Advanced Placement Literature & Composition

Course Syllabus 2014-2015

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*HDHS commits to building community, providing a personalized education, encouraging unrelenting progress, and inspiring purposeful lives.*

**Course Description**

The primary goal of this class is to develop your abilities as an **independent** reader and writer by giving you the intellectual challenges and workload consistent with a typical undergraduate university English literature course. This course follows the curricular requirements described in the AP English Course Description. If you successfully complete the examination in May, you can qualify for up to one year’s credit in English (or an elective credit) at the college you select this year.

A. P. English (A.P.E.) is both demanding and intellectually stimulating. You will strengthen your abilities to analyze literature, read texts closely, and identify how authors create certain effects within prose and poetry. You will also learn to write advanced analytical essays in several forms of discourse based on your interactions with various European and American novels, short stories, and poetry. Success requires your best effort **consistently** and puts emphasis upon your developing independence of thought and mature habits of critical thinking. **Classroom discussion and active participation are vital** and serve as a means of testing your ideas.

# Required Texts and Materials

This high school will provide all students copies of the textbook, as well as copies of the novels and supplemental readings for all students. However, it is strongly encouraged that students purchase their own copies of novels in order to become more active readers through annotation.

# Objectives

Upon completion of this course, students will be able:

* To independently read, understand, appreciate, and critically analyze various forms of literature and poetry from the sixteenth to the twentieth century.
* To understand the way writers use language to provide meaning through analysis of a work’s structure, style, themes, figurative language, etc.
* To consider the social values and the historical influence a work reflects.
* To write fluidly and intellectually about the literature being studied by making valid assertions that are supported by contextual evidence and insightful, personal commentary.
* To participate actively in class discussions pertaining to the literature and writing being studied.

**Focus Learning Targets (based on the Common Core State Standards)** Most of the units in this course will address these six targets; other units will include more specialized learning targets. You will receive Unit Overview sheets for every unit that will detail the skills that we will be working on.

* RL.11-12.1: I can cite strong and thorough textual evidence to support analysis of what the text says explicitly through inferences drawn from it.
* RL.11-12.2: I can analyze how a theme interacts and builds on one another to produce a complex account.
* RL.11-12.3: I can analyze the impact of the author’s choices regarding how to develop the elements of a story.
* RL.11-12.4: I can determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings and analyze how these impact of specific words affect meaning and tone.
* W.11-12.1: I can write arguments to support claims in an analysis of texts, using valid reasoning and relevant and sufficient evidence.
* W.11-12.5: I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# Methods of Instruction

As this is a college-level course, students will be expected to have assigned reading and writings completed prior to class time.

**Writing Expectations**

Each student will write daily, both formally and informally. These assignments will include thesis and assertion statements, well-organized paragraphs, style-analysis essays, open-response essays, and a formal research paper. Most of your writing will stem from our analytical discussions of the literature being read. Remember: I will not only be looking for WHAT you have to say about the literature, but also HOW you say it. As such, your papers will be examined for effective word choice, mature vocabulary and sentence structure, strong overall organization, specific supportive evidence, and the insightful connection of your evidence to your overall argument. Each essay assignment will be assessed using a 9-point rubric, similar to the one used when assessing the AP exam. Please consult the rubric carefully before submitting your work.

On the days that essays are due, you will be asked to complete an essay self-assessment sheet with reflective questions about your writing and your process. On several occasions, you will be asked to rewrite your essays after peer-editing and teacher feedback has been given. At the end of the year, prior to the AP Exam, you will complete a writing portfolio, asking you to showcase your skill progression throughout the year.

As a support for your writing, there will be short lessons throughout the course that focus on specific grammar and usage issues, as determined by the needs of the individual students in the class. We will also build upon our word usage with vocabulary instruction.

**Reading Expectations**

It is, of course, important that students read each and every assignment, with care and on time. Students will need to schedule more time for reading than most courses require. While students may use study guides to further their understanding of the reading, I expect that these resources will not be students’ primary source of understanding. It is through independent literary analysis that students will gain their own confidence and will be successful in this course and in future college classes.

# Course Evaluation & Assessment

***Grade Expectations* or “How do I grade thee, let me count the ways” ☺**

If you pass the exam at the end of the year, this class could replace your college freshman English class. Therefore, you are being graded on the **advanced** level. This ultimately means that more will be expected of you, the work that you complete will be scrutinized closely, and responsibility on your part is essential. I am much more concerned with **attitude** than **aptitude**. I am very appreciative of the effort of students in what I call the “teaching zone”, and I want you to succeed. To some extent, my grading of your work will reflect this view. If you are working, you will survive; if you don’t, your talent can only partly rescue you from academic oblivion. Attendance and class participation are crucial factors in your grade—English class requires engagement and dialogue. What you write must reflect a considered reaction to what we have discussed in class.

