

English 12 Advanced Placement Literature and Composition

Course Syllabus

2018-2019

Teacher: Mrs. Stephanie Tucker
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Planning Period: 4th Period

Course Description

Advanced Placement (AP) Literature and Composition is a college-level course that follows the guidelines of the College Board. AP Literature and Composition affords high school students the opportunity to study college-level English. Literary studies include classical and contemporary works from Europe, Great Britain, and the United States. College-level composition studies include both impromptu and researched writing activities. Extensive reading is required, as well as a variety of writing assignments throughout the course. Students are also required to pay the fee for the College Board examination prior to the examination date scheduled in May. Students receive 1.0 extra quality point for successfully completing this class. Students must take the College Board's AP exam for weighted credit.

Essential Functions

Advanced Placement courses are accelerated courses with standardized curriculum established by the College Board. Students in these courses must possess some essential levels of functioning which include the following:

- Read and comprehend texts and supplemental readings at an above-average level
- Communicate in written and oral forms using standard grammar, sentence, and paragraph structure
- Understand and respond in written and oral forms to higher-order or critical-thinking questions
- Comprehend and understand spoken and written terminology unique to the areas of study
- Actively participate in classroom discussions
- Take active and useful notes
- Work effectively in cooperative learning groups
- Demonstrate independent study skills
- Test in a timed AP format

Successful completion of this course is dependent upon student utilization of these skills in analyzing and evaluating literature. Higher-level critical-thinking skills will be emphasized. Students in this course will also be required to read and comprehend at higher levels and to produce both written and oral analyses that indicate this level of functioning.

Expectations

- A positive attitude in an atmosphere of mutual respect is expected at all times.
- Students are expected to comply with all policies set forth by the Tuscaloosa County Board of Education (TCBOE) regarding tardies, make-up work, and standards of behavior.
- **Attendance in class is absolutely essential to the successful completion of the course and to the attainment of a qualifying score on the College Board's Advanced Placement Examination.** A large portion of the content will extend beyond the scope of the text and will be covered only in classroom discussion.
- Students should come to class prepared to work bringing all necessary materials: **assigned texts, 2" binder, a plentiful amount of loose-leaf notebook paper, SEVEN divider tabs, writing utensils (black ink pens and #2 pencils), one pack of highlighters of various colors, and one pack of 3x5 note cards.**
- All students will be required to read assigned pages in the texts purchased by students themselves as well as primary and secondary source material provided by the instructor.

Personal Electronic Devices

Technology can be a valuable educational resource. Students are allowed to use electronic and technological devices at SPECIFIED times and ONLY when authorized by the teacher for an instructional purpose. Students may also use electronic devices to replace texts required for reading assignments; however, students are encouraged to use printed texts on which they can annotate, allowing them to develop the skills necessary for literary analysis and success on tests and writing assignments. **Capturing pictures and/or recordings during class is prohibited unless students have consent from the teacher.** **Students are not allowed to charge their phones in the classroom.** If a student is using a device inappropriately (not in accordance with classroom instruction or TCBOE policy), consequences will be enforced as stated in the Code of Conduct Handbook.

Classroom Rules

1. Be respectful.
2. Raise your hand to be recognized before speaking.
3. Do not bring gum or food into the classroom. Students may have only drinks with screw-on caps.
4. Do not leave seat without permission.
5. Be prepared daily for class.
6. Do not put away your materials until Mrs. Tucker concludes class.

Grading Policy/Student Evaluation

Grading and Exam Policy:

The final grade for each grading period will be based on formal writing assignments, tests (usually quote and essay format), various projects, daily reading assignments and quizzes, quick writes, AP practice exams, presentations, class work, and class participation. These grades will account for more than 80% of a student's nine-weeks' average. Each grade has a significant impact on the nine-weeks' average. Students need to be aware of this and responsibly prepare for each assignment. All nine-weeks' exams will count no more than 20% of a student's nine-weeks' average.

Pre-AP and AP courses are NOT subject to the TCSS exemption policy. All students must complete the final exam that is worth 20% of a student's final course average.

