

AP ENGLISH LITERATURE & COMPOSITION 2018-2019

Course Syllabus

Basic Information

Instructor:

Mr. St. Peter

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Email: mstpeter@watervillecsd.org

Course Meeting Times:

Period 3 (9:22-10:00)

“Office Hours”: Period 1, Period 2, Period 5 & After School

Course Description

AP English Literature & Composition will provide students with a learning experience similar to that of an undergraduate-level introduction to literature course. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the “big” questions in life. We will determine the qualities of great literature, as well as the role they play in history and society. Our literary analysis will look through the lenses of structure and style, rhetorical devices, diction, figurative language, imagery, symbolism, tone and theme as we experience, interpret and evaluate various works of literature. Vocabulary study is essential. We will also master literary terms. Writing well about literature is another key component of this class. In addition to writing a variety of essays, students will periodically be asked to engage themselves in thinking about their writing and to analyze their progress as they strive to achieve a mastery of form and an authoritative voice. Students electing to enroll in AP English must read and write avidly. They must be willing to take on extra reading and writing assignments. The course begins with extensive summer reading, and will continue with a demanding course load of reading and writing assignments. It is expected that enrolled students will take the AP English Literature & Composition exam in May. Subject to exam performance, students may be granted advanced placement, college credit, or both at colleges and universities throughout the United States. Students should check with prospective colleges to determine what credits are offered for the test, and what scores are expected for credit.

*Note: Our study of literature will tend to focus more on British and World literature, as the 11th grade curriculum focuses on American Literature.

Required Materials

- o A 3-ring binder (1 inch) – for AP English materials ONLY
- o 8 dividers with tabs, labeled as follows: Keepers, Elements, Novels, Poetry, Drama, AP Exams, Writing, Vocabulary
- o LOTS of loose leaf paper
- o Writing utensils
- o A large pack of 5 x 8 lined index cards (optional)

** You may also want to consider purchasing your own copy of each of the novels or longer works that we read. This will allow you to annotate them as you wish.

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Course Outcomes

In this course, students will:

- improve close reading and analytical strategies, with a goal of becoming active readers; while texts are provided, students are encouraged to purchase their own copies of each book for ease in close reading and annotating text
- stretch their interpretive and imaginative abilities in reaction to literature
- improve their ability to discover and explain (through discussion and writing) what is of value in literature
- revisit the purposes and strategies of rhetoric in order to
 - develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
 - improve organization in writing through techniques to enhance coherence, such as repetition, transitions and emphasis
 - effectively state, support, and explain claims made in their arguments
- write under time constraints, producing papers that show both complexity and sophistication
- advance vocabulary skills to cope with unfamiliar language
- develop and improve time management skills
- challenge current views of the world and their place in it
- deepen and widen their power to think
- become passionate readers (if they aren't already)

Resources/Texts

(Texts and works below will generally be included in the course, but may vary from year to year.)

Primary Texts

The Bedford Introduction to Literature. 7th Ed. Michael Meyer

Poetic Form: An Introduction. David Caplan

Western Wind: An Introduction to Poetry. 5th Ed. David Mason & John Frederic Nims

The Elements of Style. Strunk and White (recommended)

A good quality dictionary and/or thesaurus is strongly recommended.

Secondary Texts (from among the following)

7 Famous Greek Plays Ed. Witney J. Oates and Eugene O'Neill Jr.

(includes works by Aeschylus, Sophocles, Euripides and Aristophanes)

The Inferno. Dante Alighieri

Beowulf. Trans. Burton Raffel

The Canterbury Tales. Geoffrey Chaucer

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Secondary Texts (from among the following) Continued...

