

AP[®] English Literature & Composition

Instructor Office	Mrs. Gilliland Room 404 7:30 a.m. - 7:55 a.m. & 2:35 p.m. - 3:00 p.m. Monday-Friday ~ by appointment only!	Phone	509-588-2180
Office Hours		E-mail	kgilliland@kibesd.org
Grade Level/Credits	12 th (Senior)/ 1 credit (.5 per semester)	Teacher Web Site	http://www.kibesd.org//Domain/86
		Pre-requisite	Honor English III recommended

Pre-Requisite

Honors American Literature is a Pre-Requisite course taken during the Junior year (11th grade). Authors read included *Huckleberry Finn* by Mark Twain, *The Crucible* Arthur Miller, *Their Eyes Were Watching God* by Zora Neale Hurston, plus a variety of short stories, non-fiction, and poems ranging from early American to modern day times from the anthology:

Allen, Janet, Arthur Applebee, et al. *Holt McDougal Literature American Literature*. Evanston: Houghton Mifflin Harcourt, 2012. Print.

Course Overview

You will be reading from a variety of literature both independently and in class. We will be reading three Shakespeare pieces, poetry, fiction, non-fiction, and short stories. We will also write in a variety of formats both in class and out in the form of poetry, essays, and creative writing.

The purpose and objective of AP English class is to challenge you into working hard to set, maintain, and achieve high goals in grammar, vocabulary, spelling, writing, and literature in order to prepare you for what lies beyond your high school years.

Course Description

The Advanced Placement Literature and Composition course was created as a beginning level college writing and reading course according to the College Board and, therefore, will be treated as a college class. We will be exploring complex literature and poetry at the collegiate level through class discussion, writing, presentations, and creative projects.

Participation will be vital to your success and "opting out" is not an option. We will also spend a generous amount of time writing AP style timed essays, working with AP multiple choice tests, and discussing and using collegiate language used on the AP exam.

Participation

Learning is a cooperative, communal, and lifelong endeavor. Questioning is essential to learning. Challenge what you learn. However, be mindful of the fact that others may differ with your opinions. Think before you speak. Look for textual validation. Make connections. Participation will figure into your grade based upon completed classroom activities, note taking, and the like.

Texts

Kirszner, Laurie, and Stephen Mandell. *Literature: Reading, Reacting, Writing*. Fifth Edition. Boston: Thomson Wadsworth, 2004. Print.

Allen, Janet, Arthur Applebee, et al. *British Literature*. Evanston: McDougal Littell, 2008. Print.

Grading

Grades are posted to the internet every Thursday or Friday afternoon.

94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	67-69	D+
80-83	B-	60-66	D
		0-59	F

All assignments are to be completed and turned in on the date they are due. *No late work is accepted.* Work handed in after the due date will be considered late. I offer three "FREEBIE" certificates which offer the opportunity - if you choose to accept it - to turn in three late assignments (completed) to receive full credit. If the certificates are not used, they are considered extra credit at the end of the semester.

If a student has 3 or more missing assignment, parents will be notified and I **will** be recommending you attend BEAR Time and GearUP Tutoring.

You must have a **60%** to pass this class & graduate!

****A Note from your teacher**** It is important to note that while I understand and appreciate the importance of grades, I also recognize that there is a proper time and place for discussion of an individual student's score. I am more than willing to meet with any student, at a time that is convenient for both, provided it is done outside class time. Further, it is important that students check their scores carefully, record their scores, and retain all test papers and assignments. You cannot prove you completed the assignment if you do not have it to show me as evidence!

Extra Credit

On occasion, students will be offered an extra credit option. This will only be offered to those students who regularly complete assignments; students who are not willing to complete assigned work will not be granted extra credit. Extra Credit is not meant to take the place of work that has not been completed. It is merely an enhancement of the assigned curriculum.

Expectations

Students are expected to follow the guidelines as set forth in the student handbook (see online at: <http://www.kibesd.org/domain/64>). I will restate several to reiterate their importance in my classroom as well.

Cheating/ Lying: Cheating shall be defined as giving or receiving information on a test or submitting duplicate work for outside assignments. Using technology (i.e.: cell phones, internet, computer, PDA, calculator, or any other electronic device) to cheat or copy the work of another is prohibited. The penalty for a student found cheating is a ZERO on the test or assignment. Plagiarism consists of using another person's ideas or writing's as the students own. Plagiarism is a form of cheating and the penalty is a ZERO on the assignment. Students caught cheating will be referred to the principal for disciplinary action.

Computer Abuse/Misuse: Any action which causes physical damage to a computer or use of the computer/network that is detrimental to the function of the computer /network. Using someone else's password to access their files is computer misuse. Inappropriate use and/or access to the Internet will result in disciplinary action and the loss of Internet privileges.

My expectations are simple: Be here, work hard and succeed! Yours should be the same.

