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Description automatically generated **12th Grade AP  
English Literature**

**Teacher:** Mrs. Michéle Douglass

**Phone:** 706-394-7806

**Tutoring Hours:** Mon.,Wed. 4 to 4:30 p.m.   
The National Honor Society also offers tutoring

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***Course Description and Philosophy***

AP English Literature and Composition is designed to be a college/university level course, and it will provide students with intellectual challenges and a workload typical of an undergraduate university English literature class. As a culmination of the course, students will take the AP English Literature and Composition Exam given in May. A grade of 4 or 5 on this exam is considered equivalent to a 3.3–4.0 for comparable courses at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

The core element and perhaps most important requirement of AP Literature is reading. Throughout the course of the year, we will be reading many literary works of high acclaim from a range of literary eras and genres, including novels, plays, short stories, and poetry. And more than simply exposing students to great literature, the goal for our reading is that students learn to read carefully and critically, with the ability to analyze complex literature with confidence. Students will learn to pay close attention to the complexity of a work’s structure, style, and themes, as well as nuanced literary elements such as figurative language, imagery, symbolism, and tone.

The other most important aspect of this course is analytical writing. It will be important not only that students are able to read with confidence, but also that they are able to communicate their analysis coherently in formal writing. To accomplish this and to prepare for the AP Exam, students will be required to write a number of extended literary analysis essays in class and outside of class in various modes, including expository, analytical, and argumentative. All essay writing in this course will be treated as a multi-step process that usually includes the requirement of multiple stages and drafts.Students will be given frequent opportunities to collaborate in writing groups with their peers as well as in individual conferences with the teacher, in order to actively develop and improve their writing skills. Ultimately, the goal of all writing and writing groups is that students will to be able to write at a college level, using sophisticated formal writing skills including appropriate vocabulary, a variety of sentence structures, logical and coherent organization, a proper balance of specific and generalized details, and an appropriate rhetorical tone and voice.

**The curriculum for our class will be directly aligned to the CollegeBoard AP**® **English Literature and Composition Course and Exam Description.**

**Please see** [**collegeboard.org**](http://www.collegeboard.org)

This syllabus follows the unit-based model established in the AP® course framework and allows students to evenly examine short fiction, poetry, and extended literary works and to develop enduring understandings by spiraling the big ideas throughout the course.

***Regular Activities and Assessments***

* Responses to readings, including quizzes, graphic organizers, collaborative activities, and frequent structured and unstructured class discussions
* Formal extended essays, which require planning, multiple drafts, revision, and editing
* Formal timed in-class essays modeled after previous AP Exam Free Response Questions
* Writing groups in which students are given specific, constructive feedback by their peers and teacher
* Unit tests (modeled after elements on the AP Exam) and Personal Progress Checks on AP Classroom
* Student blogs for personal reflections about the content and themes of the class
* Creative and/or personal writing assignments or presentations intended for creative analysis or personal connections to class content and themes
* Periodic grammar and vocabulary instruction, as informed by student needs and skills necessary for success on the AP Exam

***Unit Structure and Rationale***

The scope and content of the course will be structured by nine units that will span the length of approximately one of our school year’s two semesters. This approach will allow the students to explicitly encounter all of the core AP English Literature “Big Ideas” in each unit, revisiting and reinforcing them throughout the year. Within each unit, we will examine a different aspect of the human experience and investigate how authors use literature to explore and offer insights about these powerful topics. The content in these units was chosen for the purposes of being both intellectually stimulating and thoughtfully relevant to ARJ’s unique student body. And within each unit, the students’ inquiry and processing will be inspired and directed by a small handful of “guiding questions.”

