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Conference Period: 5th period

Advanced Placement English Literature and Composition

Course Description and Goals

AP English Literature is a course in literary analysis designed to mirror the content and skills reflected in a college literature course. It is also a course focused upon preparation for the Advanced Placement Exam in English Literature. The curriculum and assessment will be delivered at a rapid pace. As students, you will be expected to keep apace with the class as well as complete the course requirement by taking the Advanced Placement Examination

The course will be presented as a seminar that will culminate in the Advanced Placement Examination. Such a course requires the in-depth reading of texts drawn from multiple genres, periods, and cultures with careful attention to textual detail and historical context.

In addition to addressing the California Content Standards, this course offers an interpretation that places the cultural institution of literature in a critical context.

Wide and diverse readings will be used as vehicles to develop the tools needed to interpret, both written and oral, a text's multiple meanings as well as evaluate a work's purpose and literary achievement.

Literary terminology (diction, syntax, figurative language, etc.) and rhetorical devices (ethos, pathos, logos, etc.) will be examined both for their inner dynamic and as products of discrete intellectual and historical influences.

Literary themes will be considered primarily as "ideology" utilized to analyze author's social and cultural commentary.

Argumentation strategies will be studied for their effective implementation within the literature as well as for their inclusion and development in student writing, assessed through written evaluation of individual essays, individual writer's conferences, and culminating portfolio assessment.

Throughout the course of the year, the students will hone their abilities to read quickly and insightfully. They will be able to articulate their insights coherently and logically through the posing of an integrated thesis and the substantiation of that thesis through the close, critical reading of multiple texts.

Ultimately, the course functions as a learning community through which the students develop the ability to develop and refine their skills through extensive reading of multiple texts, writing in multiple genres, and evaluations of both the formal and informal nature.

Course of Study (Genres to be Taught Throughout the Year; Texts Subject to Change per Teacher Discretion)

1. **Short Fiction**
 - a. *Metamorphosis*
 - b. *Heart of Darkness*
 - c. *The Stranger*
2. **Poetry**
 - a. **British Romantics**

- b. American Romantics
 - c. Modern
- 3. Long Fiction
 - a. *Pride and Prejudice*
 - b. *Wuthering Heights*
 - c. *Frankenstein*
 - d. *Brave New World*
- 4. Drama
 - a. *Oedipus Rex*
 - b. *Hamlet*
 - c. *Othello*
 - d. *The Importance of Being Earnest*
- 5. AP Test Prep, Practice, and Review

General Skills:

- Integrated thesis statements
- Introduction to and development of timed writings
- Style analysis of poetry, prose and expository texts through syntax, diction, and imagery
- Close Reading Techniques
- Evaluation of importance of theme in communicating social context
- Analysis of literature through tone and symbol, and figurative language
- Scoring of AP essays
- Practice multiple choice tests.
- Essay Scoring Training and Practice
- Reading and annotating expository/critical texts
- Utilization of secondary source material in analytical writing
- Development of autobiographical, expository writing
- Analysis of syntactical structures through literary term journals and close reads
- Vocabulary and literary term analysis and review

Genre Specific Skills

- Stylistic analysis through diction, syntax, imagery, metonymy, synecdoche
- Dramatic forms (comedy, tragedy, soliloquy)
- Metrics, scansion, free and blank verse
- Sonnet
- Conventions of verse and prose
- Poetic structure
- Rhetorical appeals (pathos, logos, ethos, etc.)
- Rhetorical devices
- Diction
- Analysis of literary devices in practice timed writings
- Allusions and archetypes
- Poetic meter and scansion
- Poetic forms, rhyme schemes, and rhythm
- Sound devices and their contribution to tone, mood and theme
- Explication of poetry
- Non-linear narration
- Stream of consciousness writing
- Fictional autobiography
- Diction, imagery, and syntax
- Archetypes: Mother, Noble Savage
- Allegory: Good and Evil
- Tone, imagery, syntax and their contribution to stream of consciousness narration

Textbooks and Materials (Material may be digital or print)

Aristotle, *Poetics*. Ed. Richard McKeon. New York: Modern Library Classics, 2001.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2002.

