**AP Literature Course Syllabus**

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**Course Description:**

“An AP English Literature and Composition course engages in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. As students read, they should consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.”

~College Board

**Book List:**

Below is a tentative list of the works we will be covering over the course of the school year. Many students opt to purchase the texts so they can annotate and more easily refer back to them, but this is in no way required. All required texts will be provided for students.

|  |  |  |
| --- | --- | --- |
| **Title** | **Author** | **ISBN** |
| **Novels** | | |
| *1984* | George Orwell | 0-8810-3036-8 |
| *Brave New World* | Aldous Huxley | 1417761032 |
| *Grendel* | John Gardner | 0-8085-6648-2 |
| *Heart of Darkness* | Joseph Conrad | 978-141782584-4 |
| *Jane Eyre* | Charlotte Bronte | 978-141782419-9 |
| *Lord of the Flies* | William Golding | 0881030317 |
| *Pride and Prejudice* | Jane Austen | 978-141781421-3 |
| *The Sound and the Fury* | William Faulkner |  |
| *Wuthering Heights* | Emily Bronte | 1-4177-3920-7 |
| *Frankenstein* | Mary Shelley | 0-8085-1955-7 |
| *Dr. Jekyll and Mr. Hyde* | Robert Louis Stevenson | 1-4176-4712-4 |
| ***Poetry*** | | |
| *Beowulf* (epic) | Anonymous | 978-141782421-2 |
| ***Plays*** | | |
| *An Enemy of the People* | Henrik Ibsen | 978-141782585-1 |
| *Hamlet* | Shakespeare |  |
| *King Lear* | Shakespeare | 0-14-071490-1 |
| *Macbeth* | Shakespeare | In textbook |
| *Othello* | Shakespeare | 1-4176-6484-3 |
| *A Streetcar Named Desire* | Tennessee Williams | 0-8085-0905-5 |
| **Textbooks** | | |
| *Elements of Literature*, 6th edition | Marie Price |  |
| *The Norton Reader: An Anthology of Nonfiction* | Linda Peterson |  |
| *Perrine’s Literature: Structure, Sound, and Sense* | Thomas R. Arp and Greg Johnson |  |
| *Essential Literary Terms* | Sharon Hamilton |  |

# In previous years, students have found *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* (revised edition) to be an extremely helpful resource in analyzing literature; however, we do not have copies of the book at the school. We will be covering the material through lecture, but it would be highly beneficial for students to read the full text on their own. I have also included a copy of the PDF version in my resources page.

**\*Note: The ISBN numbers are listed solely for your benefit. If you opt to purchase any of these works, you are welcome to choose other editions, especially if you prefer paperback.**

College Board AP Central. AP English Literature and Composition Course Description. 2006. 13 July 2006. <http://apcentral.collegeboard.com />.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 6th ed. New York: Modern Language Association of America, 2004.

Hacker, Diana. A Writer’s Reference. 6th ed. Boston: Bedford/St. Martin’s, 2007.

Sebranek, Patrick, et al. Writers Inc: Student Handbook for Writing and Learning. Wilmington, MA: WRITE SOURCE-Houghton Mifflin, 2001.

In addition, texts covered will include a selection of short stories (tentative: John Collier - “The Chaser”; Kate Chopin - "Story of an Hour"; Ernest Hemingway - "Hills Like White Elephants"; Joyce Carol Oates - "Where Are You Going, Where Have You Been?"; Zora Neale Hurston - "Sweat"; John Updike - "A&P"; Charlotte Perkins Gilman - "The Yellow Wallpaper"; Eudora Welty - "Livvie"), biblical stories, and poetry spanning several time periods. Selections for these will vary daily. The expectation is that major works will be read outside of class and some supplemental texts will be read in class. Copies of texts can be purchased or borrowed from most libraries. Select titles can be borrowed from the HSHS Media Center or English Department. A month’s notice will be given before each title is required.

This course is the equivalent to a sophomore-level college literature course. Quality literature delves deeply into the human condition. Exploring the human condition can lead to discussions that require a high level of maturity. These readings and resulting conversations are crucial to the development of any college bound student. **As such, the texts in this class can contain material of a sensitive and mature nature. Please contact me if you have a concern regarding any of the texts we cover this year.**

**Course Format:** Class periods will generally follow the following format:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday  Test prep day | Thursday | Friday |
| Opening Poem | Opening poem | Opening Poem | Opening Poem | Opening Poem |
| Close reading presentation | Close reading presentation | Close reading presentation | Close reading presentation | Close reading presentation |
| Essential Lit turned in | Seminar 1 | Poetry review | Critical essays, short stories, or religious and mythological stories for background | Seminar 2 |
| New topic of the week (critical lens, lit device, etc) | Vocabulary practice and grammar practice (style) | Writing and MC practice | Vocabulary practice and grammar practice (style) | Writing and MC practice |

**Socratic seminars will require pre-reading and annotation of novels, discussion, and reflection skills.**

**YOU WILL WRITE AND READ EVERY DAY** in this course. By signing the attached agreement, you agree to keep a mature attitude and open mind during class discussion, dedicate a minimum of one hour reading per day, and remain open to constructive criticism to improve writing style and deepen critical thinking skills.