***Competencies***

The major assessments for this course will be based on grade-level competencies which are, according to the State Department of Education, “*The expected content, concepts, and skills to be mastered in a course.”* The competencies are based on the Common Core Standards; the anchor standards include Reading Comprehension, Reading Analysis, Writing Effectively, Writing Process, Grammar & Usage, Vocabulary, and Speaking & Listening.

Students must demonstrate mastery in each of these skills in order to receive credit for the course. The word “mastery” is defined by the State Department of Education as an indication “*that a student has presented sufficient evidence of attainment of the required competencies.”*

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| --- | --- |
| As such, your course grades for this course will be broken down into the following categories: |  |
| Reading Comprehension | 10% |
| Reading Analysis | 25% |
| Writing Effectively | 25% |
| Writing Process | 10% |
| Grammar & Usage | 10% |
| Vocabulary | 10% |
| Speaking & Listening | 10% |

Your formative and summative assignments will be determined via point value within each category. For example, a formative assignment for Reading Comprehension (in the 10% category) might be worth 10 points total while a summative assignment for Reading Comprehension (still in the 10% category) might be worth 80 points.

**Exams**

Because the English department will be grading you on your ability to master each of the seven competencies, we will not be administrating midterm or final exams as separate assessments for the course grades. As such, your overall grade for the course will be determined by the following breakdown in percentages:

|  |  |
| --- | --- |
| Quarter 1 | 25% |
| Quarter 2 | 25 % |
| Quarter 3 | 25% |
| Quarter 4 | 25% |

**Late Work & Retake Policy**

It is the belief of the English department that students will be given multiple opportunities to demonstrate proficiency on our course competencies. As such, students will be assessed on what they KNOW and are ABLE TO DO. However, because learning how to be responsible citizens is part of our school’s civic and social expectations, we believe that students should be held accountable for the work that they are expected to do.

**Formative Late Work**

If a student does not arrive to class with his/her formative assessment, s/he must complete a Missing Work Log where s/he articulates the reason for the incompletion. This log will be kept on file with the teacher. The formative grade will be entered into the gradebook as an INC for up to two weeks. After that timeframe, the INC will be transferred to a 0% for the assignment. If a student habitually does not complete formative work and accumulates Missing Work Logs, s/he may be required to serve afterschool in the Academic Support Center; that action will be left up to the teacher’s discretion.

**Summative Late Work/Retake**

If a student does not complete or scores poorly on a summative assessment, s/he will be required to complete a Summative Retake Contract. It is the responsibility of the student to approach the teacher within three class periods for this contract. This contract will require the student, at the discretion of the teacher, to complete certain formative steps prior to a retake. If a student does not meet the expectations outlined in the contract, s/he will forfeit the right to earn credit on the assessment and will, instead, be required to demonstrate proficiency on the competency in a different way.

# Course Content

The following is a breakdown of major units to be covered this year:

**Unit 1: The Kite Runner**

We will begin the year with an introduction to the AP Program and a unit on your second summer reading assignment, The Kite Runner.

Areas of focus will include:

* The effect of minor characters on the development of the dynamic protagonist
* The use of symbols within the text as both a means for close-reading analysis and macro analysis of themes
* The importance of structure and setting as a mode through which characters and plot are developed
* Introduction of universal themes

**Additional Learning Target for this unit:** SL.11-12.1: I can initiate and participate effectively in a range of collaborative discussions, building on each other’s ideas, and expressing my own clearly and persuasively.

**Summative Assessments:**

* Student-led Discussion on the text
* Open Response Essay (writing process, editing, peer review, etc.)
* Style Analysis Essay (writing process, editing, peer review, etc.)

**On-going Year-Long Unit: Literary Term and Allusion Workshop**

This unit will be introduced within the first two weeks of school and will continue throughout each quarter. You will have weekly responsibilities to choose various literary terms and allusions to define or explain, identify examples of, and analyze the effect of the literary device or the allusion within the context of the example chosen. Areas of focus will include:

* Literary Term Pre-Test to determine knowledge base
* Introduction and definition of literary terms
* Citing examples of literary terms within context
* Analysis of the use of the literary term within the example
* Introduction and summary of biblical and mythological allusions
* Analysis of allusions within the context of works of literature or history

**Summative Assessments:**

* Quarterly cumulative assessments on workshop submissions
* Literary Term Post-Test

**On-going Year-Long Vocabulary & Grammar**

The two topics in this unit and will run on a five-day rotational schedule, each day focusing on one aspect of the unit. Our vocabulary will come from a variety of sources, including the literature that we read. Grammar instruction will be based on ways in which to improve upon your writing skills through the use of mature grammatical structures.

**Learning Targets for this unit include:**

L.11-12.4: I can determine or clarify the meaning of unknown and multiple meaning words and phrases.

L.11-12.6: I can acquire and use accurately general academic and domain-specific words and phrases.

