

## name and info deleted

### Aims of the Course:

The English 12 AP Literature and Composition class is designed to help students prepare for the successful completion of a college-level course in the analysis of fiction, drama, and poetry. Students should also learn to articulate their understanding of literature in well-written essays. The teachers will provide ample instruction and feedback to students both before and after they write and revise. The format and content of the course is therefore directed toward the AP Literature and Composition exam, which involves a one-hour multiple-choice section on close reading and interpreting literary passages, followed by three forty-minute essays of literary analysis. The aim of the teacher's instruction and feedback is for each student to receive college credit for this course prior to entering his or her first year in college. Students will be adequately prepared for this exam when they demonstrate mastery of the teacher's instruction and feedback in the following areas:

1. Read actively and closely.
2. Consider a work's structure, style and themes.
3. Consider an author's use of figurative language, imagery, symbolism, diction, and tone.
4. Read works of several genres and periods (16<sup>th</sup>-20<sup>th</sup> century).
5. Get to know a select group of works in detail.
6. Consider the social and historical values a work reflects and embodies.
7. Compose essays focusing on the critical analysis of literature (expository, analytical, and argumentative). These essays, to be written and rewritten in and out of class,
8. Compose essays that develop and organize ideas in clear, coherent, persuasive language.
9. Develop stylistic maturity in speaking, writing, and revision that is characterized by the following:
  - a. Appropriate and wide-ranging vocabulary.
  - b. A variety of sentence structures.
  - c. A logical organization enhanced by transition and emphasis.
  - d. Illustration through the use of specific detail.
  - e. Effective use of rhetoric, including controlling tone, maintaining consistent voice, and achieving emphasis through parallelism and antithesis.

(Adapted from *Advanced Placement Course Description*)

**Texts:** Thomas Arp, *Perrine's Literature\**, Selected novels and plays: *1984*, *The Stranger*, *As I Lay Dying*, *Hamlet*, *Othello*, *Their Eyes Were Watching God*, *Crime and Punishment*, *Cry*, *The Beloved Country*, *Heart of Darkness*, *Secret Sharer*, *Wuthering Heights*, *The Metamorphosis*, *The Importance of Being Earnest*, *Brave New World*, *Joy Luck Club*,

*Waiting for Godot, Rosencrantz and Guildenstern Are Dead, Invisible Man, Frankenstein, The Bluest Eye, A Doll's House, The Imaginary Invalid, Pride and Prejudice, Billy Budd, Gulliver's Travels, A Modest Proposal, Things Fall Apart, Native Son, Madame Bovary, King Lear, Trifles, Ceremony, The Kite Runner, Jude the Obscure, Return of the Native, A Lesson before Dying, The Rivals.*

\*Arp, Thomas A. ed. *Perrine's Literature: Structure, Sound and Sense*. 7<sup>th</sup> edition. Forth Worth: Harcourt Brace College Publishers, 1998.

### **Required Materials**

- the text for that day's assignment
- your WHS agenda
- a notebook and loose-leaf paper
- pen (black or blue ink *only*)
- pencil with eraser (*only* for standardized tests and scantron assessments)

The College Board assigns a rubric grade of zero to any essay not written in blue or black ink. To encourage you to develop the habits needed to succeed on the AP Test, I will hold you to the same standard for all written work in this class: you will not receive credit for anything written in pencil or ink that is not blue or black.

### **Routine:**

- Each month, I will post to TeacherWeb an assignment calendar outlining your readings and major assignments. This calendar is not intended to be a complete record of everything we do in class, though, so I require that you have a hard copy with you in class every day to update as necessary. I will not accept "It wasn't on TeacherWeb" as an excuse for not completing your work.
- As you enter the classroom, immediately look at the blackboard configuration (BBC) for "Do Now" instructions and copy any homework assignments into your agenda.
- Class will begin each day with a brief activity that will be pertinent to that day's lesson.
- You should be prepared **at any time** to take a quiz on whatever essay or text we might be reading.
- Almost all reading assignments will culminate in a writing activity of some sort, so close reading of any material is vital to your success.
- Class discussion will constitute a generous portion of our time together. Your participation in these discussions will routinely count as a recorded grade. Failure to participate will therefore be detrimental to your grade.

