Course***

Class Reflections

EQT Test

### **Week Eighteen's Assignments:**

#### **Writing:**

Students will write a reflection on their writing experience in the course.

# ADVANCED PLACEMENT LITERATURE & COMPOSITION

## Student Contract

Please read the following items carefully. **By signing this contract, you, as a potential AP English student, are showing your intentions of making every effort to successfully complete this course.** Participating in this course signals your interest in taking the Advanced Placement Examination on **May 6, 2019**. If you do not, as per MCPSS policy, you will lose your AP weight and will have to pay \$15 before being cleared to graduate.

*Since this examination counts towards my class weight and potentially can result in earned college credit, I understand the demanding nature of the course. I also*

1. I understand that I should possess some or all the following characteristics as suggested by the College Board in the Advanced Placement Program Bulletin:
  - the ability to read accurately at an appropriately efficient rate;
  - the ability to engage in intelligent discussion, involving active listening and constructive speaking; the desire to learn more than the obvious or superficial;
  - a sense of personal and social responsibility to keep up with the individual work load and to contribute meaningfully in group efforts;
  - the willingness to accept a variety of answers or unresolved questions as starting points for further thinking and exploring of ideas in works of literature;
  - either a good basic command of language or the willingness to work hard to catch up with the students who possess such skills.
2. I know that **I must turn in assignments when they are due**. Late work is not accepted unless in emergency circumstances.
3. I know that I must purchase some novels (at cost) so that I can interact with the text to improve my understanding of the literature. Those of no cost will require sticky notes for annotations.
4. I know that I must check and complete assignments on the website [www.apandmemgm.weebly.com](http://www.apandmemgm.weebly.com) and check my emails regularly. **I must provide a form of electronic communication for my teacher by signing up for Remind**. Completing this work will take after-school commitment on my part.
5. I know that I must fulfill all course requirements listed in this syllabus and course calendar, including additions.
6. I know that I will read demanding literature that will contain content that is **mature** and **will require my time, commitment, and openness**. These works are used to develop my critical and analytical thinking skills and not to purposefully offend. All texts used for this course are **AP/College Board suggestions included in Ms. King's syllabus** and will help me with the upcoming AP exam.

I have carefully read this contract and am willing and able to make the commitment necessary for taking Advanced Placement English and Literature Composition for **Ms. A. King**.

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Print Student Name Here

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Parent's Signature Here

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Student's Signature Here

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Date