

**AP ENGLISH LITERATURE AND COMPOSITION
COURSE SYLLABUS
2019-2020**

INSTRUCTOR:

Leigh Ann Skaggs

Classroom Number: W1

E-mail: leighann.skaggs@chestercountyschools.org

Planning Period: 6th

School Phone: 989-8125

COURSE DESCRIPTION:

Advanced Placement English Literature and Composition is a course offered by Chester County High School in lieu of English IV. Its purpose is to prepare students for the AP English Literature and Composition exam using rigorous college-level instruction based on close reading of classic literary texts and the interpretation of those texts through written analysis. Students who commit themselves to succeeding in this class will be better prepared for the AP exam as well as college courses.

TEXTBOOKS AND RESOURCES:

- Kirsznner, Laurie G. and Stephen R. Mandell. *Literature: Reading, Reacting, Writing, 7th edition*. Boston: Wadsworth Cengage Learning, 2011. Print.
- *Elements of Literature, 6th course*. Austin: Holt, Rinehart, and Winston, 2007. Print.
- Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Harper Books, 2003. Print.
- Various additional print novels and other resources

COURSE OBJECTIVES:

In AP English Literature and Composition, students will:

- Use various strategies (including note-taking, journaling, and discussion) to become critical readers.
- Deepen their understanding of the ways writers use language to provide meaning and pleasure.
- Evaluate differing structures, styles, and themes of various literary works.
- Write for various purposes in response to literature, including
 - writing to understand a work (through journaling and reader's logs),
 - writing to explain a work (analysis essays focusing on various literary aspects of specific literary works), and
 - writing to evaluate a work (evaluating a work of literature, explaining judgments made, and exploring the total effect of a work through close analysis, interpretation, and response).
- Build vocabulary skills in order to advance understanding of complex language.

METHODS OF INSTRUCTION

Discussion will be the preferred method of instruction for analyzing texts in class. Discussion will occur in both large and small group settings and will be student-led rather than teacher-lead in most cases. Cooperative learning groups will also be utilized to enforce student comprehension and interaction on specific texts. In addition, projects and writing assignments will be completed on an individual basis. Writing assignments will be evaluated and returned for correction; following that correction, the writing assignments will be re-evaluated. Certain texts will be assigned for independent reading, while some texts will be read as part of the course. Participation in **all** instruction and assignments is absolutely **vital**.

COURSE POLICIES AND EXPECTATIONS:

TARDY POLICY:

Excessive tardiness interferes with productivity in the classroom and will not be accepted. When the bell rings to signal the beginning of class, the door locks, and this class will begin. At that time, all students are expected to be in their seats and working on the great start assignment. Students who are tardy to class must have a tardy slip from appropriate school personnel in order to enter the classroom. See student handbook for more information on the CCHS tardy policy.

ATTENDANCE:

School attendance is especially crucial to success in AP English. Students who have multiple absences often find themselves far behind simply because of the demanding nature of this course. Please make every effort to be here every day!

CLASS PARTICIPATION:

All students will be required to be active participants in this class. This includes, but is not limited to, the following:

- participating in class discussions and activities,
- completing all assignments *in a timely fashion*, including homework, journal entries, projects, essays, quizzes, and exams, and
- maintaining regular, punctual attendance.

NOTE: If for some reason you feel that you cannot fulfill the requirements listed above, you might consider changing courses. AP English is a very challenging and demanding course that is designed only for the most dedicated students. You must be **fully committed** to being a successful and responsible AP student in order to be successful!

ELECTRONIC DEVICES:

Cell phones, iPods, laptop computers, calculators, game toys, and other electronic devices should be turned off and put away during class except in the case of explicit permission to use them for educational purposes.

FOOD/DRINK/GUM:

Students may bring bottled water class. Per CCHS policy, no other food or drink will be allowed unless permission has been given for such items. Gum is permitted as long as it is used responsibly.

LEAVING THE CLASSROOM:

Because students have time between each class, a morning break, and a lunch to handle all personal needs, students are expected to remain in the classroom from bell to bell. Hall passes will not be allotted for students.

CLASSROOM DISCIPLINE POLICY

Since this is an advanced class of college-bound honor students, I do not anticipate any discipline issues whatsoever. I expect you to behave as the mature, responsible, and respectful adults that I know you are.

