

AP English Literature and Composition Syllabus

School: Mililani High School

Instructor: Donald Leong

Classroom: H-106

Email: donald.leong@k12.hi.us

School Phone: 307-4305

SCHOOL VISION

We, at Mililani High School, envision a safe, nurturing learning community that guides and supports all its members in their efforts to become responsible, productive citizens. In addition, this course's goal is to meet both the General Learner Outcomes (GLOs) and the Common Core State Standards for English Language Arts.

GENERAL LEARNER OUTCOMES (GLOs)

GLO #1: Self-Directed Learner

GLO #2: Community Contributor

GLO #3: Complex Thinker

GLO #4: Quality Producer

GLO #5: Effective Communicator

GLO #6: Effective and Ethical User of Technology

Course Description

The AP English Literature and Composition course is designed and taught with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description (CED), including the fundamentals of literary analysis and introductory college composition. Each week, students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present. The course focuses on the experience, interpretation, and evaluation of literature, additionally writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations, regular classroom discussions and acting as discussion facilitators.

Writing Obligations

In-class writing: Timed writing assignments are given approximately every two to three weeks. Topics usually arise from the readings and relate to questions of character, setting, structure, narration, figurative language, and literary analysis. Sometimes, these focus on works not previously studied in class, such as those found on the AP poetry and prose question prompts. Students engage in the writing process through writing thesis statements,

paragraphs, and full-length essays that incorporate textual evidence and commentary.

Essays: Student essays are two to four pages in length. All essays prepared outside of class must be typed. These critical essays challenge students to develop a sophisticated literary argument about a selected work. The student may focus on a thematic topic, but the essay should also emphasize the effect of one to two literary elements and techniques. A first draft is typically due one week prior to the final draft due date. Drafts are returned with suggestions and comments that may be incorporated into the final draft. Individual writing conferences may be arranged on a case-by-case basis. Essays are evaluated on their strength of argument, depth of literary analysis, originality of thought, style, and mechanics.

Essay Revisions: Students submit drafts to the instructor on a regular basis, as well as participate in peer revision and editing reviews. Longer essays are revised at least once, but students have the opportunity to submit additional revisions depending on the schedule of the assignment. Students may schedule revision conferences with the instructor prior to and after submission date.

Literature Discussion: For each novel and drama studied in the course, students will be asked to complete corresponding analysis and interpretation activities. These assignments require students to write on the following topics: characterization, setting, plot, symbolism, style, and theme, often discussing quotations that are representative of the work as a whole. These assignments are valuable in preparing students for in class writing and exams, as well as for the AP English Literature and Composition exam in May.

Quizzes: May be assigned after certain readings or assignments to assess comprehension of details and topics discussed.

Discussions: A student's primary goal is to help orchestrate a rich, fruitful discussion. Students, after reading selected material, may be asked to address or create thought-provoking questions to guide, nurture, and stimulate collaborative discourse.

Writing Activities: We frequently score student samples from previous AP English Literature and Composition exams using the six-point rubrics. We review and discuss the rubrics, and students score essays individually and in groups. In addition, students are required to locate model sentences that demonstrate the accurate use of literary terms, effects of terms, supporting quotations, and overall sophistication. Students are also required to locate sentences in their own essays that require revision and use the high-scoring sample essays as models for revisions. We also use these samples in conjunction with the students' own writing to improve writing technique, vocabulary development, variety of sentence structure, use of transitions, and effective organization.

On a regular basis, students will take part in focused activities in efforts to develop their skills in diction, tone, syntax, use of detail, voice, and imagery. Students work on these assignments individually, in small groups, and as a class.

Multiple Choice Assessments: Practice multiple-choice questions from previously released AP exams and Question Bank on AP Classroom are given regularly, especially as we get closer to the AP English Literature and Composition exam in May.

Class Supplies:

1. Notebook
2. Pen
3. Highlighters
4. Chromebook/Laptop

Reading: Students are expected to keep a reading journal where they actively respond to the literature through literary commentary, dialectical journals, and reflect on class discussion of close reading of a piece of literature using specific evidence to support any inferencing.

Students will also build vocabulary lists stemming from literature studied in the course. This vocabulary will be integrated into their writing assignments and annotated in drafts related to the literature studied.

Major Titles

Title	Author	Type	Published
<i>A Tale of Two Cities</i>	Charles Dickens	British Lit.	1859
<i>The Importance of Being Earnest</i>	Oscar Wilde	British Lit.	1895
<i>The Metamorphosis</i>	Franz Kafka	World. Lit.	1915
<i>A Streetcar Named Desire</i>	Tennessee Williams	American Lit.	1947
<i>Hamlet</i>	William Shakespeare	British Lit.	1603

*Some of the reading assignments for our course deal with mature content. They have been selected from a list of works that have appeared on previous AP Literature and Composition Exams. It is my hope that you feel your student is mature enough to read and discuss aspects of these pieces as they pertain to literary analysis. If there are any questions or concerns, please feel free to contact me.

In addition to the titles listed above, students will be expected to select additional titles to read in groups and discuss/present analysis through projects.

Short Stories and Poetry will also be included in the curriculum and will be pulled from the textbooks listed below.

TEXTBOOKS:

Arp, Thomas, and Greg Johnson, eds. *Perrine's Literature: Structure, Sound & Sense*. 12th edition. Cengage Learning

DiYanni, Robert, ed. *Literature: Reading Fiction, Poetry and Drama*. Compact edition. McGraw-Hill.

Vendler, Helen, ed. *Poems, Poets, and Poetry*. 3rd edition. Bedford/St. Martin's

GRADING SCHEME

The grades for this course will be obtained by totaling the points earned from the following sections with the corresponding weights:

1. Formative Assessments (General Homework and Classwork) – 25%
2. Writing/Reading Process (Drafts, Revisions, Commentaries, and Journals) – 25%
3. Summative Assessment (Final Draft, Quizzes, Exams, and Projects) – 50%

Final grades are posted every quarter and are based on the student demonstrating mastery of the course work and being able to meet or exceed Language Arts Standards by doing well in all of the basic activities. A running total of grades will be posted online. Final grades may be viewed after deadlines set by the school registrar. Students are also able to look on google classroom for reminders, due dates, assignment requirements, clarification, etc. as pertains to the course.

. The grades will be assigned according to the following grading scale:

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 68%

ABSENCES AND TARDIES

All students are required to attend class during scheduled time, be present, and punctual. An excused absence is required for any makeup work missed. It is the responsibility of the student to provide proof of excused absence within three days from the day he/she returns to class for any work missed. The teacher and student will agree upon a reasonable amount of time to complete the missed work.

HOMEWORK POLICY

This is a college preparatory course and students will know due dates and assignments beforehand in order to meet assignment requirements. Work submitted after the designated due date may be subject to partial or no credit; however, 504 and SPED modifications will be noted and will be put into effect with every effort to build student capabilities.

CLASS MANAGEMENT PLAN

In order to ensure that *each* and *every student* in our class has a safe and effective environment conducive for learning, students will follow the Four Agreements along with other Classroom Rules:

1. **Mutual Respect:** *for the teacher, their classmates, and for themselves. This will include treating each other well, being attentive and supportive, and taking care of the*

classroom and their belongings.

2. Responsibility: *This is being able to note down all assignment requirements, assignment and project due dates, meeting their roles and duties as a member of a group, and keeping on top of things.*

3. Punctuality: *This is coming to class on time, ready to work, and having all materials for assignments and daily work ready. It is turning work in on time or earlier if possible.*

4. Productivity: *This is being mindful of producing the best possible work they can that shows pride. It is keeping on task during long-term projects or papers. It is doing a little each day to keep up with the pace of the course.*

CONSEQUENCES: Students are expected to act with maturity and respect at ALL times. When they are unable to do so, I will:

First offense: Give verbal warning

Second offense Have a conference with them

Third offense: Call home

Fourth Offense Have a parent/teacher/student/counselor/administrator conference.

Plagiarism – any instance of academic dishonesty in the sense of passing your old work, another person's assignment, or publications material as your own for a grade will result in a zero score without the possibility to redo the assignment.

Technology:

Please refer to the online learning protocols noted in the MHS Return to Campus Packet.

bit.ly/mhsparentpacket

As we strive to provide an enriching and engaging learning experience, third party programs may be included in instructional activities (e.g. flipgrid and padlet). If you have concerns related to your student's usage of programs like these, please contact me as soon as possible.

Please complete the following Personal Data and Contact Sheet with your student and have them submit it digitally through google classroom.