



K.A.P. English Literature & Composition
Mrs. Cunningham 2010-2011

Course Objectives:

(All objectives have been created in hopes of preparing you and your peers for success in earning a high score on the AP Literature and Composition Exam AND for success in literature courses at the collegiate level.)

- To explore literature from diverse cultures and times
- To develop independent thought through avid critical inquiry and to enhance writing skills through frequent challenging assignments
- To create a highly committed, focused, and collaborative community of learners

Course Philosophy:

As an AP course, this class is designed to be rigorous, just as any college-level course would be. The reading is challenging; the writing is frequent and requires an independent mind willing to take risks. We will function as a community of learners. If you are committed to the work as well to listening and learning from each other, this class will ultimately become one in which we are all teachers and students. Each member of the class will have a voice. We will learn from each other, read our writing aloud, work collaboratively on revisions, and share our thoughts, ideas, and observations with one another. My intentions as your teacher are not to lecture you, but to guide you in these endeavors. It is my hope to learn as much from you as you do from me.

Prerequisites: The student must have taken or be enrolled in one course identified as “reading college preparatory” and one course identified “writing college preparatory” in high school registration bulletin. Students planning on taking A.P. should take Research and Exposition in their junior year.

Requirements: The student must make application for enrollment in this course. Applications may be obtained from her English teacher. Additionally, summer reading will be required. Students will improve their ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels and plays in preparation for the AP Literature Examination offered by The College Board. **The course will include:** reading approximately twelve major works in addition to shorter works; journal writing, expository essay writing, research paper writing and literary criticism.

You will need:

- A three ring binder with dividers, a section for note-taking, blue or black in pens
- A copy of any novel, play, essay, or short story we are reading in class
- A sharp, fresh mind full of questions for discussion each day

Grades:

- We will follow the grading scale as outlined in the student handbook
- Grades are calculated using total points
- AP Rubric for scoring essays
- English Department Rubrics for scoring papers
- Grades will be determined using a collection of total points of the following:
 - 30%-Quizzes, short- in class and out of class writing assignments
 - 30%-Papers (formal and practice essays), projects, and tests
 - 40%-Engagement, daily preparation, participation, and all other work or assignments

Syllabus:

-You will receive a weekly syllabus that indicates assignments and books needed day to day. I expect you to plan accordingly and follow the given schedule unless otherwise indicated. **This includes days you are absent!**

Notebooks:

- I expect you to take detailed, organized notes of class discussions-nothing will better prepare you for, and help you review for, the AP exam next spring. I reserve the right to check your notes as part of your participation grade at any point.
- You should keep an organized notebook with all the class handouts and your personal writing including all rough drafts and final products. **-Throw nothing away until you have passed the class!!**

Class Work and Homework Policies:

-TURN IT IN!! On-time quality work is expected of you. However, there will be times when you will not be able to turn in work promptly. I expect you to communicate clearly with me at such times (preferably in advance), and we will make arrangements together. If you let me know what's going on and why your work will potentially be late, I will do my best to help you and be accommodating. **Any abuse of my tolerance will not be accepted.**

-If you are absent, I expect you to take responsibility for your make-up work. I will certainly help you catch up if you need it, but I will not take extra class time to do so. Use your resources- weekly syllabi, classmates, and before- and after- class time with me to help yourself in making up missed work and assignments.

-As a general rule, be on time to class, come prepared, and come every day.

-Late work policies: **Any work turned in after I collect it is considered late.** This includes work that is turned in the same day, whether it is at the end of class or later that day in my mailbox. **Assignments will be deducted a letter grade for each day late and will only be accepted up to four days late. Incomplete work will be assessed at my discretion-I may give it some credit or none at all.**

-Should you disagree with me regarding a grade, your dispute should be submitted in writing for my review. I want to know what you dispute and what you suggest as a remedy. I will not accept a dispute for less than 5 points unless I have made a valid grading error. I will not tolerate arguing for points, in class or elsewhere, nor will I tolerate an unwilling attitude simply because we disagree. I am very reasonable and simply require time to reflect and review.

-Any and all class discussions are fair game for a test or quiz. This is an Advanced Placement class; I do not have to provide you written documents; you should be taking notes at all times. To keep up with the pace of this class you MUST not only take notes copiously but study them as well.

Technology policy:

The English Department expects that all work be handed in on time. For papers, students are required to turn in a hard copy. For projects such as a Power Point presentation or other projects completed electronically, students are required to have the project completed at the time it is due. Students should make every reasonable effort to use technology to complete work in a timely fashion and anticipate problems before they occur.

