



Deer Valley Unified School District No. 97

SANDRA DAY O'CONNOR HIGH SCHOOL
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Course: *AP English Literature and Composition*
Teacher: Mrs. Patricia DeVito
Room: #521 **Prep Hour:** 5
Tutoring/office hrs. MWTH 6:30-7:30
MW afterschool 2:30-3:30 or by appt.

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ELA Mission Statement: The mission of the English Language Arts Department at Sandra Day O'Connor High School is to offer students extensive opportunities for learning skills that prepare them for life after high school.

ELA Target Learning Goals:

Reading

- Students will read, evaluate and use literary and informational texts at or above grade level.
- On their own, students will read and understand a variety of texts ranging from simple to complex.

Writing

- Students will write a variety of texts clearly and coherently using research collaboration and revision over varying lengths of time for a range of audiences.
- Students will use technology to produce and publish writing and interact and collaborate with others.

Language

- Students will demonstrate knowledge of correct grammar in writing and speech.
- Students will apply knowledge of newly learned words and phrases to reading and writing.

Speaking and Listening

- Students will listen actively to a variety of types of presentations, interpreting and evaluating them with proficiency.
- Students will verbally present information in a variety of forms to a variety of audiences verbally, demonstrating command of formal English when appropriate.

AP English Literature & Composition Course Description & Course Objectives/Goals:

The course includes intensive study of representative works from various genres and periods. Reading is accompanied by thoughtful discussion and writing about those works. Writing assignments emphasize the refinement of personal expression and style at a level equivalent to composition assignments at the freshman college level, and include expository, analytical, and argumentative essays. Although critical analysis (expository, argumentation, evaluation) makes up the bulk of student writing for the course, annotation, free-writing, creative projects, and reading journals will also be incorporated. Students will be given frequent opportunities to write and revise formal, extended analysis essays/papers, in addition to many timed, in class essays.

Revision will include: the use of a wide ranging vocabulary used appropriately and effectively; the incorporation of a variety of sentence structures, including appropriate use of subordination and coordination; the use of logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; a balance of generalization and specific illustrative detail; the demonstration of an effective use of rhetoric, including control of tone, establishing and maintaining voice, and achieving appropriate diction and sentence structure.

AP English engages students in the careful reading and critical analysis of works of literary merit. Authors are chosen from the AP English Course Description for the English Literature and Composition Exam or from those appearing on previous AP Literature and Composition Exams. Through the close reading of selected texts, students will appreciate the depth and dimension of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as rhetorical elements such as the figurative language, imagery, symbolism, and tone.

Habits of Mind:

Habits of Mind for the AP Student	
<i>Broad Intellectual Practices</i>	
* Exhibits curiosity	* Asks provocative questions
* Reads with awareness of self and others	* Strives for accuracy
* Experiments with new ideas	* Generates hypotheses
* Exhibits respect for other's viewpoints	* Engages in intellectual discussions
* Challenges one's own belief	* Thinks interdependently
<i>Classroom Behaviors</i>	
* Is attentive in class discussions	* Contributes to class
* Comes to class prepared	* Manages impulsivity
<i>Additional College Requirements</i>	
* Respects facts and information in situations where feelings and intuitions often prevail	
* Embraces the value of research to explore new ideas through reading and writing	
* Develops a capacity to work hard and to expect high standards	
* Shows initiative and develops ownership of one's education	

Textbook: Primary Text: Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 7th Compact ed. New York: Pearson/Longman, 2005.

Additional texts/sections of texts will be posted on my website:

Grading Policy: Performance, grades and grade points:

Grade	Performance Description	Grade Points Regular "H" and "AP"	
A=	90-100%	4	5
B=	80-89%	3	4
C=	70-79%	2	3
D=	60-69%	1	2
F=	below 60%	0	0

- Grades are cumulative for each semester. The grade book categories (which comprise 80% of your overall course grade) are:

90% = essays, projects, tests, quizzes, formal writings, and presentations

10% = class activities, discussions, informal writings, and multiple choice practice

- The final exam will account for 20% of the overall course grade.
- Research bonus assignments are accepted. The student must research a term, work, expression studied in class—must type a one page analysis of how the term, work, or expression is used. This must include: how the term, work, or expression is used in the example and an explanation of how/if it is used correctly. These assignments are worth between 2-5 pts., depending on how well the assignment is completed.

Powerschool Access

The Powerschool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: ps.dvusd.org/public. Students **must access Powerschool themselves to be successful in this course.**

Make-Up Work

Upon return to class after an absence, a student has one school day for each day missed to make up work/test assigned during his/her absence regardless of the number of days absent. For example, if a student is absent on Thursday and Friday, he/she will have Monday and Tuesday of the following week to make up work and

must turn in the work that was assigned during the days absent on Wednesday. It is the student's responsibility to check with teachers immediately upon return for work missed. Teachers may choose to schedule an appointment with the student to formulate a plan for the completion of make-up work.

Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned or due on the first day that the student returns to class. You will be able to use the Eagle Hour MTSS-A period also.

Make-up work for extended absences may be requested through the Counseling Office and picked up there. I keep my website updated. **It is the student's responsibility to obtain make-up work from my teacher website and to schedule an appointment to discuss missing work/schedule make-up date.**

Note: No revised work and/or retakes will be permitted during the last two weeks of a semester.

Late Work Procedure

You will receive a 20% deduction per day for late work.

Re-Take/Reassessment Procedure

- Students may re-write any writing assignment for a higher assessment grade.
- Students may re-take major unit tests (novels/plays) that are directly related to College Board essential learning standards with the condition that the students complete all reading/writing study guides that the teacher assigned prior to the test date.
- The Thursday MTSS-A period may be utilized for this purpose.
- Students may not re-take pop quizzes.

Long-Term Project Procedure

Long-term projects are due on the date and time assigned, as defined in writing in advance by the teacher. NO EXCEPTIONS. THIS SUPERSEDES THE MAKE-UP POLICY. If the student is absent or the class does not meet that day, the PROJECT IS STILL DUE ON THE DAY ASSIGNED will be clearly labeled.

Classroom Behavior Expectations and Consequences

1. Have all formal papers formatted and stapled before you come to class. **Invest** in a stapler to keep at home. You are college-bound students; you cannot expect to turn in unformatted or unstapled papers.
2. All written assignments must be legible (neat and BIG enough) for **me** to read and grade.
3. As per the student handbook, no drinks except bottled water are allowed in the classroom. I also request that you bring no food, candy, or any other drink with you. I don't mind gum as long as you keep it in your mouth and are quiet. If you find that you get thirsty often, bring a bottle of water with you to class.
4. Behavior – If there is a problem, I will talk with you privately. Please adhere to the honors/AP code of conduct (on separate sheet of paper that you must sign).
5. Being in an AP class is a privilege. If behavior or work ethic is not AP appropriate, you may lose the opportunity of taking an AP class. Students in an AP class should model praiseworthy behavior and integrity at all times. Therefore, it is possible for you to be removed from AP and changed to an LA 7-8 class.
6. You must generate your own electronic pass on your i-pad and bring it to me for approval if you need to leave class for any reason. Please do not interrupt direct teaching to get this completed.

CLASS ABSENCES AND YOUR RESPONSIBILITY: You are **adamantly discouraged** from making appointments with or accepting invitations to the counseling office during Senior AP Lit class except in cases of emergency. You may not participate in extra-curricular events or activities for other classes during this class.

Be aware that any absence is no reason to miss an assignment due date. Any absence related to school functions, field trips, and other planned absences are not acceptable reasons to miss a **due date**. If you know beforehand that you are going to be absent from class on a due date, you must turn in your work before the class period which you will miss. Vacations and college visits should be scheduled during the months of the year that you are not in school. Family vacations and college visits should not interfere with your attendance.

Strategies for Success in this Class

- Read each day's assignment. For shorter assignments, read the work twice.
- Annotate the reading & take reading notes in a notebook. Always record questions to ask about difficult passages. For longer works (novels, plays), use a charting technique with headings (such as plot, character, and literary device) to help you see the work develop.
- Become involved in class discussions. Ask questions about difficult concepts or passages. Respond to the ideas of others and add your own insights or questions. Participation helps you comprehend and retain the material. Take notes during discussion. Write down important terms, concepts, passages, quotations, themes, stylistic devices, and symbols being discussed.
- Check my teacher website regularly; I keep it updated.
- Follow teacher instructions for bonus point assignments.

Electronic Device Use

Technology (cell phones, iPods, hand-held devices, etc.) use in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, the student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

Personal Electronic Device Use

Personal Electronic Devices include cell phones, iPods, other mp3 players and similar technology devices **used for entertainment and communication/social media**. Students are expected to refrain from the use of electronic devices for personal entertainment and/or communication (i.e. email, instagram, Facebook, etc.) during instructional time (as determined by the teacher or classroom designee). While students may freely use these devices before and after school, during passing period, and at lunch- the teacher will limit the use of personal devices and for which purposes during class to ensure that *all students are focused and ready to learn*.

Use of Electronic Devices to Facilitate Learning

Sandra Day O'Connor High School has integrated the use of tablets, laptops and smart phones **as a learning tool** in the classroom. Once the technology tools are added to the classroom for learning, the classroom teacher will inform students as to when they may use their device and for which purposes. Students must adhere to their teacher's guidelines for use and appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action. **You are not to use your cell phone in class unless you have asked for permission to do so. Please keep your phones put away during class. The first time you do not pay attention to this request, you will be given a verbal and written warning, and will be asked to place your phones in the pockets provided in front of the class. Any time after this, I will record the offense in the comments section of Powerschool, and, if necessary, I will follow up with parents and admin. PLEASE bring you fully charged iPad to class. If you do not do this, you will lose points for the day.**

*Please note- students may **not** access their personal devices, whether for entertainment or learning, **if the teacher has stated that the classroom activities at that time do not warrant use.** (For example, during teaching, class activities, testing or assessments)*

AP Exam Testing

All students will take a complete AP Practice Exam. This practice exam will be scheduled in advance and participation is mandatory as this may be used as part of your final exam for the course.

Students who participate in the official Advanced Placement College Board AP Exam for college credit will have the option of choosing: 1. Their semester grade as their final exam score (e.g. a student has a 90% for their semester course grade may choose to take the 90% as their final exam score as well); OR 2. A student may choose to use their score on the AP Practice Exam as their final exam score (e.g. a student receives a 93% on their AP Practice Exam may choose to take the 93% as their final exam score as well).

Students who choose NOT to participate in the official Advanced Placement College Board AP Exam for college credit will take a full-length AP released exam for their final exam grade. Students NOT taking the

official AP College Board Exam will NOT have the choice of using their semester grade or AP Practice Exam score as their final exam grade.

All students, whether testing for Advanced Placement College Board credit or not, will sit for their exam on May 8th, 2018. Students testing for college board credit will test with the appropriate facilitator. Students testing for the final exam will test with Mrs. DeVito. Participation in this exam date is **not optional**.

Academic Integrity Statement in the Course Syllabus:

Adherence to the O'Connor Academic Integrity Code

- All students enrolled in AP English Lit and Comp will adhere to the framework and guidelines set forth in the O'Connor High School Academic Integrity Code. Cheating and Plagiarism will not be tolerated. **The purpose of this code is to promote a positive learning environment for all involved.** As humans, we will make mistakes as we grow. It is understood that we can learn from those mistakes and become better individuals in the future. Any student who violates this code will be referred to the Students Rights and Responsibilities handbook and assignment of appropriate consequences.

Plagiarism and Cheating

Cheating: In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- bringing in and using unauthorized information during class time, including information stored in any electronic device.
- offering or receiving information under circumstances in which information is not to be shared.
- having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- copying answers from answer guides in texts.
- fabricating data, information, or sources. Presenting made up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- copying another's work.
- using another's ideas without proper citations.
- incorporating portions of another's writing within the context of your own work.
- failing to acknowledge a source of information.
- using "unique" phrases without citations.
- using graphics, charts, diagrams, or illustrations without citations.
- using a translator (either in-person or on-line) without proper citations.

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. – **no exceptions.**

Loss of Credit Due to Absences

Upon reaching 5 unexcused absences or a combination of 12 unexcused and/or excused absences, a student may **lose credit** in any given class.

Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences. Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges etc.

Communication

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

COMPUTER PROBLEMS

We all have them. Make sure that you have access to a working computer well in advance of due dates. If you do not have a working computer at home, use the LMC, but schedule your time wisely. You will be submitting most writing assignments via turnitin.com. You must be responsible; your parents will not be with you in college!

DO NOT hand me a thumb drive to print out your paper for you.

DO NOT e-mail me your paper and expect me to format it, save it, and print it out for you.

DO NOT ask me the day your assignment is due to go to the library to print out your paper there during class. Take care of this before coming to class.

FORMAT FOR WRITTEN WORK

If the assignment is supposed to be typed, format should follow MLA guidelines:

- double-spaced. with no extra lines skipped between paragraphs
- indented 5 spaces for each new paragraph
- plain fonts such as Helvetica, Geneva, Times New Roman, plain Arial (no old English, script, Bookman, Monotype, etc.)
- 12 point type
- 1 inch margins all around; no fancy borders
- stapled once in top left corner; staple papers **BEFORE** coming to class
- first and last name, teacher name, assignment name, date
- a running header on the top right corner of each page with last name and page number (i.e. Perez 1 on page one and so forth)

IF THE ASSIGNMENT DOES NOT HAVE TO BE TYPED, WRITE YOUR NAME, ASSIGNMENT NAME, DATE AND PERIOD IN THE TOP LEFT CORNER OF THE PAPER.

SYLLABUS – Follow Throughout School Year

Semester I

Introductory Unit

- Creating an academic environment/boot camp for AP
- Annotating--critical reading & identifying purposes of literary criticism (pp.1497-1530 of text)
- MLA Format
- Academic honesty/dishonesty
- 4-5 essays written per semester (identifiable by bold print and underlined) in addition to several timed writes on AP Prompts

Weekly Practice (chosen from among the following)

- Identification of literary devices and evaluation of their effectiveness
- Identification and use of annotation & mnemonic devices
- Quizzes/tests over vocabulary from works read for class/AP practice tests
- Practice grammar/usage; sentence variation with imitation exercises and combining sentences for greater fluency
- Analysis of the use of diction, detail, imagery, syntax, voice and effectiveness in literary works read this year
- Writing Socratic questions for discussion and understanding
Length: 3 days

A. Unit I: *The Poisonwood Bible* – summer reading/writing and ***How to Read like a Professor (using this book throughout the school year – integrating chapters as we go along and testing)***

Objectives: Students will demonstrate the ability to

- recognize the techniques involved in literary analysis and differentiate the differences between rhetorical analysis and literary analysis.
- evaluate the novel (critically) for literary devices, style, and diction.
- understand and apply new vocabulary terms in context.
- engage in close, detailed analysis of text.
- evaluate character motivation, narrative voice, and theme.
- research aspects of African Colonization for social and political background and evaluate the themes and impact of these events on British and American thought.

Assessments

- Socratic Seminars
- Group project requiring presentation or evaluation
- One in-class timed writing (past AP Prompts)
- Novel Exam
Length: 2 weeks

B. College Essay

Objectives: Students will demonstrate the ability to:

- read (critically) and discuss sample personal essays by professional and student authors.
- write journal entries in response to a variety of different prompts on personal subjects, including description, exposition, narration, and reflection.
- **write a personal essay** for an academic audience.
- write in a variety of modes, including **description**, **exposition**, **narration** and **persuasion**, and revise repeatedly for various audiences and within various constraints.

Assessments

- Senior journal of 4 responses to sample college application prompts
- Teacher feedback on **college essay** with comments and revision
Length: 1 week

C. Poetry Unit I: Review and Immersion

Authors and poems may include (but are not limited to the following):

Shakespeare (*Sonnet 116 & Sonnet 130*), Blake (*London*), Roethke (*My Papa's Waltz*), Walcott (*The Virgins*), Yeats (*The Second Coming*), Auden (*Musee des Beaux Arts*), Marvell (*To His Coy Mistress*), Shelley (*Ozymandias*), Atwood (*Siren Song*), Heaney (*Digging*), Housman (*To an Athlete Dying Young*), Matt. 13:24-30 (*The Parable of the Good Seed*), Wilbur (*The Barred Owl*), Collins (*The History Teacher*), Keats (*When I Have Fears*), Fanthorpe (*Not My Best Side*), Cummings (*I Carry Your Heart With Me*), Blake (*To See a World in a Grain of Sand*), Auden (*Stop all the Clocks*), Plath (*Metaphors*), and Donne (*Batter My Heart, Three-Personed God*)

Objectives: Students will demonstrate the ability to:

- read a poem critically, with attention to the poem's theme and the poet's techniques.
- analyze the dramatic situation, structure, line, diction, connotation, sound devices, syntax, mood, purpose, persona, tone and theme of a poem.
- identify different forms of the sonnet.
- identify figurative language and syntactical patterns.
- discuss the theme and technique used in a poem.
- use the language of the criticism of poetry, and write well-supported analytical essays of poems.

Assessments

- Quizzes/Tests on tone, theme, technique, structure, diction, persona, figurative language
- Well-supported **analytical essays of poems**
- **Timed writing on a poem**, using a prompt from a past AP English Literature exam.

Length: 4 weeks

(Assignment: You will work on poetry in class, but you'll be required to read ahead for the two drama pieces—*Oedipus Rex* & *King Lear* during these 4 weeks of poetry.)

D. Drama--Moral Dilemmas: *Oedipus Rex* by Sophocles (You should have begun reading this during the poetry unit--letter C above. We will act out one scene in class.)

Objectives: Students will be able to

- identify elements of classical Greek theater, Aristotelian tragedy, and Aristotle's *Poetics*.
- analyze structure, thematic elements, figurative language, diction, & allusions.

Assessments

- Quiz/test--(multiple-choice & essay)--analytical focus: irony, classical tragedy, Greek drama, functions of the chorus, and Aristotelian Theory, allusions to the play in other works and thematic focus: self-knowledge, pride, arrogance, elusiveness of truth

Length: 1 week

King Lear by William Shakespeare (You should have read this outside class during the 4 weeks of the poetry unit in preparation for this study.)

Objectives: Students will be able to complete

- a close reading of the play with an emphasis on structure, style, and themes.
- a close reading with an emphasis on figurative language, imagery, symbolism, & tone.
- an analysis of quotes to assist in determining Shakespeare's purpose and theme with some attention paid to the playwright in his time.

Assessments

- Objective test with emphasis on quotes & their relationship to theme; characterization; setting
- **Timed writing essay** on a quote from the play or an issue gleaned from Socratic seminar
- **Literary analysis essay** that focuses on theme and/or character motivation Do we want to do this?

Length: 3 weeks

Reading Assignment: Frankenstein

E. Short Fiction Unit I

This unit focuses on strategies/skills to pinpoint and clearly explain the particular effect an author achieves in a piece of short fiction and to show how the author achieves that effect through the use of such elements as symbols, plot structure, imagery, diction, and organization. Selected stories cover significant ideas such as the rite of passage, cultural diversity, character study, motifs, theme, plot structure, syntax, diction, tone, and voice.

Authors may include (but are not limited to) Chekhov (*The Darling*), Tan (*A Pair of Tickets*), Mann (*The Infant Prodigy*), Walker (*Everyday Use*), Faulkner (*A Rose for Emily*), Moravia (*Anguish*), Vonnegut (*Harrison Bergeron*), Tolstoy (*Ivan Ilyich*), O'Connor (*A Good Man is Hard to Find*), Hemingway (*The Short Happy Life of Francis Macomber*), Jackson (*The Lottery*), and excerpts from *The Hebrew Book of Job*.

Objectives: Students will be able to:

- participate in Socratic seminars on how certain authors employ literary techniques to reveal theme.
- participate in daily class discussions of stories assigned and read.
- use personal response journals to assist in understanding.
- identify characterization, plot structure, theme, setting, motifs, syntax, diction, tone, voice, and allusions found in the stories.
- explain the use of symbolism, diction, character motivation, and thematic structure.

Assessments

- Quizzes/tests on each studied short work
- **Analysis paper** identifying **commonalities and/or contrasts** between two of the stories read, followed by peer editing and revision

Length: 3 weeks

Frankenstein

Timed Write (Not sure what is next: Is it poetry or the lit analysis project??)

F. Literary Analysis Research Project (on one book chosen from the list)

This group project is a major portion of your grade for the semester. Each member of the group is responsible for understanding and communicating information from three areas:

- 1. A biographical depiction of the author with details especially pertinent to the assigned work**
- 2. Commentary on his writing style/philosophy, including critical reviews on them**
- 3. Specific criticisms/comments on the work the class read**

The presenters must organize their ideas effectively in order to present a lucid, concise, and logical presentation in 2 class days. Each presentation must incorporate information from a minimum of three sources (not including the work itself) which are utilized sometime during the three-day presentation. These sources will also be listed on a Works Cited page in your formal written evaluation (due at the end of your presentation). For rules and examples of citation format, consult the MLA Guide (8th ed) or *Purdue Owl*.

The analysis of an author's development deals with the mode and method employed by the author to present his story. Look at all the stylistic techniques we have discussed with short fiction. See what critics point out as salient features. Focus on both the MOW and the HOW of the novel. Each member of the class is required to read the work, so the presentation should not include a summary of the book. On the other hand, the presenters most definitely should use specific passages which enhance any point of discussion (not considered summary).

G. Independent Reading – *A Portrait of the Artist as a Young Man* by Joyce

This involves Episodes, Imagery, and Symbolism.

As a bildungsroman, *A Portrait of the Artist as a Young Man* progresses in a series of episodes from Stephen's world of sensations as a child to his sense of wonder as he leaves Ireland as a young man. Joyce's stream of consciousness structure may be difficult for readers to follow, so it may be helpful of you to identify the various episodes in the novel.

- Quizzes/tests
- Note-taking
- Additional readings: Aristotle, "Youth and Old Age" and Dick Gregory, "Shame"
- Creating an interpretive claim and defending with textual evidence and analysis.
- Analyzing thematic development and how Joyce achieved through allusions to the Greek Myths.
- Timed writing essay

Length for 3 weeks:

H. AP Model Exams – used throughout the semester

Strategies needed for success on the AP test is conducted throughout the academic year with intensive study done in the last few weeks leading up to the administration of the examination. Timed multiple-choice tests are introduced into the class routine, using College Board released tests from previous years. As part of the discussion of the test, students will review test-taking strategies and the reading of the stems used in the sample question. The class prepares for specific types of questions and ways by which to eliminate distractors. In addition, **AP prompts** are utilized to assist students in the **practice of writing in timed situations with papers** read by both the teacher and peers for positive feedback. Next, students read and score according to a

rubric and sample student essays released by the College Board. Finally, students prepare study guides for works of suitable merit to accompany the open-response portion of the test. All testing is done under strictly timed conditions in order to replicate the official exam experience.