You are expected to be prepared for class. This includes:

- Mandatory attendance; unless otherwise excused.
- In seat and quiet by tardy bell
- Necessary supplies—pencil, paper, notebook, text, etc.
- Attention directed to speaker or writing assignment.
- Respectful of your fellow students, teacher, and classroom environment; including desks, tables and chairs, window shades, all texts, and other classroom essentials

Absences

You are responsible for contacting me or making arrangements to complete work for days absent. Previously scheduled tests and assignments will be taken the day the student returns to class.

Communication

The ability to communicate effectively is essential to one's success in the world today. How we communicate reveals much about who we are and how we view our relationship to the larger community. Remember where you are and what your role is. Your job is to participate in a free, open and respectful learning environment. My job is to ensure that such an environment exists.

When dealing with others, remember the ancient proverb of physicians: *first of all, do no harm*. Maintaining a positive and appropriate learning environment is essential.

Language that is offensive, abusive, or obscene will not be tolerated. Likewise, language that promotes sexual, social, or racial bias will not be tolerated and result in immediate disciplinary action, including removal from class.

Other Classroom Information:

- No food or drink in class. You may have bottled water, but it must be clear and not flavored.

**The electronic device policy is now up to the teacher's discretion.
Please ask your teacher before using any electronic device in class.**

Course Outline

Essays: All course essays are required to be in **Modern Language Association (MLA)** format. Peer review will take place both in and out of class. The instructor will check off and give feedback/revision recommendations on each draft of the essay. All final drafts should be submitted on deadline unless previous arrangements have been made with the instructor.

Pre-coursework

Assignment is due the second Friday of the school year.

- ❖ Read *Frankenstein* by Mary Shelley (see summer assignment sheet)

Semester One (18 weeks)

BI-MONTHLY: Timed (40 min) writes based on selected readings or poetry focused on analysis of pieces read by the class.

INTRODUCTORY UNIT (1 week)

Overview of course:

- Hand out syllabus & view course website and calendar
- Establishing class norms

First assignments:

- Hand in summer assignment
- Independent reading: Choose your first book from the AP Suggested Reading list and get details on the assignment and your Independent Reading Journal (IRP).
- AP Glossary & Guide and related texts
- Answering the "So What?" question

ANALYZING LITERATURE (1 week)

- *Literature: Reading, Reacting, Writing* pg. 15-26.
- Highlighting/Note taking Activity using the short story "Everyday Use" by Alice Walker (pg. 354 in text)
- Plot, character development (flat/round/static/dynamic/foil), setting, mood, conflict.

GOD'S, MONSTERS & HEROES: Excerpts from *Frankenstein* by Mary Shelley, "Beowulf", *The Illiad* by Homer & "Le Morte d'Arthur" by Sir Thomas Mallory (4 weeks) (Brit Lit Text)

- Analytical Focus: irony, classical tragedy, Greek drama, Heroic Cycle
- Thematic Focus: self-knowledge, pride, arrogance, loyalty, hubris
- Assignments: study/discussion guides, vocabulary study, grammar activities, timed write
- The first AP Lit essay (not graded): *Beowulf* (Narrator-Audience-Character relationship)
 - Analyze rhetorical qualities: your argument, how you supported it, etc.
 - Talk through the process: what went right, wrong, what do you need?
- After the Unit - Analytical Essay: Heroic Journey - choose a movie that fits the Hero's Journey motif and write an analytical essay that demonstrates how the character fits the profile by providing analysis and textual evidence to back up your interpretation.

POETRY (3 weeks) (various chapters and selections from *Literature* by Kirsznner & Mandell)

- Analytical Focus: elements of poetry, SOAPStone+Theme
- Thematic Focus: varies with poem
- Analyzing Shakespeare's sonnets
- Short practice tests on poems
- Write a sonnet using the Shakespearian format.

SHAKESPEARE: MACBETH (3 weeks)

- Analytical Focus: characteristics of a Shakespearean tragedy (blank verse, soliloquies, asides, foreshadowing, & dramatic irony)
- Thematic Focus: Tragic hero, ambition
- Assignment: study/discussion guide, timed writes
- Analytical Expository Essay – The Influence of Lady Macbeth (p. 435) "draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text."