All of students' graded assignments will be kept in student folders in Mrs. Tucker's classroom. Students will be given allotted class time to review their grade folders. If students and/or parents/guardians wish to view graded work outside of assigned class time, they need to arrange an appointment with Mrs. Tucker. Students' graded assignments will not leave Mrs. Tucker's classroom.

In-class assignments:

At the beginning of every class period, students will copy a word of the day (WOTD). A new word, its definition, and a sample sentence using the word will be provided by the teacher. By the end of each day, students will be expected to correctly pronounce the word of the day, develop a sentence correctly using the word in context, and **incorporate the word into future writing assignments**. Students will be tested at two-week intervals on the words of the day they have learned and will be responsible for any of the words learned since the beginning of the semester on any given test. Students must know how to spell the vocabulary words for each test; word banks will not be provided.

The majority of class time will be dedicated to discussing and analyzing the literary significance of the assigned texts. Students must actively and meaningfully participate in small group and whole class discussions. Students should also expect to participate in several formal and informal oral presentations.

Students will be given objective tests and quizzes to reveal their assimilation of cognitive memory (who, what, when, where) elements. However, the primary means of evaluation are in the form of quote and essay tests which allow the teacher to determine the degree to which students have been able to infer themes and symbolic meanings, to perceive the implied ideas and impressions, and to establish the cause and effect relationships in the given novel, poem, short story, or drama. These evaluation techniques also allow the teacher to observe how students perform under time restraints.

In-class timed writing assignments are given weekly. Timed sessions are utilized to allow the teacher to identify students' strengths and weaknesses in topic sentences, paragraphing, thesis statements, grammar, incorporation of supporting quotes, et cetera. These assignments mimic AP English Literature test questions; often, they are actual free-response essay questions from previous AP tests, or they are questions that I have taken the current material we are studying and adapted to fit a previous AP test question. Questions will require students to interpret literature based on careful observation of elements such as tone, diction, syntax, symbolism, imagery, figurative language, style, and theme. Students will be required to share and discuss their writings with classmates during writing workshops; the purpose of these writing workshops is to improve all students' writing through group and class evaluations and critiques.

Out-of-class assignments:

These assignments, which will require students to perform a substantial amount of reading, writing, and research techniques, will prepare students in the areas of critical thinking and analysis. Topics for out-of-class writing assignments differ slightly from in-class topics, since they often require students to research social and historical aspects of works of literature.

Students will also complete out-of-class projects, including technological presentations (PowerPoint presentations, Web Quests, et cetera) both individually and in a group, and creative projects such as drawings, paintings, sculptures, poems, and songs, to name a few. These projects require students to provide an extended explanation or interpretation of a work of literature that they have read.

On a regular basis, students will be required to complete quick writes that will serve as a springboard for the discussion of a new topic or piece of literature or to reinforce or revisit a topic from a previous day. Quick writes may be in question format (knowledge and opinion based), creative format (requiring you to create poems using literary and character knowledge), or across the curriculum format (asking you to make a connection to musical, historical, or scientific knowledge) to respond to the prompt. Quick writes must be completed and submitted on 3x5 note cards. Students will be required to share and discuss their responses.

Additional Help

The AP experience may place greater demands on students than those to which they have become accustomed. It is likely that you will need to meet with me from time to time to overcome problems you are having. I welcome those opportunities to help you, and I encourage you to make arrangements to see me if you are experiencing difficulty.

Required Mock Exam and Study Sessions

Students **are required** to attend the administration of the AP Literature and Composition Mock Exam and one Saturday study session. **Write these dates in your planner NOW.**

The mock exam will be held on **Saturday, February 9, from 8 a.m. until 12:30 p.m.** Attendance is **MANDATORY**. Completion of the mock exam is worth 250 points, dependent upon the student's performance.

Students must also attend ONE of the two Saturday study sessions. Students will receive 150 points for attending and participating in one mandatory study session. These study sessions are dedicated to debriefing the Mock Exam.

- Saturday, March 30, from 9:00 a.m. until 12 p.m.
- Saturday, March 30, from 1:30 p.m. until 4:30 p.m.

