FRANKFORT JR./SR. HIGH SCHOOL

❑ Advanced Placement Literature and Composition

- ❑ Pre-requisites: English 9, 10, 11

❑ Contact Information

- ❑ Anne Gwaltney
- ❑ Room 11
- ❑ Conference/Planning Time: Sixth Hour
- ❑ Telephone: 231-352-4781, X244; home phone (before 8:00 p.m., please) 231-631-1825
- ❑ Email: agwaltney@frankfort.tbaisd.k12.mi.us

❑ Materials

- ❑ DiYanni, Robert. *Literature: Approaches to Fiction, Poetry and Drama.* 2005
- ❑ Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax and Tone.* 2000
- ❑ Foster, Thomas C. *How to Read Literature Like a Professor.* 2003.
- ❑ Roberts, Edgar V. *Writing About Literature*. 2006.
- ❑ Additional Materials: Novels; short stories, novels and poems.
- ❑ Other Materials: Students should obtain a three-ring binder (2" minimum) to hold class hand outs and work

❑ Course Description

In the AP English Literature and Composition class, you will study a variety of literary forms (short stories, novellas, novels, essays, drama, satire and poetry), selected for literary merit and the number of appearances on the AP exam. This is a college level class, and the effort expended and work completed should be on this level. Although the class allows you to prepare for the AP exam, it will also give you a sound preparation for the level of reading in a college literature course. By learning to prepare for the AP exam, you will develop the skills needed to analyze literature and compose well-written essays.

The focus of the class will be how to analyze and discuss literary works. You will participate in discussions about: the author's purpose; the interrelationship between content and form; the historical, religious, political, psychological and philosophical influences on the author's work; your reactions to the themes and elements of the work; literary criticism of the work; and the impact (social and literary) of the work.

You will be required to do a great deal of out-of-school reading as you study each work or topic. Reading and re-reading is essential for understanding of the works included in the class. It may take more than one trip through a work to understand characters, language, setting, symbols, themes and motifs. Preparation prior to class will be essential for stimulating conversations and discussions in class.

You will be assessed (read "tests") in the way that you will be tested for the Advanced Placement test, answering multiple choice questions and completing essays related to the works studied on classroom tests. The timeframe for the classroom tests mirrors the timeframe for the actual test. You will also write a variety of papers and make in-class presentation. You must be prepared to participate in class discussions and activities.

- **Learning Objectives**. Students will:
  - define and apply literary terminology to work completed in class
  - read, interpret and analyze a variety of genres of literature
  - discuss a variety of genres of literature
  - apply problem solving and critical thinking skills
  - write in a variety of forms
  - make written and oral presentations
  - prepare for the AP Literature and Composition Exam

- **Philosophy.** The response of readers to literature is essential. Each student brings to the literature their own experiences, ideas and responses. In this way, each piece of literature is individual for each student and he/she will find meanings and understandings in the literature that are unique to him/her. It is important for the student to be able to share and discuss these meanings, lessons and events of literature with others. It is the responsibility for the teacher to help students separate their own interpretation of the piece from the intent of the author and the context in which he/she wrote. In learning to read, interpret and understand works, the teacher will help establish a framework for the study while giving the student the freedom to experience the literature for him/her. The student will participate in class discussions, class activities, and written and oral presentations.

- **Student Responsibilities**
  - Preparation—bring materials to class, turn things in on time
  - Participation in class discussions, writing activities, *Voice Lessons*
  - Complete homework—reading and writing assignments, reading journals
  - Projects- including group projects
  - AP Test preparation
  - Tests/Exams

- **Course Content & Outline.** The course is divided into units. These include:
  - Introduction to the Course
  - The College Essay
  - Identity Unit Reading 1: *Metamorphosis*, Franz Kafka
  - *How to Read Literature Like a Professor* group projects
  - Identify Unit Reading 2: *Invisible Man*, Ralph Ellison
  - AP Test Preparation
  - How to analyze Poetry, the Harlem Renaissance poets
  - Theme, Irony, Character, Symbolism, Imagery, Point of View, Plot, Structure, Setting, Allegory, Satire; Writing About Literature; Group presentations; short stories group projects and reading.
  - Identity Reading 3: *Oedipus Rex* or *Oedipus the King*, Sophocles, *Medea* Euripedes
  - Poetry Project
  - Questioning and Challenging Society Reading 1: *Candide*, Voltaire
  - Questioning and Challenging Society Reading 2*: Scarlet Letter*, Hawthorne
  - Questioning and Challenging Society Reading 3: *Great Expectations*, Charles Dickens
  - Good v. Evil—Can a man be both? Reading 1: E*veryman,* Anonymous,
  - Good v. Evil Reading 2: *The Heart of Darkness,* Joseph Conrad
  - Good v. Evil Reading 3: O*thello, Hamlet* and/or *Macbeth*, Shakespeare
  - What is reality, really? Reading 1: *Chronicle of a Death Foretold,* Gabriel Garcia Marquez

