

**Jefferson County High School
Course Syllabus**

A. Course: AP English Literature

B. Department English and Social Studies

C. Course Description This is a year-long course designed to provide a comprehensive knowledge of western civilization and its literature. The interaction between history and literature is inseparable; one does not truly understand one without the other. These classes will make demands on students equivalent to college entry level standards and will meet national College Board standards. Admission to the course will be competitive, based upon performance on ACT/SAT, 11th grade writing sample, previous advanced courses, and overall GPA. Students are required to take AP college exams for potential college credit.

D. Grade Term Full Year, (Flex schedule with each class meeting alternating days)

E. Grading Scale

| <u>Range</u> | <u>Honors/ Regular</u> | <u>College-Level</u> | <u>A.P.</u> |
|--------------|----------------------------|----------------------|-------------|
| 93-100 A | 4.0 | 4.5 | 5.0 |
| 85-92 B | 3.0 | 3.5 | 4.0 |
| 75-84 C | 2.0 | 2.5 | 3.0 |
| 70-74 D | 1.0 | 1.5 | 2.0 |

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s)

The Bedford Introduction to Literature, Meyer

H. Other Required Reading

- a. Cormac McCarthy, *The Road*
- b. Khaled Hosseini, *The Kite Runner*
- c. Franz Kafka, *Metamorphosis*
- d. George Orwell, *1984*
- e. William Shakespeare, *Hamlet*
- f. Ian McEwan, *Atonement*
- g. Arthur Miller, *Death of a Salesman*

- h. Tom Stoppard, **Rosencrantz and Guildenstern Are Dead***
- i. Plato, “Allegory of the Cave”*
- j. Exc. from Machiavelli, **The Prince**; Sir Thomas More, **Utopia***

I. Other Resources

- a. Odysseyware
- b. AP Central Collegeboard for Parents and Students

J. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Email Instructor at mhodge@jcboe.net
- c. Parent Teacher Conference
 - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

K. Field Trips

Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

L. Standards & Objectives

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-literature-and-composition-course-description.pdf>

Goals

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one’s fellow students.

Reading

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. More importantly, they will have gotten to know a few works well. In the course, they read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature and the evaluation of literature. By experience, we mean the subjective dimension of reading and responding to literary works, including precritical impressions and emotional responses. By interpretation, we mean the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. By evaluation, we mean both an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values. All three of these aspects of reading are important for an AP

Moreover, each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation and argument. In short, students in an AP English Literature and Composition course read actively. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

Writing

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary.

Throughout the course, emphasis is placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.