THE COLLEGE ENTRANCE/SCHOLARSHIP ESSAY (1 week)

- Look at examples
- Analysis: what makes an exemplary essay?
- Rhetorical focus: voice/ethos and logic/logos; organization; fluency; word choice; convention
- Peer review

THE ROAD (3 WEEKS)

- Analytical Focus: symbolism, imagery, character development, foreshadowing, setting, mood,
- Thematic Focus: Death, Parental Love, Good vs. Evil, Trust, Faith & Doubt, Survival & Resilience, Narration & Memory
- Assignments: study/discussion guides, vocabulary, Character study
- Essay – Literary analysis: Carrying the Fire

A CHRISTMAS CAROL (2 weeks)

- Analytical Focus: humor, irony, satire, syntax
- Thematic Focus: Manners & Conventions, politics in literature
- Assignment: study/discussion guides, vocabulary

SEMESTER EXAM

- A practice AP exam is given as the 1st semester exam

Semester Two (16 weeks):

VOCAB BINDER: includes annotated bibliography of each piece read in class as well as examples from literary works to demonstrate understanding of literary terms assigned to class

THE KITE RUNNER by Khalid Huesseni (3 weeks)

- Analytical Focus: Character, Irony, Point of View
- Thematic Focus: Kites, Discrimination, Sin & Redemption, Family Ties, Violence, Justice
- Assignment: study/discussion guide
- Essay: Character/Justice (choice of focus)

SATIRE UNIT (2 weeks)

- *A Modest Proposal* & from *Gulliver's Travels* by Jonathan Swift
- Analytical Focus: Satire in historical context, verbal irony, Fantasy, analogy
- Thematic Focus: Injustice & Perceptions
- Essay: A Satirical Proposal

SHORT FICTION UNIT (2 weeks)

- Analytical Focus: various literary elements, as applicable
- Thematic Focus: various themes
- Close reading: annotate a major text from this unit
- Compare/Contrast graphic organizer
- Essay: Compare/Contrast (three options)

SHAKESPEARE: HAMLET (3 weeks)

- Analytical Focus: Shakespearean structure, figurative language, characterization, blank verse, Tragic Hero, soliloquy/aside
- Thematic Focus: Death, Intrigue, Language, Madness, Subjectivity, Suicide, Theatre
- Activity: Analyzing passages,

VOCAB BINDER DUE

TEST PREP (2 weeks)

- Practice Objective Tests, Lit and Composition
- Review answering strategies, thinking processes, pitfalls, etc.
- Practice AP Lit essay
- Going beyond: More test prep materials are available for independent study. Just ask.

**** AP EXAM (First part of May) ****

PUBLIC SPEAKING (2-3 weeks) (after test through end of school year)

- Overview of speaking skills and strategies
- Students will further their speaking skills by writing and delivering the following speeches:
- Impromptu (2 minute): "Fish Bowl" speech
- Personal reflection speech (5 minutes): choose from the following topics
 - Valedictory address (You are the valedictorian. What do you say to your class? Please avoid all the clichés).
 - Dear Mr. President (your own hopes and dreams for your country)
 - The most important thing...
 - your own choice



Parent Q&A

What is the Advanced Placement Program?

The Advanced Placement Program, administered by The College Board of New York and taught at local high schools, allows students to participate in a college level course and possibly earn college credit while still in high school. Secondary schools and colleges cooperate in this program to give students the opportunity to show mastery in college-level courses by taking the AP exam in May of each school year.

What are the advantages of my child taking an AP course?

The main advantage of taking an AP course is better preparation for college. It has been shown that students master in depth content at the college level more easily after completing AP courses in high school. Students also acquire sophisticated academic skills and increased self-confidence in preparation for college.

How does an AP class compare to other high school courses?

AP classes are more challenging and stimulating, but they take more time and require more work. AP classes require energetic, involved, and motivated students.

What background does my child need in order to succeed in an AP course?

The content of AP courses is more sophisticated than that in typical high school honors courses. Students should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently. Additionally, students will need to be proficient in writing clear, concise essays. Students who are not skilled in these areas must be even more highly motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for AP or college courses by taking the most rigorous classes available, the more likely will be their success. The keys to success are motivation, self-discipline, and academic preparation.

Will my child receive college credit?

The AP exams are given every year in May. Scores are reported to the colleges designated by the student and range from 1 (no recommendation) to 5 (extremely qualified). Each college determines the scores to be accepted for credit, but most consider a score of at least 3. Colleges may award three, and sometimes six, hours of credit per test. Students should contact individual colleges to find out about the policy of each.

How can I assist my child with doing well in AP courses?

Preparation for AP courses should begin early. You can encourage your child's academic pursuits, help him or her schedule time wisely, encourage and require strong study skills, set up a good study atmosphere, and participate in college and AP planning with your child and the school counselor, principal, or teacher. Your support is important. Encourage your school to develop pre-AP courses in grades 6-12.

This course is constructed in accordance with the guidelines described in the *AP English Course Description* located at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

Student/Parent Syllabus Agreement

(Please return by _____)

I have read and I now understand the above expectations & policies of this class:

Student Name PRINT

Parent/Guardian Name PRINT

Student Signature

Parent/Guardian Signature

Student Email Address

Parent/Guardian Email Address

(_____)_____
Parent/Guardian Home Phone

(_____)_____
Parent/Guardian Cell Phone