These nine units that will be covered over the course of the year are:

**Unit 1: Short Fiction I**

* **Kate Chopin,** *The Story of an Hour*
* **William Faulkner,** *A Rose for Emily*
* **Jamaica Kincaid,** *Girl*

(Big Ideas: Character, Setting, Structure, Narration, Figurative Literary Argumentation)

**Unit 2: Poetry I**

* **T.S. Eliot**, The Waste Land, Prufrock and Other Poems
* **Jimmy Santiago Baca**, *I Am Offering This Poem*
* **Langston Hughes**, Theme for *English B*
* **John Donne,** *The Sun Rising*

(Big Ideas: Character, Structure, Figurative Language, Literary Argumentation)

**Unit 3: Longer Works of Fiction or Drama I**

* **William Shakespeare,** *King Lear*
* **Dickens,** *Great Expectations*
* **William Shakespeare,** *Hamlet*

(Big Ideas: Character, Setting, Structure, Figurative Language, Literary Argumentation)

**Unit 4: Short Fiction II**

* **Alice Walker,** *Everyday Use*
* **Amy Tan,** *Two Kinds*
* **Kate Chopin,** *The Necklace*
* **Shirley Jackson,** *The Lottery*

(Big Ideas: Character, Setting, Structure, Narration, Figurative Language, Literary Argumentation)

**Unit 5: Poetry II**

* **Elizabeth Bishop**, *The Fish*
* **Elizabeth Barrett Browning,** *How Did I Love Thee*
* **Emily Dickenson,** *A Bird Came Down the Walk*
* **Emily Dickenson,** *A Narrow Fellow in the Grass*
* **William Blake,** *A Lion*
* **William Blake,** *The Tiger*
* **Robert Frost,** *The Silken Tent*

(Big Ideas: Structure, Figurative Language, Literary Argumentation)

**Unit 6: Longer Works of Fiction or Drama II** (Big Ideas: Character, Setting, Structure, Narration, Literary Argumentation)

* **Tony Morrison,** Beloved
* **Harper Lee,** To Kill a Mockingbird
* **Zora Neale Hurston,** Their Eyes Were Watching God

**Unit 7: Short Fiction III**

(Big Ideas: Character, Setting, Structure, Narration, Figurative Language, Literary Argumentation)

* **Joseph Conrad,** Heart of Darkness
* **Charlotte Perkins Gilman**, The Yellow Wallpaper
* **Kate Chopin**, The Awakening
* **Chinua Achebe,** Things Fall Apart

**Unit 8: Poetry III** (Big Ideas: Structure, Figurative Language, Literary Argumentation)

**Unit 9: Longer Works of Fiction or Drama III** (Big Ideas: Character, Structure, Narration, Literary Argumentation)

* **Charlotte Brontë,** Jane Eyre
* **William Faulkner,** *As I Lay Dying*
* **Zora Neale Hurston,** *Their Eyes Were Watching God*
* **Harper Lee,** *The Handmaid’s Tale*
* **T.S. Eliot,** *Murder in the Cathedral*
* **August Wilson,** *Fences*

***Class Texts***

Along with copies of the longer works named in each unit overview, readings and instruction will frequently be taken from the following texts:

* Shea, Renee H. et al. (2002). *Literature & Compositions: Essential Voices, Essential Skills* [For the AP Course] 3rd edition. Bedford, Freeman, Worth
* Foster, Thomas C. *How to read Literature like a Professor.* Harper Perennial.

***Introduction to the Course (1 week)***

* Students will spend the first week getting acquainted with the expectations of the class, getting familiar with the structure of the AP Exam, and setting up their student blogs.
* Students will spend the second week learning how to read literature like a professor.
* Students will also examine a past AP Exam free response prompt and model essays and write a similar in-class essay based on a book they have recently read. This essay will be used as a baseline pre-assessment for the rest of the year.
* After week 2, we will begin the AP units and continue until the end of the year.

**AP Skill Development**

**Students will have the opportunity to practice and develop the following skills:**

**Skill Category 1: Explain the function of character.**

* **Skill Category 1:** Explain the function of character.
* **Skill Category 2:** Explain the function of setting.
* **Skill Category 3:** Explain the function of plot and structure.
* **Skill Category 4:** Explain the function of the narrator or speaker.
* **Skill Category 5:** Explain the function of word choice, imagery, and symbols.
* **Skill Category 6:** Explain the function of comparison.
* **Skill Category 7:** Develop textually substantiated arguments about interpretations of a portion or whole text.