Plagiarism:

-Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense, and I will not tolerate it. At no point in the writing process should words or ideas that are not your own be represented as such. I will report all cases of suspected plagiarism to the administration and to your parents and you will not receive any credit for work that is not your own.

-Please review the school's handbook for the policy on plagiarism cases.

Weekly Components:

-Literary Device Study/Quiz

-Vocabulary Study/Quiz

-Poetry Terms Study/Quiz

Writing Overview:

One essay each nine weeks that may include though not be limited to the following topics:

-Tone -Attitude -Point of view -Character development -Irony
-Direct and Indirect Characterization -Imagery -Setting

Also each nine weeks you will compose each of the following larger works:

-Critical Analysis—My choice of text

-Research paper—Your choice of topic

-A Fiction Piece

-A Personal Narrative

Course Outline

Semester One

INTRODUCTORY UNIT (2 weeks)

Review Summer Assignment: Make Connections

- Percepolis, The Curious Incident of the Dog in the Night Time, and The Catcher in the Rye

Introduce Vocabulary Component as well as Poetry and Literature Terms Study + Film Analysis and use The Curious Incident of the Dog in the Night Time as a piece for enrichment.

Review Writing About Literature

- Rubrics
- The importance of tone
- The Writing Log and Binder
- Active & passive voice + No No's
- Conciseness: eliminating wordiness
- Paragraph unity and clarity in your work
- CSE (Claim/Support/Explanation)
- MLA format
- What makes a strong essay?

THE AWAKENING—KATE CHOPIN

- Focus of Analysis: Irony, attitude
- Thematic Focus: Self-knowledge, pride, arrogance, familial values, feminine perspective

THE LOVELY BONES---ALICE SEBOLD

SHORT STORY ANALYSIS UNIT

- Focus of Analysis: Various literary elements, as applicable
- Thematic Focus: Various themes

PRIDE AND PREJUDICE—JANE AUSTIN

- Focus of Analysis: Character, irony, point of view, characterization
- Thematic Focus: Women's Rights, women's duties/position
- Research and report on time period and practices

WAITING FOR GODOT AND EVERYMAN

- Focus of Analysis: Structure, diction, tone, symbolism, figurative language
- Thematic Focus: Journey, choices, nothingness, symbolism, questioning

OTHELLO—WILLIAM SHAKESPEARE

- Focus of Analysis: Shakespearean structure
- Thematic Focus: Anti-Semitism, disguise

POETRY –WITH OTHER WORKS (various selections from Sound and Sense, Perrine)

- Focus of Analysis: Elements of poetry
- Thematic Focus: Varies with poem
- Activity: Write a poem/ analyze many different types of poems

SEMESTER EXAM

- A cumulative exam will be given and exemption is not an option as seniors do not take finals.

Semester Two

OLIVER TWIST—CHARLES DICKENS

- Focus of Analysis: Humor, irony, satire, syntax
- Thematic Focus: Conventions, class, familial ties/hidden, treatment of children
- Students will have an independent assignment to mimic satire

CANTERBURY TALES—GEOFFREY CHAUCER

- Study the General Prologue (attempt to read in Middle English), *The Pardoner's Tale*, *The Knight's Tale*, and *The Miller's Tale*.
- Background information on Chaucer and his times
- Students complete an assignment after reading one more tale independently
- Focus of Analysis: Structure, diction, symbolism, imagery
- Thematic Focus: Chivalric values, love, human idealism

THE HANDMAID'S TALE—MARGARET ATWOOD

- Focus of Analysis: Reality, character, diction, attitude, point of view
- Thematic Focus: Identity and hidden identity, importance of names, female perspective, disorientation

THE METAMORPHOSIS--KAFKA

- Focus of Analysis: Point of view, diction, tone, imagery, syntax
- Thematic Focus: Individual vs. Society, innate vs. learned behavior, objective reality

THEIR EYES WERE WATCHING GOD—ZORA NEALE HURSTON

- Focus of Analysis: Plot, point of view, diction, tone
- Thematic Focus: Racism, and individual vs. societal norms
- Activity: Analyzing passages

FINAL PROJECT

- Students complete a research project that:
- Integrates the study of several of the literature/concepts/themes we have studied
- Incorporates web page or some other innovative use of technology
- Requires all students to both write and contribute during presentation
- Includes a paper of adequate length and sources