- What is reality, really? Reading 2: *The Glass Menagerie,* Tennessee Williams
- Is it better to have loved and lost or…? Reading 1: W*uthering Heights*, Emily Bronte
- Is it better to have love and lost or…? *The Awakening,* Kate Chopin,
- Is it better to have love and lost or…? *Pride and Prejudice*, Jane Austin
- Test preparation, test preparation, test preparation
- Hit the Road, Jack! Reading 1: T*he Grapes of Wrath*, John Steinbeck
- Hit the Road, Jack! Reading 2: *On the Road*, Jack Kerouac
- Poetry Project II
- Final exam

- **Grading Method & Scale**: All students will be assessed using to the uniform grading scale as explained on page 12 of the Student Handbook.
  - The weighted grading scale will be attributed as follows:

    Tests 30%
    Written assignments, projects, 30%
    Homework, required readings, reading journals 15%
    Daily participation (including test preparation) 10%
    Reductions/Major Works Data Sheets, Memorizations, other 15%

- **Policy Information**.
  - Attendance/Tardy policy—as explained on pages 35-38 of the Student Handbook.
  - Because the Advanced Placement Literature and Composition Class is a college level course, late work will be accepted only for excused absences—in other words, no late work because of an unfortunate encounter with a ravenous domesticated canine. (See planner pages 35-38 for makeup work guidelines). *If you are at school for any part of a day that an assignment is due but leave prior to block B3, you must turn in the work due that day before leaving school.*
  - If you miss a test (which was scheduled previously), you must make it up on returning to school—before or after school. *If you are going to be at school for any part of a day that a test is scheduled but leave prior to block B3, you must take the test early.*
  - Extra Credit—extra credit is not available.

- **Student Ethics Policy**: please reference page 19 of the Student Handbook.

- **The AP Examination:** The AP Exam is taken the first week in May (the test is given at this time nationwide). The cost for the test is approximately $85; there is a reduced price for students receiving free and reduced lunch.

The test consists of two parts: multiple-choice and essay. The multiple-choice section of the exam consists of prose, dramatic passages and poems that you may or may not have read or studied before. You will have 60 minutes to read the 4-6 works, analyze them and answer multiple-choice questions about the point of view, character, symbolism, style, diction, syntax, tone, theme, irony, figurative language and more. There are generally 52-60 questions on this section of the exam. The questions are not your run-of-the-mill multiple-choice questions—they require analysis and thought.

The essay portion of the exam consists of three or four analytical essay problems. Usually the test presents one long poem or two shorter poems for analysis of the poetic form, specific elements of the poem(s) and their relationship to theme; a fictional prose or dramatic passage with directions for an analytical essay; and a free-response essay question. With the free-response questions, you may select to answer with an author or title given on a printed list or you may choose an appropriate author of comparable literary merit from you own reading and study. The major works studied in class will be good to use for the third question. The first two questions are usually a surprise, but the third will allow you to share your understanding of a work discussed in class. You will need to be able to analyze the works as well as write well within a time limit. You will have 90 minutes for this section of the exam. (120 minutes are allotted on the actual exam).

The test is graded in two parts, with a composite score from 1 to 5 (one lowest and five highest) being given as the overall score. The essay section of the exam is graded by multiple readers to assure for objectivity and consistency in scoring. Colleges and universities may allow credit for successful completion of the exam (some beginning at a level 3) thereby allowing students to move to higher level courses and saving tuition money. Please note: *Whether a student plans to take the AP examination or not, they are expected to participate in test preparation activities. This preparation will be beneficial for all test-taking, especially that of standardized tests and is part of the class.*

❑ Please note: This syllabus is a ***guide*** for the course and is subject to change *with* advance notice.

❑ **Parent & Student Signature:** To acknowledge that you and your parent(s) have read and discussed the information contained in this syllabus, and that you

1) accept the curriculum as offered
2) understand that late work is not accepted except as makeup for excused absences as outlined in the school handbook
3) understand that if you are at school for any part of a day that an assignment/test is due you must turn it in/complete it before leaving school
4) understand the grading for the class

please sign and return this portion of the syllabus only (the rest is for your records) and should be kept with your coursework.

Student Signature_____Date_____

Parent Signature_____Date_____