Four Tragedies. William Shakespeare

- *Hamlet*
- *Othello*
- *Macbeth*

Four Great Comedies. William Shakespeare

- *Twelfth Night*
- *A Midsummer Night's Dream*

Pride and Prejudice. Jane Austen

Jane Eyre. Charlotte Brontë

Adventures of Huckleberry Finn. Mark Twain

The Great Gatsby. F. Scott Fitzgerald

The Snows of Kilimanjaro and Other Stories. Ernest Hemingway

Invisible Man. Ralph Ellison

Winesburg, Ohio. Sherwood Anderson

Go Tell it on the Mountain. James Baldwin

A Streetcar Named Desire. Tennessee Williams

Their Eyes Were Watching God. Zora Neale Hurston

The Bluest Eye. Toni Morrison

Lord of the Flies. William Golding

The Curious Incident of the Dog in the Night-Time. Mark Haddon

Selected Excerpts, Short Fiction, Essays, Dramas and Poetry from among the following (subject to change as determined by time constraints, need, and/or teacher's discretion)

A variety of Greek & Roman Myths; Biblical stories (both Old and New Testament); Edmund Spenser; Christopher Marlowe; Sir Phillip Sidney; William Shakespeare; John Donne; John Milton; John Dryden; Daniel Defoe; Jonathan Swift; Alexander Pope; Voltaire; Samuel Johnson; Goethe; William Blake; William Wordsworth; Samuel Taylor Coleridge; Percy Bysshe Shelley; John Keats; Tennyson; Washington Irving; Ralph Waldo Emerson; Elizabeth Barrett Browning; Edgar Allan Poe; Robert Browning; Herman Melville; Walt Whitman; Emily Dickinson; Mark Twain; Henry James; Harriet Beecher Stowe; Oscar Wilde; W.B. Yeats; Robert Frost; Ezra Pound; e.e. cummings; Carl Sandburg; Virginia Woolf; T.S. Eliot; F. Scott Fitzgerald; William Faulkner; James Joyce; John Steinbeck; George Bernard Shaw; Tennessee Williams; Ernest Hemingway; Willa Cather; Kate Chopin; James Baldwin; Langston Hughes; Allen Ginsberg; Sylvia Plath; Elizabeth Bishop; Flannery O'Connor; Gwendolyn Brooks; Maya Angelou; Joyce Carol Oates

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Class Rules/Expectations

You are seniors now. More importantly, you are seniors taking an Advanced Placement, college-level course that includes an exam fee you will need to pay. I presume that if you are reading this, you **want** to be in this class, and that you **want** it to be worthwhile. I also presume that you know what type of behavior is considered acceptable. Therefore, I am not going to insult you by listing my classroom rules here. If you have forgotten them, they are posted on the bulletin board next to my door. My expectation is that your behavior in this class will be a non-issue.

That being said, there are a few items that I would like to highlight. Every teacher has a few rules/procedures that they feel strongly about. These are mine:

- o **Mutual respect among students.** I have developed a very low tolerance for students who fail to demonstrate this. AP English will rely heavily upon discussion. We will often use a roundtable format to aid us in analyzing the literature we read. These discussions will be a time for all of us to “think out loud” about the material, verbally explore all possible interpretations, and most importantly, learn from one another. These discussions are **not** a time to verbally attack other members of the class. If a classmate’s opinion or reading of a particular work doesn’t match up with yours, it is not the end of the world, and it is certainly not an open invitation to call them, or their ideas, “stupid.”
- o **Tardiness and/or chronic absences will not be tolerated.** Especially in this class, your late arrival wastes precious instructional time that we simply cannot spare.

Assignment Policy

My assignment policy is very simple: **late assignments will not be accepted! When is something late?**

- When it is not turned in at the **beginning of class** on the due date.
- When it is not turned in within **two** days after returning from illness.
- When it is not turned in/delivered **on the due date** for a non-illness excused absence (field trips, athletics, etc.).

- If you know you are going to be absent, turn your work in ahead of time or arrange for someone to turn it in for you.

Back Work

If you know that you will be absent, **let me know ahead of time** so that we can keep you on track with assignments. Unexpected absences do happen. When they do, it is your responsibility to check Google Classroom, email me and/or see me ASAP to find out what you missed – I would prefer that this be done before class on the day that you return to school, as I will not use class-time for this. Diligent former AP students have emailed me when they were absent, asking for me to send them missed work. Falling behind is not recommended.

*Any back work that is not completed within **three days** of returning to school will result in a zero! Exceptions may be made for extended absences. All back work should be labeled “ABSENT” at the top (by you) to avoid deduction of points.

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Writing

This course will function in part as a writing workshop. Writing assignments, both formal and informal, shall be expected at least weekly. Writings will be based on close textual analysis of structure, style, and the social/historical values of a work and will require textual evidence to articulate an argument.

Writing expectations for this course:

<p>The course requires writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading</p> <p>The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation and interpretation of the meanings of a literary text</p> <p>The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values</p>	<ul style="list-style-type: none"> - Students will respond weekly to short passages, poems, or songs. - These will be in the form of warm-ups to class. They will be approximately 1-2 paragraphs in length and include annotation of the literature. - Students will create individual analysis paragraphs on shorter works from the anthology. These will help develop the ability to analyze fiction without having to write the whole paper. - During the study of some novels, students will respond to reading journal prompts. These prompts are varied and are chosen by the students, but each choice asks for a deeper insight into the text. - At other times students will answer study guide or discussion questions relating to the text they are reading. - Each text that is read throughout the year will be annotated; those annotations will be a portion of the students' grade. - Students will study critical lenses including feminist, psychological, Marxist, archetypal, etc. This will create additional pathways for thought and analysis for each work they read. - Students will write 1-2 essays per novel or play studied above. - One will be a prompt that would be included on the AP Exam as question 3 and explore themes, symbolism, social and cultural values, etc. - The other essay will be a sample question 2 using a close reading passage from the novel or play being studied and will focus on structure, figurative language, imagery, etc. - One of these essays will be timed and the other will be done outside of class; which will differ throughout the course. - Students will create individual analysis paragraphs on shorter works from the anthology. These will help develop the ability to analyze fiction without having to write the whole paper. - Students will write an essay based on a close reading of a poem. In the paper the student will focus on how the parts of the poem affect the meaning of the whole and argue their specific analysis of those elements to the poem's meaning. - Students will engage in a research paper in which they will write a 10-15 page paper that discusses the merits of three scholarly expositions, as well as offers your own interpretations of your chosen works.
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Critical writing evaluates the effectiveness of a literary piece and effective writing requires a combination of these three approaches to writing. While specific assignments will be explicated later, critical responses to poetry, drama, and fiction will be included in the course. Major writing assignments will include required novel-based literary research papers (the infamous term paper), as well as at least one poetic analysis paper (also research-based).

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Students will also complete in-class, timed writing based on previous AP examination free response questions. These questions will be discussed and responses will be assessed according to the AP scoring rubric.

Revisions and lessons on writing strategies, organization, grammar, mechanics, and sentence structure will be assigned as necessary. The application of vocabulary encountered in works of study will be required in all writing. In addition, creative assignments in poetry and short fiction may be assigned and will require the application of appropriate structures and styles (diction, syntax, figurative language, symbolism, and tone). Rewrites will be allowed at the instructor's discretion. In such cases, the final grade will be an average of the original attempt and the rewrite.

Essay Scoring

All AP-style essays will be graded based on the same criteria used to grade the AP English Literature and Composition exam (specific criteria will vary based on the essay question). Exam essays are graded on a scale of 0 – 9. Below are the grades that will be awarded for each score:

Upper Level

Level 9: 95 – 100
Level 8: 90 – 94
Level 7: 85 – 89
Level 6: 80 – 84

Level 5: 75 – 79

Lower Level

Level 4: 70 - 74
Level 3: 65 - 69
Level 2: 60 - 64
Level 1: 55 - 59
Level 0: 0

Occasionally, essays will simply be graded as either “Upper Level” or “Lower Level.” In this case, a “Complete” (100) or “Incomplete” (0) grade will go in the grade book (note: even if you write a “Lower Level” essay, you will receive a “Complete” grade, as long as you have exhibited effort).

Grading

As clichéd as it sounds, this course is not about grades, but about learning. Students should be prepared to experience college-level rigor and take responsibility for one's self as a mature student working with more mature material. Due to the high expectations and the advanced academic level of this course, students should not be shocked or discouraged if their average in this course is lower than their typical grades in an Honors English course. Students who earned 1st quarter averages in the 70s have also earned a 3 or higher on the AP Exam.

Grades will be calculated based on the following system:

Participation: 30% (*discussion, Socratic seminar, preparation*)

Minor Assignments: 30% (*quizzes, journals/free writes, grammar/style exercises*)

Major Assignments: 40% (*papers, presentations, projects, exams*)

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Academic Integrity

Plagiarism will not be tolerated under any circumstances. If you use another person's ideas in **any way**, you **must** cite that person. We will review citation throughout the semester. **Instances of plagiarism will result in an automatic zero, in addition to any disciplinary actions deemed appropriate by the English Department and/or school administration. Any such instances will be dealt with on a case-by-case basis, but be aware that as this is a college-level course, acts of plagiarism may constitute dismissal from the course.**

Extra Help

If you are having difficulty with anything, ask for help! I am available for a limited time during the school day, but will also be available after school by appointment. I want you to be successful in this class, so if you are struggling, **please** be a self-advocate and seek out help **sooner rather than later**. In the past, the students who do well in the class are those who stop in regularly to ask questions, go over concepts, brainstorm ideas for essays, etc.

The Exam

Date: Wednesday, May 9th at 8am

Location: TBD

Exam Fee: \$93 (You will receive information about this later in the year.)

Part One: Multiple Choice – 1 hour

- 4-5 reading passages (mix of prose and verse)
- 50-60 multiple choice questions

Part Two: Free Response – 2 hours

- 3 Essays
 - o 1 based on a prose passage
 - o 1 based on a poetry passage
 - o 1 open-ended (you will apply a work of your choosing to the question)

Final Thoughts

I will soon be finding out what you hope to accomplish in this class, so I would like to leave you with my own goals for AP English. First, I want to share with you my approach to the course. AP English is a unique class, in that the thought of teaching it simultaneously thrills and intimidates a teacher (even an experienced one). What also distinguishes it from other high school classes is that I get to teach students who presumably **want** to be in the class, and who are hopefully as passionate and dedicated to it as I am. I believe that AP level students have reached a point where they can and should have some autonomy in their own learning process. This means that said students should take some ownership in their education. And so, I ask you to abandon the passive style of learning you are used to – this is a class in which you should learn as much on your own as you do in class. Seek your own answers,

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form your own conclusions, and remember that it is good to question things. While I may not have all of the answers, I will gladly seek them with you.

More important than the exam, I want this class to prepare you for the next step. Presumably, that next step will be college. One of my goals is to send all of you out into the world ready to take on the workload, challenges and responsibilities that come with higher education. Thus, the reading, writing, etc. will be assigned as rigorously as it would be in an introductory literature course. Your summer reading was a mere glimpse of what your workload in college might be like (multiply that by 5, and you will have a good idea of what the “real deal” is like). Though you may dislike me in the present tense for running this like a college course, my goal is for you to finish your first semester of college and say to yourself, “Wow, that wasn’t nearly as difficult to handle, thanks to AP English.” I was fortunate enough to have an English teacher in high school that ran his classes this way, and I was enormously grateful to him for it. At the risk of sounding self-important, numerous former students credit this course above any other for preparing them for college. So trust me, your hard work will pay off.

Finally, I hope that this class will help all of you to grow as individuals. Literature allows us to explore our world, and our place in it. We will read works written centuries ago, that, believe it or not, still hold relevance today because of the universal themes they contain (and – gasp! – you may even find that you actually *like* some of this older literature). This will be a demanding and challenging class. It will ask more from you than your other classes have done so far. However, I truly believe that the rewards you will reap for your efforts will be profound and lifelong. Your view of the world and your place in it will change. You will develop your ability to read critically and to write well. I hope that it will make you a passionate reader (if you are not one already), and I believe it will deepen and widen your power to think. Above all, I am very excited to have the opportunity to work with all of you again and look forward to our year together.