

Course Overview**Instructor**

Dr. Megan Jones

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Email:

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My AP Classroom:

APcentral.collegeboard.org

1st: R9AJY9

2nd: VE6DJP

3rd: VEE2J4

6th: YEDJP3

7th: DP4VRP

Canvas will be used weekly to post all materials and to submit major assessments.

Office Hours

Room 2503

Fall: M, Tu, Th 3:00-20P

Spring: M, Tu, Th 7:30-50A

Exam Date: May 7, 2025

The AP English Literature and Composition course is designed and taught thematically 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 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 of literature, the interpretations of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students will practice their writing through numerous timed essays, which have the opportunity for revision, as well as longer essays that require outside research and MLA formatting. Students will also practice oral communication skills through poetry presentations and participating and facilitating discussions.

The AP English Literature and Composition course is intended to give you the experience of a typical introductory-level literary analysis course in college. The course includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Texts, both short and long, are college-level readings. Some of the readings will be of a mature subject matter. If students or their parents have concerns about these readings, they should not hesitate to contact me.

Course Materials

- It is suggested to keep a separate three-ring notebook for this class
- Keep in mind that this will be your binder for both first and second semester work. Skills are cumulative throughout the course.
- Access and familiarity with AP Classroom
- PEN – blue or black ink ONLY.
- Dividers can organize your binder however you see fit, but at a minimum, you must have sections for AP Essay Feedback and the texts I issue via PDF.
- Paper, highlighters, sticky notes (for use in class-issued novels / texts).
- Canvas will be utilized for access to digital resources and promotion of a dialogic community. Designated assignments will be required in this platform.

Reading & Accompanying Tasks**Literature Reviews**

For some texts studied in the course, students will complete a literature review sheet for guided analysis (template provided). This review requires that students write on the following topics: characters, setting, plot, symbols, theme, significant quotes, symbols, references, styles, author's dominant philosophy, as well as pose questions for in-class or Canvas discussion that vary in depth of questioning that represent the work as a whole. (CR3, CR4). Literature reviews are due upon arrival to class on the reading completion date of each work.

Writing

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. Oftentimes, writing will be based on works not previously studied in class.

Informal writing (sentence / paragraph / targeted areas) that are centered in assigned texts and cold reads will frequently take place to assess understanding of diction, tone, syntax, use of detail, voice, and imagery (CR7).

Essays, revisions / conferences: Students submit drafts to the instructor on a regular basis, as well as participate in peer revisions. Students may schedule revision conferences with the instructor at any time. Individual writing conferences may be arranged on an as-needed basis or by request of either the student or instructor. The essay feedback chart will be conferenced periodically to ensure the student is self-assessing and will be required for essay remediation. (CR9, CR10)

Essay self-assessment: For **each** full-length FRQ written, it will be filed in your Essay Feedback section and instructor feedback will be reflected on for goal-setting and to easily keep track of scores, organized by the AP Rubric (Thesis, Evidence / Commentary, Sophistication). All FRQs will be scored in accordance with the AP Rubric, scaled at the instructor's discretion. Handwritten and typed assessments will take place to prepare for the 2025 exam administration, which will be fully digital.

Quizzes

Unannounced reading quizzes along with abbreviated, practice multiple choice passages will be given throughout the course.

Presentations

Students will lead one formal class discussion over an assigned text and may utilize their Literature Reviews for this task. The instructor will provide a list of works at the beginning of the unit and students will sign up for a facilitation text / date. Students will be responsible for submitting a typed outline of their discussion plan and questions prior to the presentation. The facilitator's role does not mean becoming the "expert" on all facets of the text, but rather to question and offer insight to peer responses, pose troubling issues, and encourage sophisticated thinking. Students will be evaluated on their preparation, ability to engage, quality of questioning techniques, and appropriate use of time.

Skills & Familiarization

The College Board has identified the following skills as major components of the course: Students should be able to explain the functions of character, setting, plot/structure, narrator or speaker, word choice, imagery, and comparison. Students should also be able to compare different works and to develop textually substantiated arguments about interpretations of part or all of a text.

Student samples will be scored from previous AP English Literature exams using the six-point rubrics. The rubrics will be discussed and reviewed constantly through evaluating samples individually as well as in small-groups. We will also identify model sentences / ideas / connections that demonstrate the accurate use of literary terms, effects of terms, supporting quotations, and overall sophistication, including that from your own writing.

