

Course Overview

Instructor

Mrs. Megan Jones, Ed.S

Phone:

478-218-7537 x 64676

Email:

megan.jones@hcbe.net

The AP English Literature and Composition course is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. The course focuses on the experience of literature, the interpretations of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students will practice their writing through numerous timed essays, which have the opportunity for revision, as well as longer essays that require outside research and MLA formatting. Students will also practice oral communication skills through poetry presentations and participating and facilitating discussions.

My AP Classroom:

College Board's Online Resources:

The AP English Literature and Composition course is intended to give you the experience of a typical introductory-level literary analysis course in college. The course includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Texts, both short and long, are college-level readings. Some of the readings will be of a mature subject matter. If students or their parents have concerns about these readings, they should not hesitate to contact me.

Google Classroom:

gh5mvr

Course Materials

- You will need to keep a separate three-ring notebook for this class
- Keep in mind that this will be your binder for both first and second semester work. Skills are cumulative throughout the course.
- PEN – blue or black ink ONLY.
- Dividers can organize your binder however you see fit, but at a minimum, you must have a section for Literature Reviews and another for AP Exam Practice.
- Paper, highlighters, sticky notes (for use in class-issued novels / texts).
- Google Classroom will be utilized for access to digital resources and promotion of a dialogic community. Designated assignments will be required in this platform.

Office Hours

Room 2503

Mondays are designated Remediation / Make-up days.

Reading & Accompanying Tasks

Literature Reviews

For each text studied in the course, students must complete a review sheet (template provided). This review requires that students write on the following topics: characters, setting, plot, symbols, theme, significant quotes, symbols, references, styles, author's dominant philosophy, as well as pose questions for in-class or Google Classroom discussion that vary in depth of questioning that represent the work as a whole. (CR3, CR4). Literature reviews are due upon arrival to class on the reading completion date of each work.

Writing

In-class writing: Timed writing assignments are given approximately every two to three weeks. Topics usually arise from the readings and relate to questions of character, setting, structure, narration, figurative language, and literary analysis. Oftentimes, writing will be based on works not previously studied in class.

Informal writing, centered in assigned texts as well as bell ringers through Nancy Dean's *Voice Lessons* will frequently take place to assess understanding of diction, tone, syntax, use of detail, voice, and imagery (CR7)

Essays: Student essays are two to four pages in length in accordance with MLA standards for formatting. All essays prepared outside of class must be typed with an approved thesis statement submitted two weeks prior to the due date. This critical essay challenges the student to develop a sophisticated literary argument about a selected work. The student may focus on a thematic topic, but the essay should also emphasize the effect of one to two literary elements and techniques. Typically, rough drafts will be due a week prior to the due date for workshop and in-class revision. Essays are graded in accordance with the AP English Literature six-point rubrics and will be scaled for numeric equivalent. Furthermore, students engage in the writing process through thesis statement craft, paragraph production, and full-length essays that incorporate evidence and commentary. Students have multiple opportunities to revise their writing. (CR9, CR10)

Essay revisions / conferences: Students submit drafts to the instructor on a regular basis, as well as participate in peer revision for each formal essay. Students may schedule revision conferences with the instructor at any time. Individual writing conferences may be arranged on an as-needed basis or by request of either the student or instructor.

Quizzes

Unannounced reading quizzes along with abbreviated, practice multiple choice passages will be given throughout the course.

Presentations

Students will lead one formal class discussion over an assigned text and may utilize their Literature Reviews for this task. The instructor will provide a list of works at the beginning of the unit and students will sign up for a facilitation text / date. Students will be responsible for submitting a typed outline of their discussion plan and questions prior to the presentation. The facilitator’s role does not mean becoming the “expert” on all facets of the text, but rather to question and offer insight to peer responses, pose troubling issues, and encourage sophisticated thinking. Students will be evaluated on their preparation, ability to engage, quality of questioning techniques, and appropriate use of time.

Skills & Familiarization

The College Board has identified the following skills as major components of the course: Students should be able to explain the functions of character, setting, plot/structure, narrator or speaker, word choice, imagery, and comparison. Students should also be able to compare different works and to develop textually substantiated arguments about interpretations of part or all of a text.

Student samples will be scored from previous AP English Literature exams using the six-point rubrics. The rubrics will be discussed and reviewed constantly through evaluating samples individually as well as in small-groups. We will also identify model sentences / ideas / connections that demonstrate the accurate use of literary terms, effects of terms, supporting quotations, and overall sophistication, including that from your own writing.

Personal Progress Checks, supplied by AP Classroom, will be frequently used homework assignments that will provide personalized feedback and rationale for developing and enhancing the student’s skill sets. Results of the Personal Progress Checks will determine necessary re-teaching in class.