MAKE-UP WORK:

A Google Calendar with each day's topic and homework can be found on Google Classroom. Lessons, presentations, and handouts will be posted on Google Classroom as needed under the "Make-up Work" tab. Extra handouts will be placed on the table in the front of the room. *Students are responsible for obtaining and submitting all make-up work in a timely manner.*

LATE WORK:

All assignments, completed according to preset guidelines, must be turned in promptly on the due date. The teacher will use her discretion to deduct points for *all* late papers.

GRADING:

- The approved grading scale for Chester County High School will be used in this course.
- Percentages will be calculated with the following formula:
 - Tests—30%
 - Major Essays—35%
 - Quizzes and Vocabulary Journal—20%
 - Homework Assignments/Daily Work—15%

COURSE OUTLINE

NOTE: The following outline is subject to change.

Semester One (18 weeks)

- **WEEKLY: Vocabulary Journal**
 - Weekly vocabulary journal to be submitted following the provided guidelines on Google Classroom.
 - The purpose of the journal is to increase vocabulary for use in advanced writing and discussion and to better support comprehension of the complex language used on the AP exam.
- **Introductory Unit (2-3 weeks)**
 - Hand out syllabus and August calendar
 - Introduce vocabulary journal
 - Setting the tone for the course: “The Emperor’s Three Questions”
 - Test *Invisible Man*
 - Discuss *How to Read Literature Like a Professor* and *Invisible Man*
- **Independent Reading: *The Kite Runner***
- **Reading, Reacting, and Writing about Literature (1-2 weeks)**
 - Analytical focus: reading and responding appropriately to complex literature
 - Distribute *Literature: Reading, Reacting, Writing*.
 - Read and discuss in class the following chapters:
 - Chapters 1-2
 - Chapter 5-7
 - Various writing workshops/seminars
 - Read and discuss “An Essay about Essays”
 - First AP Essay
 - Analyze quality of writing
 - Evaluate yourself as a writer (What are the positives, what are the negatives, and what are you going to work on?)
 - Essay Assignment: *Invisible Man*
- **Short Fiction Unit (3-4 weeks)**
 - Analytical focus: various literary elements related to short stories
 - Thematic focus: various themes
 - Read and discuss in class the following chapters and corresponding short stories:
 - Chapters 9, 11
 - Chapter 12; Chopin’s “The Story of an Hour”
 - Chapter 13; Mansfield’s “Miss Brill”
 - Chapter 14; Ellison’s “Battle Royal”
 - Chapter 15; Poe’s “The Cask of Amontillado”
 - Chapter 16; Gilman’s “The Yellow Wallpaper”
 - Chapter 17; Jackson’s “The Lottery”
 - Chapter 18; Welty’s “A Worn Path”
 - O’Connor’s “A Good Man is Hard to Find”
 - Selected short stories will be read and analyzed
 - Essay Assignment: Compare/contrast selected works
 - Compare/Contrast literary works with graphic organizers
- **AP Exam Focus (2 weeks)**
 - Discuss structure of AP exam
 - Short cold read practice
 - Review writing strategies for timed essays
 - Discuss and practice multiple choice questions

- Practice sections
- ***The Kite Runner* (2 weeks)**
 - Analytical focus: characterization, point of view, narrative pace
 - Thematic focus: sacrifice, loyalty, love, worth, culture
 - Assignment: Data sheet
 - Essay: select a topic from the list provided
- **Independent Reading: *Wuthering Heights***
- ***Oedipus Rex* (2-3 weeks)**
 - Analytical focus: tragedy, catharsis, pathos, tragic hero
 - Thematic focus: self-knowledge, pride, arrogance, fate and circumstances
 - Read and discuss the following chapters from *Literature: Reading, Reacting, Writing*:
 - Chapter 35
 - Chapter 37
 - Brief history of Greek tradition
 - History of Greek drama
 - Assignment: trace a motif or write psychological theory paper related to *Oedipus*
- **Shakespeare (*King Lear*) (3-4weeks)**
 - Analytical focus: Shakespearean structure, figurative language, parallel plot, nature motif, etc.
 - Thematic focus: family dynamics, hero/antihero, greed/power
 - Activity: read parts aloud in class; analyze and discuss
 - Essay: AP practice essay based on Shakespearean play
- **Satire Unit (1 Week)**
 - *A Modest Proposal*, Swift
 - Read various satire pieces
 - Essay: Advice to Youth
 - Writing Assignment: Modern satire
- ***Wuthering Heights* (2 weeks)**
 - Analytical focus: Bildungsroman, gothic style
 - Thematic focus: hardness of love, precariousness of social class, autonomy
 - Assignment: Data sheet
 - Essay: Choose your own topic from a list of possible topics