**Outside Audience Writing / Communications Requirement:** Because students often fall into the trap of thinking about composition as a chore to be done solely for the satisfaction of their English teachers, I have included a new requirement for this course: By the end of each quarter, you must present evidence that you have undertaken at least two substantial outside writing / speaking activities for an audience other than your English teacher or your classmates in this course. This evidence will consist of (1) a hard copy of this composition, whether it be intended as a written composition or a speech, and (2) an official form, available for reproduction on my TeacherWeb site, on which you will have secured the signature of the coach or sponsor for whom you have completed the outside project. Remember that you **must complete two such projects per academic quarter**. Viable options for this requirement will include (but will not be limited to) writing contests, debate and forensics presentations, formal projects for other classes, and oral presentations organized through extra-curricular programs or outside organizations—such as church, synagogue, mosque, VFW, Optimist Club, Civitans, Chamber of Commerce, Lions Club, etc.

## Grading Formula:

75% major grades (essays, tests, and projects)

25% minor grades (homework, quizzes, classwork, and participation)

Please consult TeacherWeb for all pertinent AP rubrics and AP grade-conversion charts. Of particular interest is the grade-conversion formula for AP-style essays. In fact, you will refer so frequently to this chart that I have included it below.

AP English Rubric Score (9-0, with the College Board's notes)	Alpha Grade (A-F)	Percentage Score (100%-47%)
9	A+	100
8 ("effective")	A	95
7	B+	90
6 ("adequate")	B	85
5	C	78
4 ("inadequate")	D	70
3	D-	65
2 ("little success")	F	60
1	F	56
0	no grade	47

## Absence and Tardiness

Students are expected to be in class on time every day. Students with valid reasons to be absent or tardy should present a note to the instructor excusing them. Without such an excuse, students will not be permitted to make up missed work. They will get zero credit for such missed work.

Students who miss class due to excusable pre-arranged events (dental or medical appointments, field trips, pep rallies, golf tournaments, etc.) should arrange to turn their work in before they leave.

The following passage, quoted from the *Rights and Responsibilities Handbook*, explains the school policy for making up classwork missed because of unscheduled excused absences:

In middle and high school, it is the student's responsibility to ask the teacher for the make-up work. . . . Upon the student's return to school, he/she must make up the work within five school days. . . .

Students are encouraged to get make-up work assignments before returning to school. They may do this by:

- Absence of one or two days: Contact a friend in class to obtain information on work missed.
- Absence of three or more days: Call the school office requesting assignments, remembering that teachers need 24 hours to prepare assignments. (page 34, *Rights and Responsibilities Handbook*)

To make up work promptly, students should keep several classmates' phone numbers and e-mail addresses handy at home so they can contact each other about notes and assignments that they missed. They should never return to school without having spoken to at least one classmate and should not use instructional time to discuss or to complete make-up work.

**Turnitin.com and the NNPS Honor Code:** All out-of-class writing assignments must be submitted in two forms: a hard copy and an electronic copy mailed as a Microsoft Word attachment (\*.doc). Warwick High School subscribes to an online service that will electronically check your work in order to verify it as your own. If you have any concerns about documentation of sources, see me before turning in your papers.

### **Classroom Etiquette**

- Be in your seats and ready to work when the bell rings.
- As you enter the room, immediately look at the chalkboard for instructions. If a homework assignment is due that day, you must turn it in before you go to your seat. You should immediately begin the "Do Now" assignment and write down the homework for the following day. Do not use the "Do Now" period to consult with the instructor.
- Do not interrupt classroom activities unless absolutely necessary. Stay in your seat and on task. You may leave the classroom only in a personal emergency; those who abuse this privilege will lose it.
- Appropriate classroom behavior excludes the following: texting, getting out of your seat, chatting, passing notes, sleeping, resting your head on the desk, doing other teachers' homework, eating, chewing gum, and drinking. You may bring a clear bottle of plain water to drink, nothing else.
- Be courteous to everyone!!