**Additionally, we will learn the following specific literary skills:**

* Narrative perspective (point of view, frame story) and why authors choose certain narration strategies **[NAR-4.B/4.D] [STR-3.A/3.B/3.C]**
* Stylistic voice (diction, tone, selection of detail) and how authors use these strategies to develop characters and themes **[CHR-1.A/1.D]**
* Allusion and how/why authors imbed allusions to other literary works in their writing **[FIG-6.D]**
* Elements of humor (comic relief, parody, pun, etc.) and how authors use humor to create certain effects, especially as it relates to contrasting settings **[SET-2.B]**
* Satire (important characteristics and types) and strategies for analyzing satire to determine an author’s purpose **[LAN-7.D]**
* Irony (types and examples) and how authors use irony to communicate ideas or create certain effects in the minds of readers **[FIG-5.A/5.B]**
* Analogy and how authors use extended analogies to communicate complex themes **[FIG-6.B]**
* Syntax (parallelism, anaphora, polysyndeton, etc.) and the effects of various sentence structures as they relate to an author’s purposes **[NAR-4.C]**
* Characterization (foils) and why characters are sometimes purposefully contrasted with one another **[CHR-1.C]**
* Symbolism and how authors use complex symbols within a key event in the plot to add depth and meaning to their work **[STR-5.C]**
* Developing quality thesis statements and claim-evidence structured paragraphs, which relate especially to the Literary Argument Essay **[LAN 7.A/7.B]**

**Writing Assignments and Projects**

* Students will track the development and identity struggles of certain characters using textual annotation and a reading journal. Then, students will use those journals in a culminating essay that compares two characters, particularly in the context of the development of their personal identities and theological views. The development of these essays will involve 1.) planning, 2.) drafting, 3. peer workshops, 4.) revision, 5.) teacher conferences, 6.) final revision, and 7.) editing/revision before submission.
* Students will write an in-class essay analyzing the function of the analogy
* Students will write a formal essay on the use of symbolism and character foils in a short story to discuss how the author communicates themes about conflict
* Students will discuss and analyze various poems, including Emily Dickinson and others.
* Students will write an in-class essay about how various literary devices are used, including the type and actions of the narrator.
* Students will discuss and analyze previous AP Exam free response prompts and essay models related to the poetry of Emily Dickinson and other poets.
* Students will conduct research and create brief presentations on various current event issues that were written about in the past, but still play a significant role in our society
* Students will track and discuss important historical and political events throughout their reading
* Small group writing and/or individual conferencing will be incorporated into all major writing assignments (3-4 times during the unit), and will specifically focus on syntax, logical organization, and rhetorical structures
* Students will take a cumulative test modeled after both the multiple choice and essay portions of the AP Exam. Content will incorporate the skills and literary terms covered throughout the unit.

**Materials**

* Chromebook or Technology Device
* 3-Ring Binder
* College Rule Paper
* Pens (Blue-Black Ink only. No other colored ink and no pencils)
* Highlighters (Variety Pack)—Optional
* Index Cards and Keeper (container, zip lock bag, rubber band, etc.)
* Black & White Composition Journal

**Classroom Expectations for Academic Success**

1. Adhere to the A. R. Johnson Student Handbook and the Richmond County Uniform Code of Student Conduct and Discipline.
2. Be in class on time and in your desk when the bell rings and remain seated unless permitted otherwise.
3. **Be actively involved in your own education by taking notes**, paying attention in class, asking questions, and participating in our discussions. Also, be sure to stay current with your assignments by completing them every day.
4. Keep all cell phones, ear pods, ear buds and headphones in your book bag or in your locker (**NOTE: The use of these electronic devices is strictly prohibited. We do not allow these in class**)
5. **Take care of make-up work within five days of returning to school. Complete all missing assignments for each unit within the unit’s time frame. When a unit has ended, work from that unit that is missing will not be accepted unless it is within 5 days of the unit’s end.**
6. No eating or drinking in class.
7. No throwing objects in class; put your trash in the trash can.
8. Clean up your area before you leave class.
9. If you are assigned to a seat, sit in your assigned sit until your seating assignment is changed by the teacher.
10. Absolutely no walking around the class during instruction time, unless given permission.

