**Course Description:**

The focus of this AP Literature and Composition course is to prepare for both higher education and the AP exam in May. Upon passing the exam, students will be eligible for college credit according to the policy of the college or university that the student will attend. This course will focus intensely on enhancing strategies to analyze literary works, examining the historical and cultural context. Readings will be far-reaching, and the expectation is that students will come to class prepared to discuss and/or write about the various readings. This course teaches students college-level reading, writing, thinking, speaking, and literary analysis; the college essay will be taught thoroughly. Because this is an intensive college-level course, a high-level of commitment is expected from students. This syllabus outlines the course for the entire year; some of these units are ongoing throughout the entire year.

**Literature Component:**

The advanced literature course is intended to provide students with an academic experience parallel to that of a college level literature course. This course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama from both American and British authors ranging from the 16th century through the present. The focus of the course will be on intensive reading and discussion of the literature, as well introduce critical essays for discussion and evaluation. Emphasis will be placed on thoughtful and cogent analysis of the readings using a variety of theoretical frameworks and devices.

**Writing Component:**

This course will also include a writing component that focuses on expository, analytical and argumentative writing about the literature in essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion. I will teach many vital aspects of writing, including invention and the artistic proofs (ethos, pathos, logos), disposition or structure, and style (diction, syntax, figurative language, mechanics). I will pay special attention to organization, subordination, transition, diction and syntax when teaching writing. Additionally, pre-writing will be taught, emphasized and expected.

**Formal Essays:**

Student writing will be examined for effective word choice, variety of sentence structure, effective overall organization, clear emphasis, and above all, excellence of argument, including exhaustive supportive evidence (i.e., quotations) and clear, persuasive, elegant connection of this evidence to your overall argument. I will require that formal, out-of-class essays be workshopped and revised as part of the writing process. Students will also participate in several informal conferences with the teacher so that feedback may be provided in a face-to-face setting. Students will be required to keep a writing portfolio so that they may revisit and revise their work.

**Reader Response Writing:**

Students will be assigned responses for the literature we are reading in class. Specific questions that relate to the reading will require you to develop ideas about theme, tone, and characterization. Students will also be expected to use this journal as a way to keep track of their thoughts on the literature so that they may better participate in class discussions. I will provide feedback in the form of written comments.

**Timed Essays:**

As one goal of this course is to prepare you for the AP English Literature exam, we will do several practice multiple choice tests throughout the course of the year and timed essays (40 minutes) each marking period, using former AP exams. Instruction prior to the timed essays will include similar questions from former AP tests and sample student responses, showing how the six traits of writing (idea, organization, sentence structure, word choice, voice, and conventions) ultimately produce a successful piece of writing. Timed essays will ask students to read and then write about a piece of literature using various analytical approaches by looking at textual details, structure, style, theme and historical/cultural relevance.

Students will be taught how to evaluate these sample essays and one another’s using the AP rubric. By the end of each practice test, students will learn what their score would be on the real exam using the AP scoring worksheet. I will evaluate the timed essays, scoring them on a **scale of 1-6** (change by CollegeBoard for the 2019-2020 school year). Students will then have the opportunity to review my feedback and re-write their timed responses.

**Presentations:**

One formal piece of writing will be assigned regularly. These projects will include a poetry anthology, a literary analysis, and a thematic research paper (MLA style).

**Vocabulary:**

There will be weekly vocabulary quizzes containing literary devices which will help students on the AP Exam. Each week I will teach and then test the ten new words. Students will be expected to use this vocabulary in their writing.

**Grading:**

Grades for this class will be based on a weighted points system and letter grades will be calculated based on the percentages listed below.

| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **F** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **100-93** | **92-90** | **89-87** | **86-84** | **83-80** | **79-77** | **76-74** | **73-70** | **69-67** | **66-64** | **63-60** | **<60** |

**Late Work Policy:** Late work will be accepted at a reduction of **10% per day that it is late**. Any work turned more than one week late will not be accepted and will be recorded as a zero. All papers will be turned in—in hardcopy form—at the beginning of the class period that they are due.

**Academic Standard:**

Because this is an intensive college-level course, a high-level of commitment is expected from students--you will put forth your best effort. If, at the end of the first 9 weeks, your grade is lower than a 60%, you will enter a probationary period. During this time, I will speak with your parents to apprise them of your situation, you will meet with me weekly to discuss your course work, and you will receive weekly grade reports to take home. If at the end of the semester your grade has not improved, you will be removed from the class and placed in English 12. This policy is not intended to hurt you, but rather to assure that you receive your senior English credit in order to graduate.

**Academic Dishonesty:**Academic dishonesty is an important issue and is treated very seriously in the English Department and at Sault Area High School. Plagiarism is a form of cheating, and according to the SAHS Student Handbook “cheating is not permitted for any reason.” Since this course will prepare students for college and is highly competitive, plagiarism and cheating (this includes the use of AI) will not be tolerated and will result in a zero on the assignment. NO EXCEPTIONS.

**Technology Policy:**

We may use technology in class to enhance learning.

**Chromebooks:** Please bring these to class daily in case you need them.

**Cell Phones:** At the beginning of the hour, please put your cell phone in the holder with your assigned number. You may retrieve it at the end of class.

**Abbreviated Course Schedule**

|  | **Major Works** | **Major Assignments** |
| --- | --- | --- |
| **Semester 1** | Catcher in the Rye  Macbeth  Wuthering Heights | Summer Essays  Poetry Anthology  Literary Analysis |
| **Semester 2** | Short Story Study  The Color Purple  Extremely Loud and Incredibly Close | Thematic Research Paper  Reflective Paper |