Personal Progress Checks, supplied by AP Classroom, will be frequently used homework assignments that will provide personalized feedback and rationale for developing and enhancing the student's skill sets. Results of the Personal Progress Checks will determine necessary re-teaching in class.

Texts

Various novels, anthologies, and handouts will be utilized. We will utilize texts from *Literature & Composition* (Jago et al., 2011), as well as short stories and poetry that will be available to you both digitally and in print. All texts studied in this course will address the curricular requirements in AP English Literature (Big Ideas): explain the function of character, setting, plot and structure, narrator / speaker, word choice, imagery, symbols, the function of comparison, and to craft textually substantiated arguments based on stimuli. As a college course, some texts may feature mature content.

Preliminary list of novels and dramas listed throughout the course schedule will be accompanied by unit-appropriate short stories and poetry: *A Thousand Splendid Suns* (Hosseini), *Fences* (Wilson), *The Things They Carried* (O'Brien), *A Lesson Before Dying* (Gaines), *The Stranger* (Camus), *The Nickel Boys* (Whitehead), *Their Eyes Were Watching God* (Hurston), *The Invisible Man* (Wells), *Hamlet* (Shakespeare), *Frankenstein* (Shelley), *Jane Eyre* (C. Bronte), *A Doll's House* (Isben), *Wuthering Heights* (E. Bronte), *1984* (Orwell), *Brave New World* (Huxley), *Handmaid's Tale* (Atwood) (CR2)

Anticipated Course Schedule *Specific calendars/schedules will be given for each unit/major work. All items are subject to change as sometimes acceleration or remediation is necessary.

| Skills (CR1) | Theme: Works/Concepts |
|---|--|
| Skill(s) Focus: Introduction to the Big Ideas | Unit 1: Introduction to the Course <i>How to Read Literature Like a Professor</i> ; various short stories, and poetry to study character, setting, structure, narration, figurative language, and literary argumentation. AP Rubric Familiarization - Group Project Primarily studied in small groups with opportunities to write and reflect individually, students will discuss how meaning is conveyed through structure, function of plot, characterization, tone, etc. (CR5) |
| Skill(s) Focus: setting, speaker / narrator. | Unit 2: Heritage that Shapes Us and Identity that Moves Us Novel: <i>A Lesson Before Dying</i> Book Clubs: <i>A Thousand Splendid Suns</i> , <i>The Things They Carried</i> , <i>Homegoing</i> , <i>The Nickel Boys</i> or similar Personal Essay Perspective writing will highlight importance of speaker / narrator and setting impacts the work as a whole (CR6, CR4) |
| Skill(s) Focus: character | Unit 3: The Hero, the Anti-Hero, and Changing Dynamics <i>A Doll's House</i> (Ibsen) Literary Movement Exploration Project |
| Skill(s) Focus: plot and structure, word choice / imagery / symbols, | Unit 4: Book Clubs - Choice Reading & Literary Analysis <i>How to Read Poetry Like a Professor</i> with selected poetry |
| Skill(s) Focus: All skills previously studied this semester, function of comparison | Unit 5: Skill Bootcamp through Poetry & Short Story Familiarization and analysis of paired texts for sake of comparison will allow for richer understanding in underlying similarities (thematic, structural, author's purpose, etc.). |
| Skill(s) Focus: character, plot / structure, word choice / imagery / symbols | Unit 6: The Renaissance – Tragedy / Poetry <i>Hamlet</i> , Poetry Studies in Groups Literary Criticism / Lenses |
| Skill(s) Focus: function of character, setting, textually substantiated arguments | Unit 7: The Romantic Spirit <i>Frankenstein</i> <i>Rime of the Ancient Mariner</i> |
| Skill(s) Focus: function of narrator / speaker, comparison, textually substantiated arguments | Unit 8: Tradition & Derivation <i>Fences</i> <i>Their Eyes Were Watching God</i> + related poetry and short stories |
| Skill(s) Focus: function of imagery, word choice, and | Unit 9: Modernism and Dystopia Book Clubs: <i>Brave New World</i> , <i>Handmaid's Tale</i> , <i>1984</i> |

| | |
|---|---|
| symbols, function of comparison | Mock Exam |
| Skill(s) Focus: all skills of the AP English Literature curricular requirements | Unit 10: AP Exam Review - MCQ / FRQ Contribute to the Canon – choice reading, literature review and presentation |

Grading Policy

Your grade will be broken down into the following distributions set forth by the Veterans High School handbook:

- Major Essays and Projects – 45%
- Quizzes and Learning Tasks – 20%
- Homework and Classwork Practice – 15%
- Final Exam – 20%

This course includes a cumulative exam at the end of the semester.