**Policy**

*GRADING PHILOSOPHY*

The following tenets represent the System’s core beliefs about grading:

**A.** **Purpose of Grading**   
We believe the purpose of grading is to accurately reflect student progress and achievement toward mastery of AP standards, so that …

• students have timely and meaningful feedback for continuous growth;   
• teachers have useful data for planning and evaluating instruction; and   
• parents have reliable information for supporting student success.

**B. Guiding Principles**   
We believe …

* The grading system should be based on mastery of AP standards.
* The grading system should be equitable.
* The grading system should be clear and consistent. AP Standards

• Grades should reflect a curriculum with assessments that are aligned to AP standards.

• Grades should reflect what students know and are able to do, based solely on the standards.

• Grades should accurately reflect the students’ level of content mastery.

*Best Practices:* 1. Determining students’ grades based solely on a body of evidence aligned to learning criteria, goals and standards. 2. Ensuring all student work, formative and summative, is directly aligned to standards and learning targets. 3. Teaching the language of the standard and the academic vocabulary supporting the standard. 4. Providing clear and concise proficiency measures, written in student-friendly language, for students to use to guide their work. 5. Using a variety of developmentally appropriate methods and tools to track progress on the standard, including methods for students to self-assess throughout the learning process. 6. Separating achievement grades from behavior and work ethic grades.

*Practices to Avoid:* 1. Being vague about the standard, the learning target, and the criteria for success. 2. Failing to monitor student progress toward standards and failing to teach students how to monitor their own progress toward standards. 3. Not providing standards-based feedback on assignments. 4. Using formative assessments to calculate student grades. 5. Relying on a single demonstration of the level of mastery. 6. Giving extra credit or increasing a grade for just completing more work.

**Guiding Principle 2:** The Grading System should be Equitable   
• Grading should be fair and impartial.   
• Grading practices should provide multiple opportunities and ways for students to demonstrate learning.   
• Grades should reflect achievement based on a body of evidence.

*Best Practices:* 1. Allowing students time to fully master a standard before grading. 2. Using multiple pieces of evidence to determine a student’s mastery of content. 3. Providing students opportunities to show in a variety of forms what they know and can do. 4. Giving feedback on multiple formative assessments before giving a summative assessment.

5. Establishing reasonable due dates and timelines for assignments that will hold students accountable. 6. Providing relearning opportunities to all students and allowing all students to be reassessed. 7. Assigning grades based on individual achievement, not group performance. 8. Providing accommodations and modifications as specified in IEP and 504 plans.

*Practices to Avoid:* 1. Allowing only one opportunity for students to demonstrate mastery. 2. Grading assignments that are intended for practice. 3. Reducing grades for late assignments or reassessments. 4. Allowing only students with low grades to be reassessed. 5. Using assessments that are not differentiated. 6. Basing achievement grades on student participation, attendance or behavior. 7. Assigning a “group grade” rather than an individual academic grade. 8. Grading on a curve.

**Late Assignment Policy**  
Late work will be accepted; however, the assignment might be different than the one originally assigned, based on the teacher’s discretion.

Absent students are expected to contact the teacher via e-mail to collect the assignments they miss immediately. Ultimately, it is the student’s responsibility to ensure that all work, especially assignments missed due to an absence, is completed **within 5 days of absence or missed assignment**.

Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s assignment completion habits. **For repeated behavior, the teacher may require a contract with the student and his or her parents after a conference to ensure all parties understand and agree to the policy for making up late assignments and accept accountability.** Graded assignments that are submitted late will be scored to accurately reflect the level of mastery of standards. Students are expected to make-up assignments and assessments that were missed due to absence from school. A student will not be required to take a quiz or test on their first day back to school if **the assessment was first announced during their absence.**

Absences: Please turn in the absence excuse to the school’s data clerk in the Guidance Department on the day you return to school. Students who miss a test, quiz, or other assignments due to an absence will need to make up the work after school or at a time agreed upon with the teacher within five days of returning to school. There will be multiple opportunities to demonstrate mastery, but it is essential to understand the grading system is NOT based on the amount of work students do. Rather, a student’s grade will reflect the LEVEL of MASTERY according to the Standards they have achieved.

SEMESTERS

* This a semester-long course.
* Assignments will be counted from now until the end of the semester. There will be progress reports sent out, but the final grade will not be calculated until the end.
* At the end of that time, all grades will be calculated, and the resulting average will count as 80% of the final grade.
* The grades will be calculated as follows:
  + 60% minor assignments (daily grades, quizzes, in-class writing/rough drafts, learning activities)
  + 40% major assignments (tests, projects, out-of-class writing/final drafts).
* **On the last week of the semester, students will complete a comprehensive exam that is worth 20% of the final grade.**
* Students who have an average of 90% or better **and have not exceeded more than 3 absences** prior to the end of the semester may exempt the exam.

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| The 2024 AP Exams will be administered in schools over two weeks in May: May 6–10 and May 13–17 |

**Hall Passes**

If a student needs to leave class for any reason, they will be reminded that they are missing class time that may negatively impact their grade. Only one student is allowed to leave at a time to go to the restroom. Therefore, they should return as quickly as possible. Students should follow these procedures:

● Print your name on the login sheet near the door of the classroom. Indicate the time you are leaving.

● Take the class hall pass and make sure it is visible when you are in the halls.

● Fill in the time you are returning and **replace the class hall pass**.

● **Students may not leave during the first five minutes or last five minutes of class.** (This is to ensure that students are counted as present when attendance is taken and to ensure that they are in class when homework is discussed.)

**Academic Dishonesty Policy**

Definition of Plagiarism:

Copying or imitating the language, ideas and/or thoughts of another writer and passing them off as one's own original work. Plagiarism is cheating; if you do it, there is a price to pay. Administration and parents will be notified if a student is suspected of plagiarizing. Accounts of plagiarism will be recorded in the Infinite Campus system.

Copying or Borrowing Assignments

● Copying or rephrasing another student's work

● Lending your assignment to another student; and

● Having someone else rephrase an assignment (not merely proofread it).

**Use of Critical Materials**

● Use of Artificial Intelligence to complete assignments

Direct copying of student aids (e.g., Spark Notes, Cliff Notes, student aids from the internet, etc.) or critical works in part or in whole without acknowledgement.

● Indirect reproduction of student aids, critical sources, or reference materials by rephrasing ideas borrowed from them; and

* ● Direct quotations from secondary sources must be properly a **Chinua Achebe,** Things Fall Apart

cknowledged and identified fully on the Works Cited page.

Cheating on Assessments

● Use of “cheat-sheets” or electronic devices to look up answers on assessments and/or

● Giving someone a copy of the questions or answers to an assessment.

**Penalty**

● A mark of zero will be given for the assignment; the student will be required to submit a different assignment to earn a grade.

● If collusion is found between students, all parties involved will receive a mark of zero for the assignment; and

● A discipline referral will be sent to the front office for further punishment at the discretion of administrators. Penalty: The penalty for academic dishonesty is the same for all the above offenses (regardless of whether you knowingly plagiarized or unknowingly colluded with another student.) The penalty will be as follows:

● A mark of zero for the assignment as well as a designation in Infinite Campus that the student cheated. (Students who cheat on a summative assignment will be required to complete an alternative assignment.)

● A referral to the administration for disciplinary action.

● A conference with your parents or guardian to discuss the perils of plagiarism.

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**\*\*\*\*The syllabus is subject to change. I will make all necessary announcements through Canvas, Infinite Campus and Remind\*\*\*\*Mrs. D.**

**PARENT ACKNOWLEDGEMENT**

**RETURN THIS PAPER--Due by: August 14, 2023**

Fill out and return this form to Mrs. Douglass, your Literature teacher in Room 709.

My parents and I have read and discussed the course syllabus and expectations for Mrs. Douglass’ class. We agree to follow the stipulations.

PERIOD: \_\_\_\_\_

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Parent/Guardian’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Parent/Guardian’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s e-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_