### **Cell phones and other electronic devices:**

*The following is extracted from the NNPS Rules and Responsibility Handbook and is not open to discussion or amendment. The city requires that all instructors uphold this policy, and I am officially informing you that I will be doing just that. It's not personal; it's policy.*

High school students are permitted to have and use cell phones after school dismissal on school property. During the school day, all cell phones must be turned off—not on vibrate—and stored out of sight (in a locker, purse, pocket, or private vehicle). Cell phones and other

electronic devices cannot be clamped to a student's belt, belt loop, or waistband (or anything around a student's waist). Cell phones cannot be clamped onto the outside of a student's purse. Cell phones cannot be used for text messaging, taking pictures, or direct-connect two-way communication during the school day.

The first time a student violates this policy, the cell phone / electronic device will be confiscated and will not be returned for two weeks. It will be returned only to the student's parent / guardian at a scheduled conference. An agreement will be signed at this conference by the administrator, parent, and student.

Should a student violate this policy again, the cell phone / electronic device will be confiscated and will not be returned until the end of the school year or when the student withdraws from NNPS (to attend school outside of NNPS).

Repeated violations of these guidelines, after the second violation, will result in disciplinary action as outlined in Rule 5 (D, E, F), which could include long-term suspension or expulsion.

<b>First Quarter</b>
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## **Unit 1: Preliminary Reading**

**Selected Titles (minimum of 2):** *1984, Frankenstein, Brave New World, Things Fall Apart, The Importance of Being Earnest, The Metamorphosis, Joy Luck Club, The Doll's House, The Stranger, Pride and Prejudice, A Lesson Before Dying*

**Focus:** Plot structure, narrative style, author's use of exaggeration, allusion, imagery, tone, characterization, theme, social and historical perspective/values, language, analysis, interpretation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Assessments:** Free-response essays including revision and rewriting (Question 3 from released AP exams), class discussion, tests, personal reaction (reader-response journal)

## **Unit 2: Satire**

**Selected Titles (minimum of 2):** *Gulliver's Travels, Imaginary Invalid, 1984, Brave New World, The Importance of Being Earnest, Trifles, Pride and Prejudice, The Metamorphosis, The Rivals, A Modest Proposal*

**Fundamental Focus:** Plot structure, narrative style, author's use of exaggeration, allusion, imagery, tone, characterization, theme, social and historical perspective/values, language, analysis, interpretation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Specific Focus:** Irony, understatement, exaggeration, subtle aspects, distortion, the grotesque, puns, farce, sarcasm

**Assessments:** Free-response essays (Question 3 from released AP exams), class discussion, reading quizzes, formal test, personal reaction (reader-response journals),

prose passage analysis from released AP exams (including revision and rewriting), AP multiple-choice questions

### **Unit 3: Existentialism and Absurdism**

**Selected Titles (minimum of 2):** *The Stranger*, *As I Lay Dying*, *The Metamorphosis*, *Waiting for Godot*, *Rosencrantz and Guildenstern Are Dead*, selections from *Perrine's Literature*

**Fundamental Focus:** plot structure, narrative style, author's use of exaggeration, allusion, imagery, tone, characterization, theme, social and historical perspective/values, language, analysis, interpretation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Specific Focus:** Principles of existentialism, theater of the absurd, distortion, the grotesque, irony, paradox, sarcasm

**Assessments:** Free-response essays (Question 3 from released AP exams), class discussion, reading quizzes, formal test, personal reaction (journal entries), prose passage analysis from released AP exams, AP multiple-choice questions

<b>Second Quarter</b>
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### **Unit 4: Shakespearean Drama**

**Selected Titles (minimum of 1):** *Hamlet*, *King Lear*, *Othello*

**Fundamental Focus:** Diction, imagery, figurative language, symbolism, tone, characterization, character foils, theme, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Specific Focus:** Renaissance Theatre, Shakespeare's dramatic structure, the tragic hero, dramatic verse, soliloquy, aside, dramatic conventions

**Assessments:** Free-response essays (Question 3 from released AP exams), class discussion, reading quizzes, formal test, personal reaction (reader-response journals, double entry journals), poetry passage analysis from released AP exams (including revision and rewriting), AP multiple-choice questions, quotation analysis, extended literary analysis (with research)

