

**Course Syllabus for
Advanced Placement English Literature and Composition
Karin Klopfenstein-Reed
2017-2018**

Room 310

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Planning Period: 4th

Tutoring: Tuesday & Thursday and on request

Course Description: AP English Literature and Composition is designed to be a college/university level course, thus the “AP” designation on a transcript rather than the CP (College Prep). This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature/humanities course. In May, students will be encouraged to take the Advanced Placement English Literature and Composition Exam. A student who achieves a score of 3 or higher on the AP Exam will be granted college credit in most colleges and universities in the United States.

Course Objectives:

- To engage in close analytical reading of works of literature.
- To consider a work’s structure, style and themes.
- To understand how authors use diction, figurative language, syntax, imagery, symbolism, and tone to communicate meaning.
- To study representative works from various critical lenses, genres and periods.
- To focus on a few major works in depth in order to understand the work’s complexities.
- To write analytical, expository, and argumentative essays in which textual details are used to make and explain judgments about a work’s social, historical and/or cultural values.
- To become aware of the resources of language (connotation, metaphor, irony, syntax, and tone) through speaking, listening, reading, and chiefly, writing.

Course Expectations and Guidelines for Success:

1. Reading: This course is designed to help a student develop an understanding of text that is both varied and deep. You will be expected to read works from several genres and periods in both the British and American traditions. Previously read works may be revisited for deeper study. Because reading is to be done deliberately and thoroughly, we will use close reading strategies to help develop this careful study. The texts complexities, richness of meaning, literary artistry, as well as textual detail and historical context provide the basis for thorough AP exam responses. You must develop these skills in your reading.
2. Writing: As an integral part of the AP English Literature and Composition course and exam, writing assignments will focus on critical analysis, to include expository and analytical essay responses. Your formal papers will be examined (both by teacher and peer review) for effective word choice, sentence structure, and overall organization, including a clearly stated thesis and exhaustive supportive evidence, as well as clear, persuasive, elegant connections to this evidence in your overall discussion. You will be expected to revise your work and resubmit for grading, scored with an AP style rubric. Lesser “papers” (to include but not limited to journals and blog

entries) will be written regularly both in class and out to spur thinking, stimulate discussion and focus on issues of plot, characterization and theme; these may or may not be turned in.

3. **Organization:** You will be asked to keep a notebook (or computer log) for vocabulary, grammar, and class discussion of literature. You will be expected to arrange your notes and handouts in an organized and retrievable fashion. You will also read regularly outside of class and be asked to keep a reading journal that you will turn in and use for reference in class discussions. You will have periodic quizzes and checks for grading from these items.
4. **Class Materials:** Be prepared every day with required book, notebook, journal, or handouts needed for class. When in doubt check the syllabus or class website.
5. **Late Work and Make Up Work:** Late assignments will be penalized ten (10) points for each day they are late.
 - Be mindful of Christian County's absentee policy. For each day absent you have one day to make up assigned work.
 - Homework is a valuable component of this course, and it is expected that your homework will be done on time.
 - You must be prepared to make up tests, quizzes, or assignments on your own time. Schedule a time with me and make sure not to miss this appointment.
 - If you are absent, it is your responsibility to get any work you missed. You may pick it up during my planning period, retrieve it in your missing work folder, or pick it up before or after school. When possible, I will email the assignment to you.
6. For each major work, you will also read at least one critical essay. In some events, you will need to search and retrieve your own critical literature.
7. All formal out of class written work will follow MLA format and be typed. You can find an online guide at this website to help you: <https://owl.english.purdue.edu/owl/resource/747/01/>
8. I will be more than happy to help you with your assignments and deadlines as long as you don't wait until after the fact or on the due date. It is your responsibility to make sure your computer, printer, email, and other technologies are up to date when a deadline arrives. This will not be a legitimate excuse for lateness. Do not leave work on my desk without talking to me first. If I am not available ask another teacher around me to put the work in my mailbox.
9. Most of all, remember the keys to success: Keep up with your work, Actively think and react to the literature, and consciously work on your writing skills, learning from your mistakes and successes. AP Lit will be challenging and include a lot of work, but I hope it will be enjoyable as well.

