

AP English Literature and Composition Syllabus

INSTRUCTOR INFORMATION

Ms. Jessica Weiss

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Live Hours: See course content or announcements

CONTACT INFORMATION

I am available by email at any time. Please feel free to contact me if you have any questions regarding your assignments. Every effort will be made to reply to you immediately. I make a point to respond to emails within 24 hours on weekdays and 48 hours on weekends.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online courses must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE OVERVIEW

The purpose of this course is to assist learners in writing more effectively in high school courses and in their future college courses, as well as in their personal and professional lives. This course is designed to meet and exceed the guidelines and requirements of the *AP English Course Description*. Through this course, learners will be expected to engage in the critical reading of a variety of imaginative literature.

This course includes a variety of writing: writing to understand, writing to explain, and writing to evaluate. Learners will write a great deal in this course and will be required to revise certain pieces through a multi-draft process. Learners will examine their choice of language and the appropriate use of words, coherence, organization - creating balance between generalizations and illustrative details - and overall effective sentence patterns.

COURSE DESCRIPTION

The goal of AP English Literature and Composition is to engage learners in careful close-reading and critical analysis of imaginative literature. Learners will cultivate reading and writing skills for college success and cultural understanding through project-based learning. Through this course, learners will read literary works from a wide array of genres and periods that have been recognized for their literary merit and societal impact. Learners will deepen their understanding of literature, language and their analysis, to provide both purpose and pleasure. Learners will become more reflective and critical readers and writers, analyzing, synthesizing and responding to texts written by

diverse authors with varied aesthetics. Learners will consider how a work's style, structure, and theme shape its impact as a text. They will also examine the smaller ingredients such as figurative language, imagery, symbolism and tone, to see how they contribute to the whole. Through close reading, evaluation, argument and composition, learners will develop critical literacy, learning how to read like writers and write like readers.

COURSE OBJECTIVES

The AP English Literature and Composition course is a college level course studying imaginative fiction. learners will encounter a wide variety of texts and modes of writing throughout the course. By the end of the course learners will:

- Carefully read and critically analyze imaginative literature.
- Read and analyze works of literary merit from American and British authors from various literary time periods and styles.
- Understand how writers use language literally and figuratively to provide meaning and pleasure.
- Consider a work's structure, style, and themes as well as smaller scale elements of fiction like the use of figurative language, and other tropes.
- Study representative works from various genres and periods and nations, and they will know a few works in depth.
- Understand how meaning is embedded in a work as a whole.
- Write critical analysis of literature including informal and formal, expository, analytical, and argumentative essays in order to deeper appreciate imaginative literature.
- Write with increased confidence and effectiveness in order to discover and clarify ideas.
- Have increased their ability to write academically and reflectively.
- Have a deeper understanding of the conventions of MLA and other citation styles and how to use information from primary and secondary sources in essays.
- Have matured as writers and readers.
- Have increased skill and confidence when dealing with complex texts.
- Have moved beyond formulaic responses.
- Have developed their own individual writing process including gathering ideas, revising content, revising structure and grammar, and publishing.

STANDARDS MET

This course meets the following California state standards: [California Common Core State Standards for English Language Arts](#).

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late.

This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If learners are struggling to complete their work or they need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the course!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, and through discussion boards (or other communication) where they converse with their peers and facilitator, by reading the assigned readings, submitting assignments, offering feedback on peer writing and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All assignments for the week are due Friday unless otherwise stated. The weekly schedule offers suggested pacing. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule.

It's recommended that all learners write formal essays in Google docs and share them with editing access just with their facilitator (a shared link linked in the assignment submission text box is easiest).

NON-HARASSMENT

Learners are expected to treat fellow learners, and their facilitators, with respect. No form of a “hostile environment” or “harassment” will be tolerated by any learner or facilitator.

For more information on good etiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the course. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

AP EXAM INFORMATION

Please register for the exam in the fall, looking out for announcements from your facilitator to make the deadline.