Camus, Albert. *The Stranger*. New York: Cambridge University Press, 2004.

Conrad, Joseph. *Heart of Darkness*. New York: Bedford Books, 1996.

Kafka, Franz. "The Metamorphosis." New York: Bantam Books, 1972.

Poetry Selections. [Link to Poetry Selections](#)

Shakespeare, William. *Hamlet*. New Jersey: Prentice Hall, 1603.

Sophocles. *Oedipus Rex*. *Classics in World Literature*. Ed. Mary Alice Fite, Paul Lankford, Helen McDonnell, John Fordresher, and Kerry M. Wood. Illinois: Scott Foresman, 1989.

Classroom Expectations and Materials

For our year to be successful, certain expectations must be met on a daily basis. These are some guidelines that should help us achieve our goal of a successful learning community.

Materials Suggested for Daily Optimal Success and Organization

1. A folder for assignments and LOTS of lined notebook paper OR access to your Google Drive with your digital notebook/folders
2. Any course texts in addition to independent reading material
3. Blue/Black pens and highlighters
4. Your chromebook and/or device(s)
5. A writing handbook and a handbook of literary terms
are STRONGLY recommended (suggestions will be provided)

Classroom Conduct Policies (Face to Face, Hybrid, and Distance Learning Models)

Classroom Conduct

1. Please be in your seat when the bell rings. Otherwise you will receive a detention.
2. Please remember that class does not end until the bell rings. As such, please do not pack your belongings until the appropriate time.
3. No food or drinks in class.
4. Please put all cell phones on vibrate and place them in your backpack unless otherwise asked.
5. Please come to class ready to learn. We have less than an hour together each day and I would like it to be time well spent.
6. Please respect your fellow classmates, **in ALL learning models!** Interaction is welcome; however, rudeness and lack of consideration are not.

Zoom/Meet Conduct and Digital Citizenship ([Link to Zoom Meeting Expectations](#))

1. Please make sure that you have a learning environment that is conducive to maximizing learning. This includes:
 - a. Having a quiet part of your home to function as your "classroom."
 - b. A place to sit and a place where you can place your class materials (table and chair, lap desk, etc.)
 - c. Class materials within reach (device, paper, pen, pencil, text, calculator, etc.)

2. Please be prepared to participate and to be visible during a portion of the class time. If there is a concern with this, please contact me as soon as possible.
 3. Please make sure that you are demonstrating and practicing safe, responsible and legal use of technology, presenting online as a responsible individual using technology in a positive way.
- **Regardless of the learning model, the following progression will be followed for impeding on the success of your learning and/or the learning of others (our goal is to help each other be successful, right?)**
 - **Discussion between student and teacher (potential removal from the class)**
 - **Removal from class, conference with student, parent, and teacher, administration notified**
 - **Removal from class, referral to administration for further intervention**

Academic Conduct and Grading Policy

At this point, it is necessary to outline the academic conduct guidelines, makeup work policies, and the grading policies for the class. Each student will be evaluated individually on his/her effort, attitude, and ability to complete class assignments and meet class objectives. Students will be responsible for in class assignment, group work, independent reading, and homework. Points will be given for each assignment in varying amounts depending on the weight of the assignment. If a student falls below the satisfactory level, a progress report will be sent home to the student and the parent/guardian. If a student is not performing to expectations regarding performance and/or motivation and effort, it may be recommended that the student be placed in a more successful learning environment.