L.11-12.2: I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: I can apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Summative Assessments:**

* Bi-weekly vocabulary quizzes
* Quarterly vocabulary tests
* Bi-weekly grammar quizzes
* Quarterly grammar tests

**Unit 2: Short Story Boot Camp**

The next unit is affectionately dubbed “Short Story Boot Camp”. The unit is an intensive look at how to closely read short stories and how to write critically about literature. The short stories we will read will come directly from your textbook including, but not limited to, the following authors: Joseph Addison, Margaret Atwood, Katherine Brush, Sandra Cisneros, John Collier, William Faulkner, Ernest Hemingway, Jamaica Kinkaid, Sylvia Plath, Tilly Olsen, John Updike, Eudora Welty, etc.

Areas of focus will include:

* Daily warm-up exercises from Voice Lessons by Nancy Dean that focus on elements such as tone, figurative language, diction, imagery, syntax, etc.
* Continued support of close reading strategies including text annotation and analysis
* Discussion of how authors use stylistic devices such as figurative language, structure and narrative pace, point of view, etc to create tone, characters, and themes
* Writing solid analytical assertions to be proven with contextual evidence and insightful commentary in paragraph form
* Broadening the paragraph form into a well-organized literary analysis essay, based on textual details to interpret meaning
* Peer-editing for grammar, organization, maturity of style, and content
* Revising paragraphs and essays after receiving peer review and teacher feedback; feedback will focus on balance of detail and insightful comments as well as the maturity of writing style and consistent voice.
* Writing an evaluative essay that uses textual evidence to make a critical judgment about the work

**Summative Assessments:**

* Multiple Style Analysis essays (completed through the writing process of drafting, editing, peer review, etc.)
* “Boot Camp” end of unit objective and analytical test

**Unit 3: Greek Tragedy—Antigone by Sophocles**

This unit will take us to the roots of tragedy and theater with the review of *Oedipus Rex* and the reading of *Antigone*. We will explore the historical origins of Greek theater as well as the teachings of Aristotle. This unit will become the foundation for our discussions of tragic heroes throughout the following units.

Areas of focus will include:

* The definition and components of Greek tragedy, as defined by Aristotle, and how those components connect to Sophocles’ intended themes
* The historical influences and social values found within Sophocles’ work
* The characteristics of a tragic hero
* The use of imagery, extended metaphor, and motif to establish theme
* Discussion of the mythological allusions within the text
* Discovery of the role of a chorus and the analysis of the odes between the episodes
* Introduction to universal themes and their application to the plays
* Continued support of close reading strategies including text annotation, analysis, and free-writing

**Additional Learning Target for this unit:** RL.11-12.5: I can analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning.

W.11-12.3a: I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Summative Assessments:**

* A style analysis essay
* Open Response essay
* Found Poem

**Unit 4: Hamlet by William Shakespeare (paired with sonnets and poetry of Shakespearean England)**

One of the best pieces of literature of all time, Shakespeare’s *Hamlet* will dominate our next several weeks. We will approach this play from many angles, including psychoanalytically, so those of you in AP Psychology will be asked to share your knowledge.

Areas of focus will include:

* Review Artistotle’s definition of tragedy, including the characteristics of a tragic hero
* The social values present in Elizabethan England and their effect on the content of the play
* Vocabulary workshops as determined by context of play
* Biblical and mythological allusions used by Shakespeare
* Exploration of critical perspectives including, but not limited to, psychoanalytical criticism and archetypal criticism
* Visual literacy analysis of two interpretations of Hamlet’s “To Be or not to be” speech, analyzing the elements of film (camera angles, music, setting, lighting, etc) and how directors use these elements to create a visual text that can be “read” for tone, purpose, and rhetoric
* Exposure to several Hamlet parodies and discussion of the interpretation of the parodies, including a recently performed version of Tom Stoppard’s 15-Minute Hamlet by the high school staff
* Definition of a Shakespearean sonnet and analysis of several sonnets

**Additional Learning Target for this unit:** SL.11-12.1: I can initiate and participate effectively in a range of collaborative discussions, building on each other’s ideas and expressing my own clearly and persuasively.

RL.11-12.7: I can analyze multiple interpretations of a story, drama, or poem, evaluating how each versions interprets the source text.

**Summative Assessments:**

* A compare/contrast essay supporting or arguing the effectiveness of the visual interpretations
* Creative writing, parodying one of Hamlet’s soliloquies
* Open Response Essay
* Style Analysis essay for characterization
* Fever chart
* Objective end-of-unit test
* Objective quizzes by Act with AP-style MC questions

**Unit 5: Poetry Boot Camp**

We enter the spring with another intensive Boot Camp, poetry analysis and close reading this time. Most poetry will come from the extensive collection in your textbook, and poets will include, but are not limited to Margaret Atwood, Eavan Boland, Alfred Lord Byron, Billy Collins, Emily Dickinson, John Donne, Paul Laurence Dunbar, Robert Frost, Maxine Kumin, Sharon Olds, Marge Piercy, Sylvia Plath, Edgar Allan Poe, William Shakespeare, William Wordsworth, etc.