Grading Policy: AP English Literature and Composition is a year-long one credit course that meets daily. Each semester grade will be composed of two term grades and a final exam grade that counts ten percent of the overall semester average. Grades will include the following:

- Content based college level exams and quizzes on the literature selections
- Timed writings and sample objective tests modeled from public release AP exams
- Reading/responding to/analyzing novels, drama, fiction, nonfiction and poetry (including creative response options and student-led seminars)
- Research based literary analysis papers—expository and persuasive (submitted for teacher review as well as peer review)
- College Application essay
- Weekly Vocabulary

- Grammar as problems arise and on weekly vocabulary quizzes

AP English: Literature and Composition Rubric:

Based off of the 2008 AP Scoring Guide

- 9–8** These essays offer a well-focused and persuasive analysis of the topic. Using apt and specific textual support, these essays fully explore the topic and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a 9 reveal more sophisticated analysis and more effective control of language than do those scored an 8.
- 7–6** These essays offer a reasonable analysis of the topic. They explore the topic and demonstrate what it contributes to the meaning of the work as a whole. These essays show insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of those in the 9–8 range. Generally, essays scored a 7 present better-developed analysis and more consistent command of the elements of effective composition than do those scored a 6.
- 5** These essays respond to the assigned task with a plausible reading, but they tend to be superficial or underdeveloped in analysis. They often rely on plot summary that contains some analysis, implicit or explicit. Although the essays attempt to discuss the topic and how it contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these responses reveal unsophisticated thinking and/or immature writing. They demonstrate adequate control of language, but they may lack effective organization and may be marred by surface errors.
- 4–3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be unsupported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a 3 may contain significant misreading and demonstrate inept writing.
- 2–1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of those in the 4–3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The ideas are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a 1.
- 0** These essays do no more than make a reference to the task.
— These essays either are left blank or are completely off topic.

Grade Equivalents:

AP Score	Average	Letter Grade
1	55%	F
2	60%	D-
3	65%	D
4	70%	C-
5	75%	C
6	80%	B-
7	85%	B
8	90%	A-
9	95-100%	A

Required Materials:

- Notebook: three-ringed binder with one inch spine
- Spiral notebook or composition book for journals
- Flash drive for storage (or active use of the One-Drive)
- Agenda/Calendar to keep up with assignments
- Highlighters, post-it notes, pens, pencil
- 1-pack 4 x 6 index cards
- Writing folder kept in the room (provided by the teacher) where major pieces of writing will be filed

Course Texts:

Jago, Carol, Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses. *Literature & Composition: Reading, Writing, Thinking*. New York: Bedford/St. Martin's, 2011.

Selected novels, longer works and plays.

Resource Student Text:

Arp, Thomas R., and Greg Johnson. *Perrine's Literature: Structure, Sound and Sense*. 9th ed. Boston: Thomson Wadsworth., 2006.

Course Plans: See Assignment Calendar

Please initial (both student and parent) on each of the following lines and sign below (where stated):

_____/_____
I understand there will be reading homework that will be outside of class.

_____/_____
I understand there will be writing assignments that require extended time outside of class.

_____/_____
I understand that there will be pop quizzes and tests (based on readings and lecture).

_____/_____
I understand that this class has the AP exam in May that will cost \$93 and if taken gives a 5 point scale on the GPA, but if not only provides a 4 point scale on the GPA.

_____/_____
I understand that this class has a lot of participation required to understand the content.

_____/_____
I will contact the teacher if I have any questions or am confused about any of the class content. I will stay for tutoring if I start to fall behind.

_____/_____
I will meet the required Due dates or suffer the reduction in grade penalty.

_____/_____
I understand that if I do well in this class and on the AP exam, I could have college credit at the University/College I will attend.

_____/_____
I have read the information and I fully understand what I'm expected to do in class.

Student Signature: _____

Parent / Guardian Signature: _____

Email:

Phone/Texting:

Note to Teacher (Write anything you feel that the teacher might need to know about your child):