Students will be graded on the following scale:

Category	Category Percentage	Assignment Examples
Writing	40%	<ul style="list-style-type: none"> • Thesis Statements • Line of Reasoning <ul style="list-style-type: none"> ○ Author's Purpose • Timed Writings • Close Readings • Summative Assessments <ul style="list-style-type: none"> ○ Project Based Learning ○ Written Unit Exams ○ Revision of Timed Writings
Critical Thinking	25%	<ul style="list-style-type: none"> • Annotations (quality) • Application/Analysis of Literary/Rhetorical Devices • Freewriting/Quick Writing • Reader Responses • Formative Assessments <ul style="list-style-type: none"> ○ Book Bytes ○ Subjective Quizzes ○ AP Multiple Choice Practice
Reading/Reading Comprehension	20%	<ul style="list-style-type: none"> • Completion of Reading • Knowledge/Identification

		of Literary/Rhetorical Devices <ul style="list-style-type: none"> • Summarization of Text • Reviewing of Key Elements • Formative Assessments <ul style="list-style-type: none"> ○ Objective Quizzes ○ Partner/Class Discussion
Speaking and Listening	15%	<ul style="list-style-type: none"> • Attendance • Engaging in Class Discussion • Asking Questions • Presenting Material • Feedback and Grading Conferences

Academic Conduct and Makeup Work Policies

1. All work will be done neatly and handed in on time. **All assignments are due by the submission date noted in Google Classroom or at the beginning of the period unless otherwise indicated.** If the assignment is turned in later during the day (including the class period), it will still be marked late unless the teacher has approved previous arrangements. **If an assignment is emailed, it must be received no later than the aforementioned times.**
2. **Assignments will be accepted late, however only after the student and the teacher have communicated and determined a schedule.**
3. Assignments will be given daily, over weekends, and during school breaks. Please pace yourself and allow time for up to thirty pages of reading a night and/or any written assignments.
4. **All written assignments will be completed in blue or black ink. An assignment will be returned to the student and may be accepted later for reduced credit; please refer to policy #2, or see #5 below.**
5. **All essays will be typed in a 12-point font, double-spaced with a one-inch margin. An assignment will be returned to the student and may be accepted later for reduced credit.**
6. If you have an excused absence, makeup work will be given in accordance with the district policy. Per FJUHS AR 5512(b), "Upon returning to school, a student will be allowed one day to make up work missed for each day absent unless time is extended by the teacher. Makeup work will be included in determining the letter grade. Some grades are an evaluation of groups activities and class experiences that cannot be duplicated by individual makeup, and the letter grade of an absent student may be adversely affected." If you have an unexcused absence, makeup work will not be given. Per FJUHS BP 5110, "unauthorized absence from class or other planned learning activity or failure to make up work from an authorized absence may affect student achievement and may result in a lower grade being earned and/or fewer units of credit being earned by the student."
7. **If you are participating in a school-sanctioned activity, you are still responsible for any work assigned or due on that day. Please refer to the aforementioned reference regarding authorized absences in policy #6.**
8. **Cheating or plagiarism, in any form, will not be tolerated.** Anyone caught cheating on an exam or assignment will receive a failing grade and will also be reported to the site administration. In order to guarantee that you are not suspected of cheating, please make sure that your work is original and sources are properly cited. Do not converse with others during the quizzes and exams. The first offense results in a "F" on the assignment and a parent conference. The second offense will result in removal from the class with a failing grade.

Although these may seem like a lot of restrictions, I believe that this will create a positive and successful learning environment. Please read and discuss this handout with your parents/guardian. Afterward, please

sign and return the attached paper and return it to Mrs. Rodriguez-Kam. If there are any questions during the year, I may be reached at (714) 992-8710 or via e-mail trodriguezkam@fjuhsd.org. I look forward to continued communication throughout the year. With the participation of all parties, I am confident that we will meet our goals. This is an exciting time in all of our lives, and I look forward to sharing the year with you!

We have read and understood the Course Goals, Expectations, and Policies that Mrs. Rodriguez-Kam has given for this class.

Student

Parent/Guardian

Tamara Rodriguez-Kam

Date