Areas of Focus will include:

* Review and implementation of TP-CASTT as a poetry analysis method (title, paraphrase, connotation, attitude, structure, theme, title)
* Definition and understanding of literary devices specific to poetic analysis
* Implementation of strategies needed for compare/contrast poetry analysis
* Analysis of what devices the poets use within context and how the devices affect overall theme

Writers workshops that allow students to evaluate their own essays based on the 9-point AP rubric; students will work in cooperative groups to evaluate and revise their essays in the areas of: vocabulary and maturity of style, organization, contextual detail, and insightful commentary; teacher feedback on these self-evaluation topics will be given as needed.

**Additional Learning Target for this unit:** SL.11-12.4: I can present information, findings, and supporting evidence, conveying a clear and distinctive perspective, such that listeners can follow the line of reasoning.

**Summative Assessments:**

* Multiple style analysis essays
* End of unit objective test
* Poetry presentation

**Unit 6: The Awakening by Kate Chopin**

*The Awakening* by Kate Chopin can be considered one of the great feminist novels of American culture. Study of this novel will be mostly independent, allow students to implement the analytical strategies we have been building all year. We will also use this novel to practice our strategies for answering multiple choice close-reading questions and style-analysis essay questions.

Areas of Focus will include:

* The historical and social influence of 19th century New Orleans Society on the author and subsequently the protagonist and her decisions
* The influence of minor characters, specifically the men in the protagonist’s life, on her development
* Exploration of transcendentalist philosophy throughout the novel
* Analysis of the stylistic elements of tone, symbolism, and imagery throughout specific passages of the book and how those elements support the universal themes

**Additional Learning Target for this unit:** W.11-12.8: I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

W.11-12.9a: I can draw evidence from literary or informational texts to support analysis, reflection, and research.

**Summative Assessments:**

* style analysis essay
* open response essay
* literary criticism research paper (see below)

**Unit 7: The Research Paper**

The next unit will be a literary criticism research paper. Students will choose a topic of interest from the novel, identify a point to be proven or argued, then prove that point through contextual evidence from the novel and study of other literary critics.

Areas of Focus will include:

* Several approaches to literary criticism including: moral/intellectual, topical/historical, New Critical/formalist; structuralist; feminist; economic determinist/Marxist; psychological/psychoanalytical; archetypal/symbolic/mythic; desconstructionist; and reader-response criticism
* Identification and development of point from the novel to be argued and proven through use of textual details and literary criticism research
* The method, structure, and organization of writing a formal research paper
* The use of proper MLA citation and parenthetical documentation

**Summative Assessments:**

* Correctly documented Works Cited page
* A final product of a multi-step Literary Criticism Research paper

**Unit 8: Writing Portfolios and Exam Review**

During the last two weeks before the May exam students will put together a writing portfolio as well as review the strategies and skills they have learned throughout the year.

Areas of Focus will include:

* Introspective reflection on the progression of your writing skills throughout the year
* Organization of all writing completed throughout the year
* Identification of strengths and weaknesses that are evident in most recent writing
* Confidence building in writing and literary analysis prior to the AP Literature exam

**Summative Assessment:**

* Writing Portfolio
* MC practice sets

**Unit 9: End of Year: Senior Memory Project and *Star Wars* archetypes**

After the exam, 3 units will progress simultaneously: resume writing, a comprehensive study of the archetypes within the original *Star Wars* trilogy, and completing a Senior Memory Project.

Resume writing areas of focus will include:

* Articulation of major activities, awards, and scholastic achievements throughout four years of high school
* Understanding of the various components of a resume and options available for creating final copy resumes for distribution to colleges, scholarship committees, and potential job interviews

Senior Memory Project areas of focus will include:

* Personal reflection on chapters of students’ lives that have helped shape the person they are today
* Narrative writing on each chapter of life, with self-editing, peer-editing, and teacher input on controlled voice and organization of content prior to final copy publication
* Collection of chapters into a creative book form

**Additional Learning Target for this unit:** RL.11-12.5: I can analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

W.11-12.3: I can write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Summative Assessments:**

* Final copy of resume
* Senior Memory book final product
* *Star Wars* end of unit test on archetypes
* *Star Wars* application project

# Syllabus Revision

This syllabus is subject to change. Students will be informed of these changes in class.

# Student and Parent confirmation of receipt

In addition to signing the Parent, Student, Teacher contract, please sign below confirming that you have read and understand the syllabus for this class.

STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_

PARENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_

Best way to contact you (daytime phone or email): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_