The exam will cost around \$98, but fee reductions are available. For more information regarding the course and exam, please visit the following websites:

www.apcentral.collegeboard.com and www.collegeboard.com

EXAM FORMAT

Section I

Multiple Choice—55 Questions | 1 Hour | 45% of Exam Score

- Includes excerpts from drama, verse, or prose fiction
- Each excerpt is accompanied by several multiple-choice questions

Section II

Free Response—3 Free-Response Questions | 2 Hours | 55% of Exam Score

learners write essays that respond to three free-response prompts from the following categories:

- A literary analysis of a given poem
- A literary analysis of a given passage of prose fiction (this may include drama)

- An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the learner

COURSE POLICY AND PROCEDURES

READING ASSIGNMENTS

The essential requirement for this course is that learners must read every assignment—read closely and deliberately as well as reread. While being aware of emotional response to the literature is important and will help engage learners in active reading, ultimately, learners’ purpose is interpretation. This course will require more reading than most courses require, and because of this, learners will need to plan and be diligent and disciplined. While the majority of the reading during the course will be fiction, there will be some creative non-fiction as well. Most of the reading will be done prior to course time, and every learner is expected to do the assigned reading, making annotations along the way, in order to thoughtfully and positively contribute to discussion. Readings will cover a variety of genres, time periods, and cultures – from the 16th to the 21st centuries.

Through the course, learners will engage in the study of vocabulary and literary devices to aid their comprehension of complex texts and their own speaking and writing.

WRITING ASSIGNMENTS

All learners will write multiple critical essays analyzing poetry, drama, and novels. Each essay will use specific, illustrative evidence in order to articulate an argument about the poem, drama, or longer work of fiction. These essays will require learners to do a close reading of structure, style, and historical and cultural significance.

Learners will also be required to complete all writing assignments in the course. Some writing will focus on elements of an essay, or on developing voice and style. Other writing assignments will adhere to the strict guidelines of the AP exam like time limits and formatting.

REVISION

Revision is a pillar of the writing process. Learners will have opportunities to revise essays for an improved score provided a good-faith effort has been made to meet the requirements of the revision process (e.g. doing more work to revise the paper than simply fixing cosmetic/spelling errors).

AP ENGLISH LITERATURE AND COMPOSITION GLOSSARY OF TERMS-

Learners will be responsible for memorizing, identifying, defining and applying literary devices and identified AP Literature terms in their writing. There will be assessments via writing and quizzes to test the application and mastery of said terms.

MULTIPLE CHOICE LOGS- Learners are responsible for keeping track of their multiple choice assessment logs. They will need to calculate the percentage of each assessment and the log the details on the doc shared with their facilitator. Learners will be responsible for reflections, outlining goals, submitting justifications and test corrections, writing their own multiple choice assessments and more.

VOCABULARY FILE – Learners are required to identify, define and effectively apply various required vocabulary terms. In this course, learners will expand their vocabulary by 1000 words, not including literary terms. Learners will be introduced to a new set of SAT vocabulary terms each week, on top of AP Literature and Composition key terms. Vocab for the week will be assigned by letter of the alphabet, the first week beginning with A. An index card will be made for each term using the Fryer model. learners will be required to keep their cards in alphabetical order on their ring at all times. There will be weekly vocab assessments, and monthly cumulative tests to assess learner knowledge of each word/term. They will also be required to effectively and eloquently use specific vocab words in their daily writing and larger writing assignments. Failure to apply both literary devices and terms as well as vocab words in your writing will severely affect your grade.

DAILY WRITING PROMPTS- To become more masterful at timed response writing and generally improve writing skills, learners should be writing every day for a minimum of 20 minutes. Prompts are available online for the AP Lit test.

FACILITATOR FEEDBACK- Facilitator feedback will be given on every submitted writing assignment on multiple drafts and forms. The facilitator will give the learner writing feedback on each assignment, looking specifically at structure, diction, evidence, argument, personal style, and more. Learners will then revise and resubmit their work. Learners will receive facilitator assigned writing goals with specific areas of improvement and corresponding action steps.

Requirements for every writing assignment (other than timed essays): All writing assignment to meet the criteria must include the following

- Advanced diction using SAT-level vocabulary
- Syntactical variety, which employs the different kinds of sentence, like periodic, loose, balanced, etc. as well as literary devices like anaphora, chiasmus, imagery, etc.
- Logical organization that shows mastery of repetition, transitions, emphasis, etc.
- An effective use of rhetoric including controlling and eloquent tone, personal voice and natural flow.