College Board's Advanced Placement Examination

The Advanced Placement Program of the College Board affords students the opportunity to receive college credit for AP classes by successfully passing a national examination offered during May each year at an approximate cost of \$94 (financial aid is available for those who qualify). Information regarding final amounts due and deadlines will be distributed during the fall semester. This year's test will be administered at **8:00 a.m. on Wednesday, May 8, 2019**. The three-hour examination consists of sixty minutes for multiple-choice questions followed by 120 minutes for three essay questions. Performance on the essay section of the examination counts for 55 percent of the total grade; performance on the multiple-choice section counts 45 percent. **All students are expected to take the AP English Literature exam in May.**

College Board Disclaimer

In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Literature Development Committee will consider and include diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender or class, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial material. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature and Composition Exam depends on a level of maturity consistent with the age of 12th-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose, or overall effect of the detail or idea in context. AP students should have the maturity, the skill, and the will to seek the larger meaning through thoughtful research. Such thoughtfulness is both fair and owed to the art and to the author.

Course Outline

This outline will provide students with an idea of the major works we will read this year. In an effort to promote individual critical thinking, I will use a thematic approach rather than a chronological approach to literature in order to assist students in understanding how to perceive relationships. The works I have selected represent particular illustrations of the unit's thematic title. Students will have daily writing tasks that will facilitate the thinking process. Students will take AP practice exams constantly and consistently throughout the year. Grammar will be improved through writing and continuous revision. Numerous additional readings in the form of short stories and poetry will be interspersed throughout the year.

The major concepts listed are covered in lectures, discussions, reports, writing assignments, projects, and objective and essay tests.

Students are required to obtain copies of all major works listed below and marked with an asterisk (*). Using electronic copies of texts is discouraged. The copy of these texts that I will be using during class are the Dover Thrift Editions. These texts can be purchased online at <http://store.doverpublications.com/>. Students do not have to purchase these specific copies of the required texts; however, this website offers reasonable prices and students will have the same copy as the teacher, which is helpful for annotating.

Unit One—Summer Reading: Cathartic Experiences

Readings:

**The Catcher in the Rye* by J.D. Salinger
**Much Ado About Nothing* by William Shakespeare
**Their Eyes Were Watching God* by Zora Neale Hurston
Selected poetry (ex: "Introduction to Poetry" by Collins)

Discussion Topics:

Moral Ambiguity, Vernacular/Dialects, Narrative Voice, Symbolism, Theme, Bildungsroman

Unit Two—WOMEN AND SECRETS

Readings:

**The Awakening* by Kate Chopin
**A Doll's House* by Henrik Ibsen
Selected poetry (ex: "The Lady of Shalott" by Tennyson)
Selected short stories (ex: "Desiree's Baby" by Chopin)
Prose excerpts: (ex: *Tom Jones* and "The Pupil")

Discussion Topics:

Tone, Diction, Syntax, Theme, Comparison/Contrast, Symbolism, Ambiguity, Feminism, Local Color, Problem Plays, Realism/Verisimilitude

Winter Break Reading

How to Read Literature Like a Professor* **REVISED EDITION by Thomas C. Foster

Unit Three—PERCEPTIONS

Readings:

**The Turn of the Screw* by Henry James

**Frankenstein* by Mary Shelley

**Wuthering Heights* by Emily Bronte

Selected poetry (ex: “A Story” by Lee)

Selected short stories (ex: “Hills Like White Elephants” by Hemingway)

Discussion Topics:

Revenge, Byronic Hero, Social Ambition, Romanticism, Gothic, Realism, Light/Dark, Contradiction of Readings, Moral Ambiguity, Figurative Language, Literary Devices, Poetry Acronyms

Unit Four—THE NATURE OF TRAGEDY

Readings:

**Macbeth* by William Shakespeare

Selected poetry (ex: “Enoch Arden” by Tennyson)

Selected short stories (ex: “A Good Man Is Hard to Find” by O’Connor)

Discussion Topics:

Tragedy, Revenge, Indecisiveness, Action/Inaction, Diseased Nation, Sanity/Insanity, Virtue, Ambition, Violence, Figurative Language, Literary Devices, Supernatural, Plot and Structure, Characterization, Point of View

Essay questions on novel, poetry, and short story tests are taken from previous AP English Literature test questions and adapted to fit current material.