Canvas: To encourage blended learning, online assignments will be posted weekly through Canvas, which can be accessed via the SSO Portal by visiting www.hcbe.net and clicking on the SSO Portal in the navigation menu. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time.

Chromebook: All students are issued a district-provided Chromebook for instructional purposes, student engagement, and student learning. Chromebook use is at the direction and discretion of the classroom teacher.

Homework Policy

Homework is a necessity for success in this course. Homework will be given often throughout the course of the semester to ensure student understanding. Homework may be collected for its accuracy, checked for completion, or used to develop classroom discussions. Studying is expected and the most important homework you can do. Study vigorously and study often. When you are not actually completing a written assignment, you should be reading for book club, whole class novel, or an independent text.

Additional Help

My number one goal is for you to leave this course a better reader and writer than you were when you entered and, ultimately, for you to be prepared for reading and writing across the curriculum in college. Even though you are an AP student, you can and should seek opportunities for growth. I'm an email, conversation, or tutoring session away.

Expectations

The whole purpose of this classroom is to explore a more rigorous/fast-paced curriculum and to attempt to gain college credit in the comfort of a high school setting. As such, I have set forth high expectations. Dedication, motivation, and effort on your part is an unspoken understanding we have since you have made the choice to be in this class when it is not required.

During second semester every student will be expected to take a mock AP exam in preparation for the actual exam regardless of whether you have decided to take the AP Exam or not. The Veterans High School administration will provide a schedule for AP Mock Exams and you will take it during the scheduled time. It will be a major assessment grade.

AP Exam Information

The AP English Literature Exam is on Wednesday, May 7, 2024 at 7:30AM

Students are not required to take the exam, and it does require a prior registration (with payment).

The exam is three hours long and has two parts — multiple-choice and free-response. The multiple choice section is worth 45% and the free response section is worth 55% of the final exam grade. New this year: digital format **and** MCQ sections will have only four possible answer choices.

College Board Online Registration & Resources

- 8/25/24 – Deadline for students to electronically join all AP classes on College Board website (Apcentral.collegeboard.org). The Helpline for students and parents 1-888-225-5427. Students must fix College Board issues. These issues cannot be handled by the instructor or administration of Veterans High School.
- 10/25/24 – Deadline for students to register for AP exams on the College Board website

TEST OVERVIEW

Section I: Multiple Choice — 55 Questions; 1 hour

The multiple choice section tests your critical reading skills. You'll read several passages and answer questions about the content, form, and style of each.

Total scores on the multiple-choice section are based on the number of questions answered correctly. Points are not deducted for incorrect answers and no points are awarded for unanswered questions.

Section II: Free Response — 3 free-response questions; 2 hours

The free-response section tests your ability to analyze and interpret literary texts by composing clear and effective essay responses. You will write 3 essays during that 2 hour period – one on a poetry selection, one on a prose selection, and one called the open question. For the open question, you will be given a topic concerning theme and/or another element in fiction. You will select a major work of literary merit to use in completing the essay. During this course, we read major works that are likely to be usable on the exam. You may have also read items in other classes or on your own which may be used. *Many commercially popular novels are not considered “of literary merit” according to the College Board.

Portions of this syllabus were taken from The College Board's section on AP English Literature.

This page is intentionally left blank. You can dream journal, doodle, write your hopes and dreams, or just skip ahead to the signature page that will be detached and turned into me.

Please respond to the following questions before signing the syllabus:

1. What are you most looking forward to reading / accomplishing in this class?

2. What are your goals outside of this class that you look to accomplish before you graduate?

3. How can I help you succeed in this class?

After responding, please complete the information below before submitting to me by initialing beside the statements:

_____ “I understand that I, as an Advanced Placement student, am responsible for registering online for my exams. Failure to do so will mean that I am unable to participate in AP testing for this course during the current school year.”

_____ “The school is responsible for meeting College Board deadlines regarding testing registration. Once I have chosen to test/not test and submitted my registration through the College Board website, I am responsible for any fees incurred should I later change my decision.”

_____ This classroom offers a variety of novels that are eligible for student consumption for individual or book-club reading. Neither the instructor nor the school mandates these novels and are to be read at the students’ discretion.

To a successful year,

Dr. Megan Jones

Student Name: _____

I have read the course syllabus for AP English Literature and understand what is required and expected of both me and this college-level class.

Student Signature: _____

Parent Signature: _____

Parent Contact Information (email preferred):
