

AP Literature & Composition Exam 2020 – Wednesday May 6th @ 8 a.m.

Course Description

AP English Literature and Composition is a college-level course which involves students in the reading and analysis of literature. A primary focus of the class is guiding students in attaining an understanding of the techniques used by writers to inform and delight their audience. As they read, students will analyze such techniques as theme, style, tone, and structure, as well as diction, syntax, figurative language, imagery, and symbolism. Much of this literary analysis will involve intense writing as students respond to a variety of prompts. All writing assignments will be based on the reading passages or interpretations of literary pieces focusing on textual details, the social and/or historical values of the work, figurative language, imagery, symbolism, and tone. In addition, since this is a college-level class as opposed to a college-prep class traditionally offered at the high school level, a greater maturity is expected of the students in terms of commitment to the class and expectations toward the material.

Reading Assignments

Reading assignments will be split into several thematic units. During the first semester the study of fiction, poetry, and drama will focus on reviewing and enforcing what students already understand about the basic elements of these genres and relating these understandings to an analysis of theme in the works studied. Students will also begin a year-long examination of literary criticism, with an introduction to six of the common critical lenses and the assumptions and strategies employed when interpreting through these lenses. Second semester students will hone their knowledge and analytical skills with a study of lesser known, more complex literary technique, and will practice synthesizing analysis through various literary techniques to elicit deeper understandings of themes. Students are expected to maintain a rigorous reading schedule so that they do not fall behind as we examine the various elements of literature and theme throughout the year. Plays are treated as works of literature which are meant to be heard aloud; because of this, the students encounter drama through a variety of audio and video formats and through oral reading, focusing on the dramatic qualities as well as the literary aspects of plays. Other works will be read in and out of class depending on the schedule and length of each. While we will use a variety of supplemental texts in the classroom, the primary textbook for the class will be used as the main source for the short stories, poetry, and much of the drama we will study. It is:

Meyer, Michael, ed. *The Bedford Introduction to Literature: Reading, Thinking, Writing*. Bedford/St. Martin's: Boston, 2008

PLEASE NOTE: Due to the ever-evolving COVID situation, we will use handouts in lieu of a textbook in order to maximize safety. It is suggested to obtain your own copy of the plays and novels. However, if you do need one, they are available for checkout.

The various outside-reading assignments will consist of the following works:

Summer Reading

The Alchemist by Paulo Coelho
How to Read Literature Like a Professor by Thomas C. Foster

First Semester Novels and Plays:

Frankenstein by Mary Shelley
Death of a Salesman by Arthur Miller

Second Semester Novels and Plays:

The Stranger by Albert Camus
Hamlet by William Shakespeare

Writing Assignments

Students' written analysis of what they have read will be an integral part of the course. Students will be required to write both in-class timed essays and out-of-class essays. Both these formal, extended essays and timed in-class writings will occur on a nearly-weekly basis and will frequently be peer-edited and revised. Students will also complete a series of creative writings assigned according to the genre or theme being studied at the time. This will allow students to become not just literary analysts but creators as well, a role necessary to a deeper understanding of

the structure, form, and content of literature. Topics for essays will include analyses of prose and poetry passages and of book-length works, with such analyses focusing on textual details, the social and historical values of the work, figurative language, symbolism, imagery, and the examination of relevant literary criticism.

Students will complete an in-class essay on each major reading assignment. These will be comprised of past AP literary arguments and will count as test grades. These will be closely timed and graded on the 6-point rubric used by the AP scoring committee in order to approximate the AP test-taking experience both in form and grading. In addition, students will also complete regularly scheduled in-class practice essays on prose and poetry analysis for the AP exam. These will also be timed and graded on the 6-point rubric in keeping with the guidelines for the actual AP exam. Previously released AP exam topics will provide the poems and prose pieces for these assignments. In assessing these writings, students will analyze sample essays and rubrics provided by the College Board. They will also critique each other's essays in peer-critiquing sessions, modeling examples of what fellow students have done well and what needs revision and polish. The class will discuss these essays with the plan of using them to improve on their quality for the next essay. Emphasis will be placed on sentence structure, logical organization, and effective use of rhetoric (including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure).