Texts

Various novels, anthologies, and handouts will be utilized. We will utilize two anthologies: *The Bedford Introduction to Literature* (Meyer 2011) and *Literature & Composition* (Jago et al 2011), as well as short stories and poetry that will be available to you. All texts studied in this course will address the curricular requirements AP English Literature: explain the function of character, setting, plot and structure, narrator / speaker, word choice, imagery, symbols, and comparison in addition to develop textually substantiated arguments about interpretations of texts.

Preliminary list of novels and dramas listed throughout the course schedule will be accompanied by unit-appropriate short stories and poetry: *A Thousand Splendid Suns* (Hosseini), *The Things They Carried* (O’Brien), *A Lesson Before Dying* (Gaines), *The Stranger* (Camus), *The Nickel Boys* (Whitehead), *Their Eyes Were Watching God* (Hurston), *The Invisible Man* (Wells), *Hamlet* (Shakespeare), *Frankenstein* (Shelley), *Jane Eyre* (C. Bronte), *A Doll’s House* (Isben), *Wuthering Heights* (E. Bronte), *1984* (Orwell), *Brave New World* (Huxley), *Handmaid’s Tale* (Atwood), *Fahrenheit 451* (Bradbury) (CR2)

Anticipated Course Schedule *Specific calendars/schedules will be given for each unit/major work. All items are subject to change as sometimes acceleration or remediation is necessary.

Skills (CR1)	Theme: Works/Concepts
Skill(s) Focus: Introduction to the Big Ideas	Unit 1: Introduction to the Course

	<p><i>How to Read Literature Like a Professor</i>, various short stories, and poetry to study character, setting, structure, narration, figurative language, and literary argumentation</p> <p>Highlighted Texts: “Story of an Hour,” “On First Looking into Chapman’s Homer,” Excerpt from <i>Under the Feet of Jesus</i>, “Do Not Go Gentle Into That Good Night”</p> <p>Primarily studied in small groups with opportunities to write and reflect individually, students will discuss how meaning is conveyed through structure, function of plot, characterization, tone, etc. (CR5)</p>
Skill(s) Focus: setting, speaker / narrator.	<p>Unit 2: Heritage that Shapes Us and Identity that Moves Us</p> <p>Identity Project / Book Clubs: <i>A Thousand Splendid Suns</i>, <i>The Things They Carried</i>, <i>A Lesson Before Dying</i>, <i>Homegoing</i></p> <p>Perspective writing will highlight importance of speaker / narrator and setting impacts the work as a whole (CR6, CR4)</p>
Skill(s) Focus: character	<p>Unit 3: The Hero, the Anti-Hero, and Existentialism</p> <p><i>The Stranger</i></p>
Skill(s) Focus: plot and structure, word choice / imagery / symbols,	<p>Unit 4: Activism in the Modern World (major essay #1 / presentation)</p> <p>Short Stories / Speeches / Poetry</p> <p>Book Clubs: <i>The Nickel Boys</i>, <i>Their Eyes Were Watching God</i>, <i>Invisible Man</i></p>
Skill(s) Focus: All skills previously studied this semester, function of comparison	<p>Unit 5: Skill Bootcamp through Poetry & Short Story</p> <p>Familiarization and analysis of paired texts for sake of comparison will allow for richer understanding in underlying similarities (thematic, structural, author’s purpose, etc).</p> <p>“On Courage” from <i>The Things They Carried</i> + “Soldier’s Home” Hemingway (CR8)</p>
Skill(s) Focus: character, plot / structure, word choice / imagery / symbols	<p>Unit 6: The Renaissance – Tragedy / Poetry</p> <p><i>Hamlet</i>, Poetry Studies in Groups</p> <p><i>*major essays #2 / 3 will be assigned during Units 6-9; you will choose which two to write / revise and conferring with teacher and/or peers</i></p>
Skill(s) Focus: function of character, setting, textually substantiated arguments	<p>Unit 7: The Romantic Spirit</p> <p><i>Jane Eyre</i>, <i>Frankenstein</i>, poetry</p>
Skill(s) Focus: function of narrator / speaker, comparison, textually substantiated arguments	<p>Unit 8: A Woman’s Liberation</p> <p><i>Their Eyes Were Watching God</i> + related poetry and short stories</p> <p>Book Clubs: <i>A Doll’s House</i>, <i>Wuthering Heights</i></p>
Skill(s) Focus: function of imagery, word choice, and symbols, function of comparison	<p>Unit 9: Modernism and Dystopia</p> <p>Book Clubs: <i>1984</i>, <i>Brave New World</i>, <i>Handmaid’s Tale</i>, <i>Fahrenheit 451</i></p> <p>Mock Exam</p>
Skill(s) Focus: all skills of the AP English Literature curricular requirements	<p>Unit 10: AP Exam Review</p> <p>Contribute to the Canon – choice reading, literature review and presentation</p>

Grading Policy

Your grade will be broken down into the following distributions set forth by the Veterans High School handbook:

- Major Essays and Projects – 45%
- Quizzes and Learning Tasks – 20%
- Homework and Classroom Practice – 15%
- Final Exam – 20%

This course includes a cumulative exam at the end of the semester.