Semester Two (18 weeks)

- **WEEKLY: Vocabulary Journal**
- **Independent Reading: Choose from list of frequently cited AP books (will be provided)**
- **Shakespeare (TBD) (3-4weeks)**
 - Analytical focus: Shakespearean structure, figurative language, etc.
 - Thematic focus: various themes (depending on the work we read)
 - History of Elizabethan England
 - History of drama
 - Activity: read parts aloud in class; complete what/how/why charts
 - Essay: AP practice essay based on Shakespearean play
- ***Death of a Salesman* (2 weeks)**
 - Analytical focus: drama, tragedy, setting
 - Thematic focus: American dream, abandonment, betrayal, family culture/influence
 - Assignment/Activity: Evaluate DOAS as tragedy
 - Essay: AP practice essay using DOAS
- **Data Sheet & Exam Based on Independent Reading**
- **AP Exam Prep (2 weeks)**
 - Analysis of effective reading and writing strategies
 - Practice essays

- Writing workshops
- Peer editing
- Discuss multiple choice questions and strategies
- Practice tests
- **Independent Reading: *Beloved***
- **Poetry (3-4 weeks)**
 - Analytical focus: elements of poetry
 - Thematic focus: varies
 - Read and discuss the following chapters from *Literature: Reading, Reacting, Writing* and corresponding poetry:
 - Chapters 21, 24
 - Chapter 25
 - Chapter 26
 - Chapter 27
 - Chapter 28
 - Chapter 29
 - Chapter 30
 - Chapter 31
 - Read and discuss various poems that correspond with each chapter
 - Daily poetry/writing workshops focusing on devices from corresponding chapters
 - Poetry terms test
 - Essay: AP practice essay based on poetry
- ***Beloved* (1-2 weeks)**
 - Analytical focus: stream of consciousness, tragedy, narrative pace and structure, point of view
 - Thematic focus: oppression of slavery, consequences of actions, price of freedom, motivation
 - Assignment: Data sheet
 - Essay: AP practice essay using *Beloved*
 - Essay: Select a topic from the list provided.
- **Test Prep (2-3 weeks)**
 - Practice Tests
 - Review strategies for multiple choice questions
 - Practice AP essay
 - After-school study sessions will be offered if enough interest is shown!
- **AP EXAMS!!! (First part of May)**

August 3, 2018

Dear Parents,

Greetings, and congratulations on leading your child to this very exciting milestone! One of my greatest joys as a teacher is having the opportunity to teach exceptional students such as yours. Teaching Advanced Placement® English is a passion of mine, and I hope that passion inspires both you and your student throughout the year. As an honor student, your student will be involved in many demanding classes and extracurricular activities in this final year of his or her secondary education. There may be times when your child needs support, encouragement, or advice, and I urge you to help me in supporting and encouraging your student to excel in this class as well as others. It is my hope that you and I can be a support system that provides the tools necessary to help your child make this a successful year and prepare for the future.

I take my responsibilities as your child’s teacher very seriously. You have entrusted me with a great responsibility—that of helping to shape your teenager into the person he or she was meant to be. Keeping this in mind, I remain committed to helping all of my students succeed in the classroom. With the rigorous nature of the AP course, I am determined to go above and beyond the call as a teacher to help students succeed not only in this course and its major exam but throughout the experience of senior year. If you have questions or concerns at any point during the year, I will be more than happy to address them via e-mail (leighann.skaggs@chestercountyschools.org) or school phone.

Please review your student’s syllabus (provided on Google classroom) for more detailed information about AP English. Also, please sign up on Parent Vue via the chestercountyschools.org in order to see your child’s grades in this class at any time.

Thank you again for the opportunity of teaching your student. I’m looking forward to a great year!

Blessings,

Leigh Ann Skaggs
AP English Literature and Composition
Chester County High School