COURSE OUTLINE

AP Literature: (Weeks are called Blocks in Brightspace Content)

Semester A:

- Unit 1: Blocks 1-2: Close Reading
 - .25 Sign up for College Board
 - .5 Assignment .5 AP Agreement
 - 0: Discussion 0: Introductions
 - 1: Discussion 1: Testing Your Knowledge of Literary Devices
 - 1: Assignment 1: Close Reading a Short Story
 - 2: Discussion 2: Where I Lived and What I Lived For
 - 2: Assignment 2: Self Reliance
- Unit 2: Blocks 3-5: The Novel
 - 3: Discussion 3: Gathering Evidence from The Catcher in the Rye
 - 3: Assignment 3: Starting The Catcher in the Rye
 - 4: Discussion 4: Style in the Catcher in the Rye
 - 4: Assignment 4: Writing About Catcher in the Rye
 - 5: Assignment 5: Adolescent Idealism: The Catcher in the Rye
- Unit 3: Blocks 6-11 Poetry and Supernatural Drama
 - 6: Discussion 6: Romanticism Poetry
 - 6: Assignment 6: Multiple Choice Practice and Test Corrections
 - 7: Discussion 7: About the Novel
 - 7: Assignment 7: Annotating the Novel
 - 8: Discussion 8: Elegy Written in a Country Churchyard
 - 8: Assignment 8: Literary Argument Practice
 - 9: Discussion 9: Multiple Choice Practice
 - 9: Assignment 9: Comparison Poster
 - 10: Discussion 10: Reflection
 - 10: Assignment 10: More About Novels
 - 11: Assignment 11: Reading Your Book through a Critical Lens
- Unit 4: Social Commentary and Poetry
 - 12: Discussion 12: Read and Rate Poetry Analysis
 - 12: Assignment 12: Scarlet Letter
 - 13: Discussion 13: Analyzing Themes from the Scarlet Letter
 - 13: Assignment 13: Poetry Analysis Essay
 - 14: Final Assignment 14: Scarlet Letter Final Essays
- Culminating Project: a presentation

Semester B:

- Unit 1: Close reading Poetry
 - 0: Discussion 0: Introductions
 - 1: Discussion 1: Literary Devices
 - 1: Assignment 1: Poetry: Close Read and Annotation
 - 2: Discussion 2: 1-14 Analyzing Your Answers
 - 2: Assignment 2: Poetry Analysis
 - 3: Discussion 3: Writing Your Own Satire and Waiting for Godot
 - 3: Assignment 3: Annotating and Analyzing the Texts
- Unit 2: Novels
 - 4: Discussion 4: Multiple Choice Practice
 - 4: Assignment 4: Multiple Choice Test and Presentation
 - 5: Discussion 5: Prose Argument Prompt
 - 5: Assignment 5: Notes and Analysis for Great Expectations
 - 6: Discussion 6: Great Expectations
 - 6: Assignment 6: Bildungsroman and Great Expectations
 - 7: Discussion 7: Invisibility: Analyzing the Prologue of Invisible Man
 - 7: Assignment 7: Notes and Analysis for Invisible Man
 - 8: Discussion 8: We Wear the Mask and Multiple Choice
 - 8: Assignment 8: Poetry Analysis Essay
 - 9: Discussion 9: Reflection on Invisible Man
 - 9: Assignment 9: Invisible Man Open FRQ Essay
- Unit 3: Hamlet and Test Prep
 - 10: Discussion 10: Read and Rate: Prose Fiction Analysis
 - 10: Assignment 10: Prose Fiction FRQ
 - 11: Discussion 11: To Be or Not To Be?
 - 11: Assignment 11: Literary Argument FRQ
 - 12: Discussion 12: Multiple Choice Practice
 - 12: Assignment 12: Full AP Test Practice
- Unit 4: Book to Movie, Choose Your Own Adventure, and Poetry
 - 13: Discussion 13: Film Studies
 - 13: Assignment 13: Book to Film Analysis
 - 14: Discussion 14: Course Reflection
 - 14: Assignment 14: Choose Your Own Adventure
- Culminating Project: Writing Portfolio

AP Literature Texts for both semesters:

Hamlet

“A Modest Proposal” (an essay)

Wuthering Heights

Frankenstein (this is in the 12th grade course)

The Scarlet Letter

The Strange Case of Dr. Jekyll and Mr. Hyde

Great Expectations

Waiting for Godot

“Self-Reliance” (an essay)

The Invisible Man (by Ralph Ellison)

Catcher in the Rye

A selection of poetry and one contemporary American lit book

Culminating Project

A final project will consist of a creative product through extended analysis that synthesizes the themes and issues studied throughout the course (including the final seminar work). Learners will prepare to present their project to the course via video or screencast. However, before they do so learners will present in small online groups to their peers to garner feedback. Their online group will review strengths, areas of improvements. Learners will then send a form presentation. With this project, learners will reflect on the course, citing texts read in the course.