Exemptions:

The final exam can be exempted under the following stipulations:

- Students must have a B average or higher, no ISS/OSS, have cleared any fines/obligations, and have 5 or less unexcused absences.
- Excused absences will not count against earning exemption

Google Classroom: To encourage blended learning, online assignments will be posted weekly through Google Classroom, which can be accessed via the SSO Portal. At least one Google Classroom assignment per week will be graded and entered in Infinite Campus. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time. If there are technology limitations, please notify the teacher.

How does a student access Single Sign-On (SSO)?

1. Go to www.hcbe.net and Click on SSO Portal in the navigation menu.
2. Login with your school username and password.
3. Browse tiles – most popular will be our textbook, Office 365, and Google Classroom

Homework Policy

Homework is a necessity for success in this course. Homework will be given often throughout the course of the semester to ensure student understanding. Homework may be collected for its accuracy, checked for completion, or used to develop classroom discussions. Studying is expected and the most important homework you can do. Study vigorously and study often. When you are not actually completing a written assignment, you should be reading each night.

Additional Help

My number one goal is for you to leave this course a better reader and writer than you were when you entered and, ultimately, for you to be prepared for reading and writing across the curriculum in college. You may initiate the need for extra help, but in certain cases, I may require remediation during our designated time (Monday).

Expectations

The whole purpose of this classroom is to explore a more rigorous/fast-paced curriculum and to attempt to gain college credit in the comfort of a high school setting. As such, I have set forth high expectations. Dedication, motivation, and effort on your part is an unspoken understanding we have since you have made the choice to be in this class when it is not required.

During second semester every student will be expected to take a mock AP exam in preparation for the actual exam regardless of whether you have decided to take the AP Exam or not. The Veterans High School administration will provide a schedule for AP Mock Exams and you will take it during the scheduled time.

AP Exam Information

The AP English Literature Exam is on Wednesday, May 6, 2021 at 8:00AM

Students are not required to take the exam, and it does require a prior registration (with payment).

The exam is three hours long and has two parts — multiple-choice and free-response. The multiple choice section is worth 45% and the free response section is worth 55% of the final exam grade.

College Board Online Registration & Resources

- 8/28/2020 – Deadline for students to electronically join all AP classes on College Board website (Apcentral.collegeboard.org) *Help line for students and parents 1-888-225-5427
- 10/30/2020 – Deadline for students to register for AP exams on the College Board website
- 10/30/2020 – Deadline to pay a minimum of \$40 per paid exam
- 2/12/21 – Deadline to pay all AP exam fees

TEST OVERVIEW

Section I: Multiple Choice — 55 Questions; 1 hour

The multiple choice section tests your critical reading skills. You'll read several passages and answer questions about the content, form, and style of each.

Total scores on the multiple-choice section are based on the number of questions answered correctly. Points are not deducted for incorrect answers and no points are awarded for unanswered questions.

Section II: Free Response — 3 free-response questions; 2 hours

The free-response section tests your ability to analyze and interpret literary texts by composing clear and effective essay responses. You will write 3 essays during that 2 hour period – one on a poetry selection, one on a prose selection, and one called the open question. For the open question, you will be given a topic concerning theme and/or another element in fiction. You will select a major work of literary merit to use in completing the essay. During this course, we read major works that are likely to be usable on the exam. You may have also read items in other classes or on your own which may be used. *Many commercially popular novels are not considered “of literary merit” according to the College Board.

Portions of this syllabus were taken from The College Board's section on AP English Literature.

In addition to signing the syllabus and providing necessary contact information, state your goals for personal growth in the school year and how AP Literature can be a vehicle for that success:

What are you most looking forward to reading / accomplishing in this class?

How can I help you succeed?

After responding, please complete the information below before submitting to me.

To a successful year,

Mrs. Megan Jones

Student Name: _____

I have read the class syllabus for AP English Literature and understand what is required and expected of both me and the class.

Student Signature: _____

Parent Signature: _____

Parent Contact Information (email preferred) and Comments: