

AP LITERATURE AND COMPOSITION SYLLABUS

Fall 2021

Trinity High School

Ms. Erin Bass, Room A24

Welcome to AP Literature and Composition. Many of you are well acquainted with my hopes for and expectations of you as students. In this class we will be analyzing literature from the point of view of both the writer and the reader. One goal will be to determine how literature affects those of us who read it and to examine how literary works fit into their own time periods as well as into our own.

One of the primary methods of instruction will be the use of discussion (both in large and small groups). For our purposes it is important to continue to develop a healthy respect for the expressed ideas of others. Please come prepared to state your opinions using **specific evidence** from the readings to support your thinking; then listen attentively and respectfully to others who may express another point of view. Collaboration, collegiality, and growth are the focus for us all.

We will be writing often – on average weekly – creating literary analyses, character studies, and critical essays in and out of class. I will provide opportunities for individual writing conferences and for peer evaluation. In addition, short reflective writings and informal research will take place outside of class. Your notebook entries will provide an opportunity for you to “think” on paper prior to class discussion of an assignment. It is the student’s responsibility to prepare in advance for the material being considered each day.

Reading and Writing Assignments (adapted from the College Board’s standards)

Reading

The most important requirement for this course is that students read every assignment – read it with care and on time. Students not used to setting aside reading time will need to plan time in their schedule for significantly more reading than past literature courses have required. Poetry, though not long, is dense and complicated and should always be read at least twice. Novels and plays, in particular, require planning. Beware.

Writing

Students will write both creative and analytical assignments in parallel with the accompanying texts completed per unit. Creative writing could include a sonnet, a group-authored and class-presented short fiction, and others. Students will also write several critical papers, including, but not limited to, an explication of a poem and/or a play, close readings of novels, research-based novel analysis, etc.

The “SUPER 6” & AP Classroom

With the most recent update of the AP course and exam from college board, we will focus on the following 6 “Big Ideas” that serve as the foundation of AP Literature and Composition. We refer to them as the “Super 6”.

1. Character 2. Setting 3. Structure 4. Narration 5. Figurative Language 6. Literary Argumentation

We will also use the tools and materials provided directly from College Board through AP Classroom.

Bass’s Instructional Philosophy

Students will be given challenging assignments typical of their ability and interest levels. High quality work is expected, and assignments will be given and completed at a fast pace. I WILL NOT lower my expectations – instead you must rise to meet them if you intend to succeed. Students in AP IV will analyze literature as it reflects social and historical perspectives while continuing to use language for expressive, argumentative, and literary purposes. **I will be dedicated to you and do everything possible to ensure your academic success, but you must be dedicated, attentive, and thorough with your work in order for the partnership to work!**

***Notice: For health and safety, we will follow all RCSS and NCDHHS guidelines including, but not limited to, mask-wearing (covering nose and mouth), social distancing, and hand sanitizing as they may change through the year. Thank you for your cooperation and concern for others!**

The Daily Grind (Classroom Procedures)

The two major rules for my classroom follow, along with examples for each category.

BE NICE:

- Respect your classmates, your teachers, classroom guests, substitutes, and yourself.
- RCS, THS, and Ms. Bass DO NOT tolerate any form of bullying. Consequences will be severe. If you have questions about what constitutes bullying or negative treatment towards others, discuss it with me early on.
- Foul language and negative comments either toward someone or otherwise communicated are NOT acceptable.
- Be cooperative and respectful of your collaborative learning groups and other groups when you interact.

WORK HARD:

- Be in your seat when the bell rings or you are tardy. See school policy regarding tardies.
- Begin work promptly.
- Be prepared for class.
- Be alert and participate – it's part of your grade!
- AP Students: NO LATE WORK IS ACCEPTED!! Homework and out of class assignments are due in the first 2 minutes of your respective class period. If you are LATE to class or ABSENT, your work must still get here on time to count. You have one day per day out to make up work **assigned on the day you were absent**. You will receive a mercy pass PER 9 weeks for EXTREME emergencies. This will only gain you a day to work on the missing assignment. It does not gain you a grade of 100.
- Remote work is due by the listed due date and time - all other late rules apply!
- Absences/Emergencies: Assignments given ahead of time will still be due through email or by sending your assignment to the school ON THE DUE DATE, by the time your respective class period begins. You can't plan when emergencies happen—BE PROACTIVE!!!
- **Any form of cheating will automatically result in a ZERO.** This includes, but is not limited to, copying answers, writing down answers or information when it is not permitted, plagiarizing, looking at others' work, lending your work to be copied, etc.
- Refer to the cell phone policy attached for details concerning cell phones and electronics that cause a distraction.
- Food other than candy provided by the teacher should be away during class. Only bottles with a screw-top lid are permitted – none that can be spilled. THIS IS A PRIVILEGE THAT YOU CAN LOSE!

Required Materials:

Literature books (**STUDENTS** are responsible for any books/textbooks issued to them! If lost, stolen, etc., the student will be charged per missing book!)
a 3-ring binder (recommended)
notebook paper

stitched composition notebook(s)
pens, pencils
colored pens for editing/annotating
outside reading selections
Supplies for your own use this year: glue stick,
scissors, colored pencils, etc.

Grading Scale:

1st 9 Weeks

- Reading Assessments: 40%
(Tests/Projects/Notebook Checks/Seminars)
- AP Test Practice: 25%
- Quizzes: 15%
- Classwork: 10%
- Summer Reading : 10%
("Participation" in gradebook)

2nd 9 Weeks

- Reading Assessments: 40%
(Tests/Projects/Notebook Checks/Seminars)
- AP Test Practice: 30%
- Quizzes: 20%
- Classwork: 10%

AP IV Readings (may include but are not limited to):

Textbooks (failure to return will result in fees owed, withholding of report card, and possible failure to graduate):

Perrine's Literature: Structure, Sound and Sense. 13th ed., 2015

How to Read Literature Like a Professor Thomas C. Foster

Norton Anthology of English Literature

The British Tradition

Outside Readings:

Pride & Prejudice

Kite Runner

As I Lay Dying

Their Eyes Were Watching God

Jane Austen

Khaled Hosseini

William Faulkner

Zora Neale Hurston

Time Permitting:

The Invisible Life of Addie LaRue

The Road

Hamlet

V.E. Schwab

Cormac McCarthy

William Shakespeare

In Class Readings:

Selected Short Stories, Non-Fiction, and Poetry, *Beowulf*, *Canterbury Tales*, *Macbeth*

****Please note that the teacher reserves the right to edit and adapt this list as necessary throughout the course. The reading assignments will be fast-paced and must be completed on-time for your success in this class and on the AP exam. Likewise, note that, as this is a college-level course, some of the material is of a mature and adult nature. Alternate assignments will not be given. Students will be expected to treat the material with maturity and respect in order to understand and analyze the deeper concepts and themes. Please take these warnings into consideration when determining if this course is the right fit for you. If you feel that it is not, please see me immediately! It is also highly recommended to have your own copies of the outside reading selections when possible (even if they are available in the library) as you should naturally be annotating.**

Final Thoughts

This class is not about grades, but about learning. I also want students to have the experience of college-level learning, something most high school students do not have available to them. College-level learning is not primarily about rigor – though that’s a part of college – but about responsibility and acceptance of one’s self as a more mature student, reading and thinking about and writing more mature texts. The difficulty of the texts is a stimulus for students to make their own decisions about published authors, about themselves as a writer, about their colleagues as writers, about the deep and ongoing questions that relate to what it means to be a responding, acting human being both individually and as a part of society.

Ms. Bass’s Classroom Goal: Students are encouraged to let themselves have fun while learning. I promise it is possible. Remember the cliché that is so true: **YOU GET WHAT YOU GIVE.** This will require you to read all assignments, write to the best of your ability, and push yourself beyond what you think you are capable of in all aspects of class. Chances are, if you did not get the grade you wanted, I did not get the work I wanted.

Sincerely,

Ms. Bass

National Board Certified English Teacher, M.A. in English

School Contact: ebass@randolph.k12.nc.us (preferred) / 336-861-6870 (THS) / 1st block planning

***Parents:** Please complete the Parent Form and questionnaire sent home with your student to confirm receipt and understanding of the syllabus and cell phone policy that follow.

****Students:** You will have a “syllabus quiz” this week as an assignment and contract to confirm your understanding.

Cell Phone Policy

The THS English Department is continuing our cell phone policy for **2020-2021**. Students will place the phone in a visible, secure location in the room in the first 5 minutes of class (or when directed by a teacher) and retrieve it in the last 5 minutes of class (or when directed by a teacher). Students should **ONLY TOUCH THEIR OWN PHONES!**

FAQs

What is the purpose of this policy?

- Protects instructional time
- Protects students from disciplinary action
- Promotes focus & limits distractions

Who will have access to my student's phone?

The student will be responsible for placing the phone in an individually assigned location. Only the student will access the phone -- no other student and not the teacher.

Will I be able to contact my student or have my student contact me in an emergency?

Yes. Parents may call the school at 336-861-6870, and students may use the classroom phone.

What happens if the phone is not placed in the assigned location?

If a student does not place the phone in the designated area and then has the phone out in class, we will use the THS policy detailed in the Student Handbook:

Consequences (from the THS Student Handbook)

FIRST OFFENSE: Verbal warning (your receipt confirmation of this policy counts as the warning)

SECOND OFFENSE: Phone call home by teacher

THIRD AND ALL FOLLOWING OFFENSES: Will be handled as Insubordination and/or Defiance of Authority. The teacher will make parent contact and refer the matter to an administrator.

You, the parent/guardian, will sign your confirmation and understanding of this policy through the parent syllabus/cell policy/questionnaire form that you will receive through your student. If your child will NEVER be bringing a cell phone to school, please indicate that in an email to the teacher.

The English Department appreciates your help implementing this policy. More on the efficacy of this policy can be found in the ABC News article included on the back of this handout.

Cellphones in classrooms contribute to failing grades: Study

By DR. KEVIN RIUTZEL

Jul 27, 2018, 10:31 AM ET

Cellphones and laptops can be distracting for students in classrooms, and new research also shows that using electronic devices can even lower students' grades.

Scientists who studied the effects of divided attention in people know that when attention is divided between two tasks, fewer items regarding those tasks may be recalled later -- a concept called "retention" in psychology.

Additional research on electronic devices shows that smart phones can reduce the ability to think to a person's full potential, and additional research from Stanford University reveals that intense multitasking decreases the efficiency of completing a given task.

While previous studies demonstrated that divided attention may induce poor performance on exams, two researchers from Rutgers University sought to dive deeper.

Dr. Arnold Glass, the lead researcher for the study and a professor of psychology at Rutgers University, told ABC News that he's long been intrigued by the notion of technology-enhanced classrooms.

"I was always interested in using technology in the classroom before it existed, but when it became apparent that it was affecting the classroom, it raised the question [of] what effect this was having," he said.

In a study published in the journal *Educational Psychology*, the two researchers divided 118 upper-level college students into two groups -- each enrolled in the same course, taught the same material by the same instructor, in the same classroom at roughly the same time of day.

The difference? One group was allowed to have laptops and cell phones open for non-classroom purposes, and the other group wasn't.

The group using devices scored about a half a letter grade lower on exams -- the difference between passing or failing for some students. Of note, students who didn't use a device but were in the same classroom with those who did also scored lower. This was likely due to distraction from surrounding devices.

The researchers noted that this study shows the minimum reduction in exam performance, because this particular course used in-class questions to help students remember course material instead of just passive listening.

So it's possible that students could do even worse in other courses, depending on how the class is taught and whether they're using electronic devices for non-classroom purposes.

Is this research applicable to high school, middle school or even meetings?

"No doubt," Glass told ABC News. "Absolutely for sure."

"These findings," he added, "should alert the many dedicated students and instructors that dividing attention is having an insidious effect that is impairing their exam performance and final grade."

Given the effects electronics have on students who were in the classroom but not using the devices themselves, Glass said in a press release that teachers need to "... explain to students the damaging effect of distractions on retention -- not only for themselves, but for the whole class."

Dr. Kevin Riutzel is a family medicine resident physician based out of Irvine, California and a resident in the ABC News Medical Unit.