RESOURCES/MATERIALS USED IN THIS COURSE

Semester A:

Unit 1: Blocks 1-2 Resources:

- Youtube: AP Exam Intro, close reading, literary devices, figures of speech, AP Lit annotating, Transcendentalism, Ace the Prose Essay, Prose Fiction Rubric Explained, and AP Lit Commentary
- Facilitator created content: How to Write With Style and Analytical writing guide and video
- Other Reading Resources: Literary Analysis Handout, Theme Handout, integrating quotes, and analyzing diction and writing with style
- Official College Board Resource: sample prose fiction essays and commentaries

Unit 2: Blocks 3-5 Resources:

- Youtube: Catcher in the Rye videos, how to analyze quotes in literature, how to annotate fiction, literary argument brainstorm, topic sentences, AP Lit thesis template, how to write a literary analysis introduction paragraph, AP Lit line of reasoning, and how to integrate quotes
- Facilitator created content: Transition words and Using AP Classroom Video
- Other Reading Resources: Verbs to use in AP discourse

- Official College Board Resource: Official prompts for literary argument

Unit 3: Blocks 6-11 Resources:

- Youtube: Romanticism, Wuthering Heights videos, multiple choice strategies, Alexander Pope videos, Sound and Sense Essay Criticism, the difference between structure and form, timed essay strategies, literary argument essay videos, strong body paragraphs for literary argument, the sophistication point, Frankenstein videos, Victorian Literature, Jekyll and Hyde analysis, and critical lenses in literature
- Facilitator created content: Critical Lenses in Literature (includes other reading resources)
- Other Reading Resources: Literary Theories handout and Elegy, Gothic time period, romanticism, and frame story
- Official College Board Resource: official prompt, rubric, and sample essays and commentaries for the literary argument essay

Unit 4: Blocks 12-14 Resources:

- Youtube: Scarlet Letter videos, Walt Whitman, Emily Dickinson and how she writes poetry, Ace the poetry essay, poetry analysis rubric explained, Q2 Prompt Breakdown, and Sophisticated Conclusions for Prose Analysis
- Facilitator created content: iLead students perform Emily Dickinson
- Other Reading Resources: Theme handout, Themes in the Scarlet Letter
- Official College Board Resource: Official sample essays and scoring commentaries and free response questions

Semester B:

Unit 1: Blocks 1-3 Resources:

- Youtube: AP Lit Exam Overview, How to Ace the AP Literature Prose Essay, How to Analyze a Poem, Intro to Literary Devices, Annotate With Me, Annotating Diction and Syntax, Diction AP Cram Session, How to Explain Diction in a Text, AP Lit Multiple Choice Reasons Answers May Be Wrong, AP Lit Multiple Choice Strategies, Modernism, Samuel Beckett, Interview with Ian McKellan and Patrick Stewart, Waiting for Godot, Satire 60 Second Recap, What is Satire, and The Literary Eras The Enlightenment
- Facilitator created content: How to Write With Style, and AP Literary Analysis Structure Doc
- Other Reading Resources: “Those Winter Sundays” and “The School Children,” Literary Analysis Handout, How to Write a Literary Analysis handout, Integrating Quotes Seamlessly, Irony, Sarcasm, and Satire handout, Irony handout, and Lit Charts A Modest Proposal

Unit 3: Blocks 4-9 Resources:

- Youtube: AP Lit Open Ended Essays Tips and Tricks, AP Lit Q3, Great Expectations Themes Analysis, Crash Course The Invisible Man, and Course Hero The Invisible Man

- Other Reading Resources: Intro to the Victorian Era, “We Wear the Mask,” and AP Lit Reading List

Unit 4: Blocks 10-12 Resources:

- Youtube: Intro to Shakespeare, How to Read Shakespeare, Crash Course Hamlet Part 1, Contexts of 16th and 17th century poetry, Multiple Choice Strategies, and AP Exam Hacks for Multiple Choice
- Official College Board Resource: sample prose fiction essays and commentaries

Unit 5: Blocks 13-14 Resources:

- Youtube: How to Watch and Analyze a Film,
- Facilitator created content: Film Studies terms
- Other Reading Resources: How to Read a Film

*The facilitator reserves rights to edit or modify this syllabus as need be with approval from the CollegeBoard.

Let’s have a great year reading, writing and studying literature.