**Attendance: Come to class every day!**  It’s the first step to passing and earning credit.  If you’re absent, you are still responsible for the work you missed, and since the pace of AP classes is fast, absences can cause you to fall behind very quickly.    Of course, illnesses and emergencies are unavoidable, and we will work together to make up work missed on those days.  ***It’s your responsibility to ask, at an appropriate time, for the work you missed AFTER you have checked the class website (***[sandershshs@weebly.com](mailto:sandershshs@weebly.com)) ***for this material*.**

**Need Help?** Come to my HOT Lunch Tutorials on Mondays (A) and Thursdays (B) or request to visit me during office hours most week days 2:30-3:30 P.M. You may also request assistance via email (using your WCPSS email address) or through the course wiki page. Don’t wait until it’s too late. Seek my help early!

**Turning in Assignments**: All assignments (unless otherwise directed) will be turned into the class period’s inbox in the classroom. All graded work will be distributed from the class period’s outbox. Do not place assignments to be graded anywhere on my desk, under the door, etc. If they are not placed into the inbox by the due date, or sent to me digitally, they are considered late.

***Late work:*** You are expected to adhere to established due dates for all assignments.  In the unlikely event that an assignment is late, it will receive an 8 point deduction for each day it is late for a total of 5 days per HSHS policy. After this 5 day period, the highest possible score for any assignment is a 60. *No late work can be turned in after each nearest upcoming interim*. ***All essays are due on the assigned due date. If you are absent, submit the assignment electronically.***

**Academic Integrity:** Any assignment shown to be plagiarized will receive a zero grade. The student will be given an opportunity to complete an alternative assignment, but the highest possible grade will be a 70.

**Grading:** As always, every student begins the semester with a 100%. Grades will be based on major assignments (essays, projects, seminars, benchmarks, accumulations of ongoing assignments, etc), minor assignments (quizzes, minor responses/essays/projects, journals, etc ), and class work/homework.  You’re expected to complete all assignments, actively participate in class, and take pride in the quality of your assignments.

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The grading scale is as follows:

90-100%              A

80-89%                B

70-79%                C

60-69%                 D

0-59% or lower     F

The assessment scale is as follows:

Major Grades 50%

Minor Grades 35%

Homework/Classwork 15%

**Final Exam Exemptions**

Students taking an AP course (either Fall or Spring) will be exempt from their teacher-made final exam should they satisfy the following criteria:

1.  Register to take the course AP exam via Total Registration

2.  Grade in the course at a B or higher

3.  No more than 10 total absences

4.  No unexcused absences (within the 10)

If a student who is exempt because they met the criteria above opts to take the exam with the intention of improving their course grade, it will be counted, but only if it does, in fact, improve the grade.

**Ms. Sanders’s Wish List: Kleenex, Hand Sanitizer, independent reading books**

AP LITERATUURE SYLLABUS CONTRACT

By writing your name on your paper, you affirm with academic integrity that the work is your own original work and not copied or plagiarized knowingly from another.

Major syllabus points that you are agreeing to:

* Academic integrity—You will not cheat, plagiarize, or in any way claim work that is not your own.
* All major assignments are due on the given date, whether you are here or not. If it is turned in on the day you return to class, appropriate late points will be deducted.
* Any other assignments will be made up within three days of the absence, or else late points will be assessed.
* Late points will be deducted as follows: 8 points per day late, 5 days late or more and the highest possible grade will be a 60.
* Exam exemptions: you must have at least a B average and no more than 10 absences, all of which must be excused.
* The texts in this class can contain material of a sensitive and mature nature. Please contact me if you have a concern regarding any of the texts we cover this year.
* You will complete your reading assignments as designated by the given calendar. It is your responsibility to delegate your time wisely.

**We have read and agree to Ms. Sanders’s syllabus terms and conditions.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: Date:

Name of Parent or Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: Date:

Relationship to Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Email is the method that I will most likely use to contact you. Please put an email address that you are likely to check.

**Please use the bottom of this page to tell me anything I should know about your child.**

(Does he or she have any learning disabilities? Does he or she have any allergies? Please include anything you can think of that will be helpful in helping him/her be successful this semester!)