## Unit 5: 17<sup>th</sup> Century Poetry

**Selected Poems from Perrine’s Literature:** Selected sonnets, metaphysical and *carpe diem* poetry (poets to include John Donne and John Milton)

**Focus:** Verse form, poetic structure, imagery, diction, tone, figurative language, conceit, symbolism, theme, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Assessments:** Multiple-choice practice, class discussion, quotation analysis, free-response essay (poetry analysis)

<b>Third Quarter</b>
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## Unit 6: English Romanticism

**Selected titles (minimum one novel, plus poetry):** *Frankenstein*, *Wuthering Heights*, *A Picture of Dorian Gray*, and selected first- and second-generation Romantic poets from Perrine’s *Literature*

**Fundamental Focus:** plot structure, narrative style, author’s use of exaggeration, allusion, imagery, extended metaphor, tone, verse forms, characterization, theme, social and historical perspective/values, language, analysis, interpretation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Specific Focus:** Byronic hero, experimentation with disorder, focus on the individual, deep-rooted idealism, intuition and imagination over reason

**Assessments:** Free-response essays (Question 3 from released AP exams), class discussion, reading quizzes, tests, personal reaction (reader-response journals, double-entry journals), poetry passage analysis from released AP exams (including revision and rewriting), AP multiple-choice questions, quotation analysis

## **Unit 7: World Literature and the Modern Novel**

**Selected titles (minimum of two):** *Crime and Punishment*, *Madame Bovary*, *A Doll's House*, *Things Fall Apart*, *Heart of Darkness*, *Cry, the Beloved Country*, *Invisible Man*, *Madame Bovary*, *A Lesson Before Dying*, *Ceremony*, *Their Eyes Were Watching God*, *The Bluest Eye*, *Brave New World*, *1984*, *Joy Luck Club*, *Native Son*, *The Kite Runner*, *The Metamorphosis*

**Fundamental Focus:** Plot structure, narrative style, author's use of exaggeration, allusion, imagery, tone, characterization, theme, language, analysis, interpretation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Specific Focus:** Recognition of historical and social values of a given culture; recognition of universal conflicts and truths; application of principles of satire, existentialism, absurdism, Romanticism, and/or modernism, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Assessments:** Free-response essays (Question 3 from released AP exams), class discussion, reading quizzes, test, personal reaction (reader-response journals), prose passage analysis from released AP exams (including revision and rewriting), AP multiple-choice questions, extended literary analysis (with research)

<b>Fourth Quarter</b>
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### **Unit 8: Modern Poetry**

**Selected Poems:** from *Perrine's Literature* and released AP exams

**Focus:** Principles of Modernism, imagism, stream of consciousness, imagery, figurative language, diction, and tone, themes of realism and alienation, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Assessments:** Multiple-choice questions and free-response essays (question 3 free response, prose and poetry analysis) from released exams, quotation analysis, class discussion

### **Unit 9: Senior Exit Project**

**Selected Titles (Student choice with teacher approval):** Through the independent study and critical analysis of literature, students will complete a senior exit project based on a comprehensive understanding of a genre, literary period, author, or selected works of literature.

**Focus:** Application of literary analysis, understanding of universal themes and social and cultural values, and understanding of a work's artistry and quality, effectively communicating a personal response to literature, and composition skills (effective rhetoric, paragraph organization and transition, sentence structure, diction, and revision).

**Assessments:** Formal research paper, oral presentation, multi-media presentation (broadcast, newspaper, film, skits, PowerPoint)

### Student Performance Agreement

I, the undersigned, have read and understood the syllabus for English 12 AP. I acknowledge that I am aware of the requirements for satisfactory participation in this course.

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Student Signature

### Parental Signature and Contact Information (to be completed and signed by the parent, not the student)

\_\_\_\_\_  
Parent / Guardian Name (print)

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Parent / Guardian e-mail address

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
Parent / Guardian phone number(s)

\_\_\_\_\_ Yes, my child has access to a home computer.

\_\_\_\_\_ No, my child has little or no computer access.

In what manner and at what time of day would you prefer that I contact you, should I ever need to speak with you regarding your child's progress?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