RESPONSIBILITY

This course is designed to prepare students to receive college credit for freshman English courses. Students will, therefore, be treated as college students in this class, responsible for completing assignments on time and for keeping up with the requirements of the course. **Work must be turned in when due if you want full credit. Students should not miss a class unless there is a dire emergency. Should that occur, students should contact a peer for information related to the missed class.**

IF YOU MISS AN ANNOUNCED TEST OR IN-CLASS WRITING ASSIGNMENT, YOU ARE EXPECTED TO MAKE IT UP THE FIRST DAY YOU RETURN TO SCHOOL.

The best quality about this class is that you will have the opportunity to express, discuss, and debate your ideas about some significant literary works with others who have also read and thought about these works. You will experience a scholarly freedom not available in ordinary high school classes. Additionally, you will surprise yourself with your knowledge and your ability to think and express yourself. I sincerely hope you will find your AP Literature class to be one of your most valuable high school experiences. I will do everything possible to make it that way.

Happy reading,
Mrs. Tucker

Please return this page to Mrs. Tucker

Dear Parents/Guardians,

I am thrilled that your student has chosen to challenge himself or herself with the rewarding experience of the AP Literature course. The course attempts to develop higher-level critical thinking by emphasizing analysis and evaluation largely through the writing of formal essays. As a parent, you need to take into account that this course may differ from traditional courses in the following ways:

- A significant portion of the grade will be based on formal essay grades.
- Homework consists primarily of reading assignments for which the student is responsible for mastery of the factual information and written assignments that require students to analyze and respond to the reading assignments.
- Grades are based solely on the quality of the end product and many times on only one component of the end product (ex: the introductory paragraph or one body paragraph).
- Very few “simple” assignments by which the student can improve his or her grade merely by completing the work will be assigned.
- Responsibility for mastering the material rests with the students.
- Any case of plagiarism (from another student, the Internet, and so forth) will result in an automatic zero for the assignment and possible disciplinary action.
- All students are required to attend the administering of the mock exam on Saturday, February 9.
- All students are required to attend one Saturday study session on March 30.
- All students are expected to take the AP exam, which will be administered at 8:00 a.m. on Wednesday, May 8, 2019. Please put all of these important dates on your calendar.
- AP courses are NOT subject to the TCSS exemption policy.
- Students must take all nine-weeks’ exams, the final exam, and the College Board’s AP Literature and Composition Exam in order to receive weighted credit.

AP Literature is designed to be taught at the college level, and it is difficult and demanding for many high school students. Please keep this in mind when you establish expectations for your child’s performance. Please review this course syllabus with your child and ensure that he or she is willing to donate the time and effort that is expected in an Advanced Placement course. Know that I have great admiration for any student who willingly takes an academically challenging class his or her senior year. Your child will complete an AP Literature curriculum that is designed for his or her success in my class, on the Advanced Placement Exam, and in his or her college English courses.

If you have questions or concerns, please call Hillcrest High School at 342-2800 and leave a message for me. You may also contact me by sending an email to ssucker@tcss.net.

Sign below to indicate that you have read this syllabus, including the course outline, grading policy, and materials needed, and have no objection to your son or daughter pursuing this course of study. I encourage you to make a copy of this letter for your own records. I look forward to teaching your child this semester. It will be an exciting challenge for your child and me.

Sincerely,

Stephanie Tucker

Student’s Name (Printed): _____

Parent’s/Guardian’s Signature: _____ Date: _____

Parent’s/Guardian’s Contact Information:

Phone # _____ Email: _____

AP Literature and Composition Student Contract

I, _____, have read Mrs. Tucker's AP Literature and Composition syllabus. I am aware of the course's rigorous requirements, Mrs. Tucker's expectations of AP Literature students, the materials (including texts) required, and the commitment necessary for success in an AP course. I understand that my attendance at the mock exam and weekend study session is mandatory. I am aware that I am expected to take the AP Literature Exam in May; I must take the AP Literature Exam in order to receive weighted credit for the course. Finally, I commit myself to putting forth my best effort on all assignments, participating actively and meaningfully in classroom activities, helping to create a positive and encouraging classroom environment, not cheating or plagiarizing, and gleaning as much knowledge and enjoyment as I can from this course.

Student's Signature

Date