

## AP Literature Room 429

**Instructor:** Mrs. Kara Atkinson

**Voicemail:** 803-5577

**Email:** [kara.atkinson@ftcsc.k12.in.us](mailto:kara.atkinson@ftcsc.k12.in.us)

### **Course Description:**

English 12 Advanced Placement Literature and Composition is designed to fulfill the curricular requirements described in the *AP Course Description* and serve students who wish to pursue college-level studies in literature and composition while still in high school. Participating colleges in this College Board sanctioned Advanced Placement program grant credit and appropriate placement, or one of these, to students who receive qualifying scores on the Advanced Placement Literature Test administered in May of each school year.

Students in this course are engaged in careful reading of literary works in order to sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for independent appreciation of any literary work, and they increase their sensitivity to literature as a shared experience.

Students are involved in the study and practice of writing as well as the study of literature. They learn to use the modes of discourse and to recognize the assumptions underlying the various rhetorical strategies. Through their own writing, students become more aware of the resources of language: connotation, metaphor, irony, syntax, tone, etc.

### **Literature Component:**

The literature component of the course will emphasize the students' critical and analytical reading skills. Works to be studied will include World Masterpieces and major works from the British and the American literary traditions. A general survey of British and American works will be explored in order to familiarize the students with major historical and literary influences upon British and American literature as well as offer samples of various literary genres.

### **Composition Component:**

Student writing will involve various writing prompts to be eventually entered into student writing portfolios. Student writers will be required to revise their entries after teacher feedback and peer editing. Writing prompts will include limited and extended literary analyses, various critical writings of literature studied, a research paper upon a literary topic, and prompts serving various rhetorical purposes. Evaluation of student writing, whether of drafts or final pieces, will involve the use of varied rubrics designed in order to measure varying purposes and prompts.

### **Course Objectives:**

1. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of main ideas, organization of language, and word choice in the text.
2. Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.
3. Analyze characteristics of subgenres, types of writing, such as satire, parody, allegory, and pastoral, which are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
4. Analyze the way in which theme or meaning of a selection represents a view or comment on life, using the textual evidence to support the claim.
5. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purpose or both.
6. Analyze ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.
7. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
8. Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages; analyze the use of imagery, language, universal themes, and unique aspects of the text; demonstrate an understanding of the author's style and an appreciation of the effects created; and identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.
9. Write academic essays, such as an analytical essay, persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis, which develop a thesis; create an organizing structure appropriate to purpose, audience, and context; include accurate information from primary and secondary sources and exclude extraneous information; make valid references; support judgments with relevant and substantial evidence and well-chosen details; and provide a coherent conclusion
10. Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
11. Deliver oral responses to literature that demonstrate skills in comprehension, analysis, author's style and themes.

### **Materials Required:**

1. Folder
2. Notebook
3. Pens/pencils
4. Highlighters
  - > Blue
  - > Green
  - > Yellow

### **Texts Required:**

Attain a copy of the following:

- > McCarthy, *All the Pretty Horses* - must be read by **Friday, August 17, 2018**
- > Foster, *How to Read Literature Like a Professor: Revised Edition* - to be read in segments during first week of school

The following texts are included in the student fees:

- > Shakespeare, *Hamlet*
- > Shelley, *Frankenstein*
- > Morrison, *Beloved*
- > Hosseini, *The Kite Runner*
- > Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson-Longman: New York

### **Grading Procedure:**

1. Major papers will be evaluated by use of the AP 9-point rubric which is designed around the following major components: **1) Ideas, 2) Organization, 3) Sentence Fluency, 4) Diction, 5) Conventions, and 6) Voice**. For example, the ideas component may emphasize the quality and originality of the argument and its supportive evidence if the paper involves literary analysis of a work. **Major, out-of-class papers will be placed within the summative category.**
2. Minor papers, timed writings, exploratory essays, etc. also will be evaluated with rubrics set up to measure the prompts. **These writings will be placed in both the predictive and summative categories.**
3. Literature tests will often *be designed to mirror the Advanced Placement Literature tests* in terms of inferential multiple choice questions, essays of analysis of sample passages, and other essay prompts. **These assessments will be placed within the summative category.**
4. Homework assignments, in-class exercises and activities, etc. **will be placed within the homework/participation category.**

### **Cumulative Grade Scale**

A = 93-100%  
A - = 92%  
B+ = 91  
B = 84-90%

B- = 83%  
C+ = 82%  
C = 75-81%  
C- = 74%

D+ = 73%  
D = 66-72%  
D- = 65%  
F = 0-64%

### **Plagiarism:**

Papers and assignments submitted are expected to be the student's own work. Information and opinions drawn from other sources are to be attributed specifically to their respective source utilizing MLA format for citing sources. Students caught plagiarizing will accept the consequences as outlined in the student handbook.

### **Absences:**

All make-up work due to an excused absence is the responsibility of the student. As we transition into the Canvas system, students will be responsible for checking and completing the classroom assignments on days of absences. Until then, hard copies of all assignments will be available and placed in the "make-up box" for students to retrieve upon their return. As school policy, make-up work is due within two days of the absence. Students absent on the days of a test will be expected to take the test immediately upon return.

### **Late/Make-up Work**

Late work is not expected. If you foresee difficulty in meeting a deadline, see me or email ahead of time. If you run into an obstacle (internet issues, emergency, etc.) do something that shows a diligent and honest effort on your part. Do not make a habit of being late. This will be considered as a work habit and will be reflected in your grade for the course.