The students will also complete various at-home papers during each unit, some analyzing the treatment of theme in works we've read; others more informal character analyses, and still others personal essays relevant to universal themes studied throughout the year. Toward the end of the year, students will compile an annotated bibliography relevant to an assigned critical lens and several of the works we have read.

Quizzes, Tests, and Exams

Students will complete weekly quizzes covering vocabulary, required reading, and literary elements relevant to the current unit. At the end of each major work, students will complete an essay test which requires response to an AP prompt. These prompts will be selected from past exams released by the College Board. They will be graded according to the 6-point rubric, also established and released by the College Board. The final exam will consist of past AP exam questions: a one-hour multiple-choice section and an essay prompt (so as to be administered during our school's two-hour exam period). Students who meet the county requirements for exemption will be exempt from the second-semester exam.

Grading

Students in this class will be graded according to a points system. Each assignment will be given a specific point value. When graded, the score will appear as the number of points earned over the number of possible points. Additionally, the opportunity for essay and test corrections will occur on occasion for additional points after test item analysis. The following is the weighting and distribution of points for each type of assignment:

In determining averages for each 9-weeks grading period, the following will apply:

- 40% = Tests, presentations, projects
- 40 % = All graded writing (including reading journals)
- 20% = Quizzes and other class assignments (daily work)

The following system will be used to assign all grades in this course:

- 100 points: all tests, essays, presentations, reading journals, and projects
- 10-100 points: all quizzes and graded class assignments

Materials Required:

1. ****Please NO spiral notebooks—we will be keeping writing folders and loose leaf paper works best**
2. 1 three-ring binder (**preferably 2 ½-3 inches**)
3. loose leaf college ruled paper
4. 6 section dividers (1 section for each of the 4 units, a graded papers sections, and a handouts section)
5. blue/black ink pens and corrector (i.e. white-out)
6. post-it notes (sticky notes)
7. highlighters

8. Laptop or tablet with internet access
9. flash drive
10. access to GoogleDocs
11. Canvas platform

Types of Assessments (Formal and Informal)

Response to Literary Prompts (Essays and Informal Writings)
Discussion/Observation
Journals
Oral Presentations
Research Assignments
Creative Interpretative Assignments
Tests/Quizzes

Thematic Organization of the Course

Unit One: A Pivotal Moment and A Mind Torn Asunder
Unit Two: Deceit, Lies, and Broken Dreams
Unit Three: Society and the Individual/Justice and Madness
Unit Four: Identity, Love, and Laughter

Each of the units will examine a variety of thematically-related literature. Students will be required to synthesize the effects of various literary elements in analyses of theme represented in these works. Intense in-class timed writing will hone these skills, with emphasis on AP-style prompts and scoring. Students will also produce longer at-home analyses for each unit in the form of projects and/or speeches.

*****A note on course material and keeping an open mind: Many of the texts we will study deal with strong themes and motifs. You are not required to agree with everything you read—the sign of a strong analytical thinker is to keep an open mind and study the literature objectively. Remember the words of Robert Frost: “Education is the ability to listen to almost anything without losing your temper or your self-confidence.”***

SEMESTER ONE:

First Nine-Weeks:

Major Works:

- a) Novels:** [Reading Journals] (Summer Reading) *The Alchemist*, *How to read Literature Like a Professor*, *Frankenstein*
- b) Short Stories** [Reading Journals]: “The Lottery”
- c) Poems:** “London’s Summer Morning,” “The Chimney Sweeper,” “I will put Chaos into fourteen lines”, “Richard Cory”, etc.

Critical Lenses emphasized: Gender, Psychological, Historical, and Social Power

Assessments:

- a. AP Essays** (in-class): Prose prompts and poetry prompts (*tests will be essay tests*)
- b. Multiple-Choice practices:** one prose, one poetry
- c. Quizzes:** Vocabulary (3-4); Summer-reading novels; annotations (2-3)
- d. In-class Essays:** Personal and Argumentative essays

Presentations:

- a. *Frankenstein***

Second Nine Weeks:

Major Works:

- a) **Short Story [Reading Journals]:** “The Devil and Tom Walker” and “Young Goodman Brown”
- b) **Drama:**
 - a. *Death of a Salesman*
- c) **Poems:** “A Valediction: Forbidden Mourning”, various Shakespearean sonnets, etc.

Critical Lenses emphasized: Gender, Historical, Social, and Psychological

Assessments:

- a. **AP Essays** (in-class): Prose prompts and poetry prompts (*tests will be essay tests.*)
- b. **In-class essays:** character analysis (coinciding with critical lens); personal/argumentative essay
- c. **Multiple-Choice practices:** One prose, one poetry
- d. **Quizzes:** Vocabulary (3-4), reading

Presentations/Projects:

- a. *Death of a Salesman*

SEMESTER TWO:

Third Nine Weeks:

Major Works:

- a) **Novel:** *The Stranger* [Reading Journals]
- b) **Short Stories [Reading Journals]:** “A Worn Path”
- c) **Poems:** **Various canonical poems from the textbook.**

Critical Lens emphasized: Historical, Gender, Psychological and Social Power

Assessments:

- a. **AP Essays** (in-class): Prose prompts, poetry prompts, and literary argument (*count as a test grades occasionally.*)
 - b. **In-class essays:** personal and argumentative
 - c. **Multiple-Choice practices:** One prose, one poetry
 - d. **Full-length AP Practice Exam**
 - e. **Quizzes:** Vocabulary (3-4)
2. **Presentations/Projects:**
- a) *The Stranger*

Fourth Nine Weeks:

Major Works:

- a) **Drama:** [Reading Journals] *Hamlet*
- b) **Short Story:** [Reading Journals] “The Metamorphosis” and “A Clean, Well-Lighted Place”
- c) **Poems:** “To His Coy Mistress”, “The Tyger”, “The Lamb”, etc.

Critical Lens emphasized: Social Power, Gender, Historical, and Psychological

Assessments:

- a. **AP Essays** (in-class): Prose prompts, poetry prompts, and literary argument prompts (*will count as a test grade occasionally.*)
- b. **In-class writing:** AP exam test prep and reflections of in-class essays
- c. **Multiple-Choice practices:** Full-length (four-five)
- d. **Quizzes:** Vocabulary (2-3)

Presentations/Projects:

- e. Research paper: Individual research essays will focus on an in-depth critical lens character analysis that examines how a character in a major work studied in the course of the year affects the work as a whole thematically, using specific textual references and outside resources to support claims made in reference to a gender, psychological, historical, biographical, social power, or archetypal critical lens.

Year-Long Writing

Writing about Theme:

Teacher will model statements of thematic statements and methods of providing evidence in support of such statements.

Students will write introductory paragraphs, focusing on statements of theme and relevant evidence from text. These will be peer-edited and revised as required. Then, students will write body paragraphs, using the A.C.E.S. strategy to provide and explain textual evidence.

These skills will be practiced on a regular basis as students write in-class AP essays on Question 3- The Literary Argument. Periodically, these will be graded as tests.

Writing about Tone:

Teacher will model introductory paragraphs, using adjectives to indicate the complex tone of the prose excerpt or poem in question.

Students will write introductory paragraphs, focusing on wisely choosing adjectives that convey complexity. These will be peer-edited and revised as required. Then, students will write body paragraphs, using the A.C. E. S. strategy to provide and explain textual evidence.

These skills will be practiced on a regular basis as students write in-class AP essays on Questions 1 and 2- The Poetry Question and the Prose Excerpt. Periodically, these will be graded as tests.

Out-of-class essay-writing (assigned topics):

Students will write personal and argumentative essays on assigned topics. The personal essays will be on college-application and/or scholarship topics. The argumentative essays will be literary analyses relevant to assigned critical lenses. These formal, analytical essays will require students to draw upon textual details in both analyzing the writer's use of literary elements in developing theme and evaluating the relevance of this theme through the specific assigned critical lens.

Research writing:

Students will write a research paper examining a chosen work through an assigned critical lens. Students will review and practice MLA writing format in submitting rough drafts. Final drafts will be scored according to format, grammar/style, and content.

Technology in the Classroom:

As per the BYOT policy, cell phones are allowed in school. **HOWEVER**, I uphold a strict cell phone policy in my classroom. There will be times when we will use technology for classwork, but there will be a large amount of time where we do not as we prepare for the AP exam, which includes no technological components. On the day of the exam you are required to turn in your cell phone for the entirety of the testing session; I will prepare you by doing the same thing in class. I will remind you at the start of class, and my expectations are that you place your phone on silent and store it in the front of the classroom, in cell phone holder on the wall, BY YOUR DESK NUMBER. This includes smart watches as they are also not allowed in the testing site and are often disruptive to the classroom. **This is non-negotiable.** A large part of learning to effectively analyze literature is to use ONLY the resources we use in class

(books, handouts, guides, your brain, etc.), and a phone causes distractions to the development and practice of honing this process. Anyone who does not respect and practice this rule will be subject to disciplinary action.

Late Work:

This is a college-level course. Think of the expectations your professors will have of you in college. Think of the reason you were placed in this course or signed up for this course. Think of my time (which I value, as you do yours). Therefore, all due dates are to be considered hard deadlines because you receive them SO FAR in advance per my unit calendars—strict adherence to them is imperative. Turning in work late is not indicative of mature, college-ready behavior. That behavior will not be an option in college; therefore, it will not be an option in here. Learning to balance extracurricular activities, school, jobs, etc. is crucial to collegiate success, therefore, this is the start of your practice doing so. All late projects and essays will receive 11 points off per day BEFORE I grade it—for an assignment due on a Friday that you decide to submit on Monday; it will be an automatic 20 point deduction. **No work will be accepted after it is more than a school week late (5 days) without an excused absence (doctor's note or school related function). No exceptions.**

Parent/Guardian and Student Communication with the teacher:

It goes without saying that my teacher page should be checked daily, as well as any reminders I send out for Remind or through Canvas messaging (see below). Important updates regarding homework, due dates, changes in schedule, etc. will be on this site. The best method for contacting me is via e-mail. I will do my best to respond to e-mails within 24 hours.

Remind:

In addition to my teacher page, I have included information in the syllabus regarding Remind.com. WHAT IS REMIND AND WHY IS IT SAFE?: Remind is a one-way text messaging and email system. With Remind.com, all personal information remains completely confidential. Teachers will never see your phone number, nor will you ever see theirs, but you will be able to receive texts and/or emails regarding class announcements, reminders about due dates, homework and tests, and other important class information. (Visit www.remind.com to learn more.) If you are interested in signing up, directions and class codes are included in the following pages.

Access to Teacher Page/CANVAS:

My teacher page is accessible directly through the school or the URL below. When accessing through the school site click on “Staff and Departments” at the top, choose my name under “H”.

URL: <http://rcboe.schoolwires.net/Domain/1412> * Access CANVAS from here—the one-stop-shop for all of your classes.**

Tutoring/After-school help:

If you feel like you need additional help with anything in class, I will be available every Wednesday after school from 3:20-3:50. Please let me know at least 24 hours in advance if you plan to stay after by sending me an email or message in Remind or of course, telling me in class. If you need to stay any other day, please let me know before the Monday of that week, and I will do my best to make arrangements. As always, you can email me at any time.