Begin reading the novel, *Heart of Darkness* by Joseph Conrad), over the holiday break.

Semester II

A. . British Novel: *Heart of Darkness* by Joseph Conrad

Objectives: Students will demonstrate the ability to:

- identify the effect of literary techniques such as point of view, structure, frame narration, imagery, figurative language, tone, diction, theme and syntax.
- question and discuss the author's purpose in relation to the social, historical and political context of the novel's setting and the values of Conrad's times.
- evaluate the relevance of different critical approaches to the novel.
- discuss the critical judgments of Conrad's novel as racist, sexist, Eurocentric or imperialist.
- analyze Marlow in a closed-book group activity requiring specific evidence for their generalizations and insights.
- develop their own view of the characters and their own interpretations of the novel, and **write a well-supported, persuasive analysis** of *Heart of Darkness* in class in response to a prompt from an AP English Literature and Composition Exam.

Assessments

- Reading tests & a written character analysis
- In-class open book timed persuasive essay
- Revision and self-editing of timed essay (no book)

Length: 2 weeks

You will be responsible for reading ONE work, and your literary analysis, research paper project, and test will be on this ONE work.

Literary Analysis Research Project Novels and Play

B. *The Awakening* by Kate Chopin

***The Importance of Being Earnest* by Wilde**

Objectives: Students will demonstrate the ability to:

1. identify biographical information and critical reviews on the chosen author/book.
2. locate literary criticism that represents salient features and stylistic techniques of chosen author/book.
3. interpret a text with relevant detail.
4. deliver a comprehensive group oral presentation with all necessary information: 10 interpretive questions, 5 evaluative questions, open question study guide.
5. synthesize their own interpretation of the work.

Assessments

1. Group presentation with detailed, comprehensive critical analysis, including: 10 interpretive questions, 5 evaluative questions, lesson plan for the 2 days, open question study guide
2. Quizzes on each of the 4 works presented
3. Open question study guide questions 1-5 due on first day of each group's presentation
4. Open question study guide questions 6-8 due on last day of each group's presentation
5. **Written evaluation (formal research format)** on chosen author/book from each group member (your individual research component)
6. Written evaluation from each class member on each group's presentation
7. **Timed write** practice (from past AP Prompts/Student Writing)

Length: 3 weeks

C. Poetry Unit II may include, but are not limited to the following:

Browning (*My Last Duchess*), Bishop (*The Fish*), Thomas (*Do Not Go Gentle Into That Good Night*), Eliot (*The Winter Evening Settles Down*), Bradstreet (*The Author to Her Book*), Edwin Arlington Robinson (*Richard Cory*), Herrick (*Upon Julia's Voice*), Whitman (*I Saw in Louisiana a Live Oak Growing*), Millay (*What Lips My Lips Have Kissed and Where and Why*), Frost (*Acquainted with the Night*), Stevens (*The Emperor of Ice Cream*), H. D. (*Helen*), Neruda (*Muchos Somos*), Browning (*Soliloquy of the Spanish Cloister*), Rich (*Storm Warnings*), Hughes (*The Negro Speaks of Rivers*), Donne (*A Valediction: Forbidding Mourning*), Hardy (*The Convergence of the Twain*), Wright (*Between the World and Me*), Wyatt (*They Flee From Me*)

Objectives: Students will demonstrate the ability to:

- read, critically analyze and discuss longer and more complex poetry.
- read closely, with attention to the relationships between the poem's theme and its technical elements, especially the relationship of theme to technique.
- analyze the dramatic situation, structure, line, diction, connotation, sound devices, diction, syntax, mood, purpose, persona, tone and theme of a poem.
- identify different forms of the lyric poem.
- identify free verse, blank verse, dramatic monologues and narrative poetry,
- Identify rhetorical devices (schemes and tropes).
- write and comment on poems using appropriate literary terms, and write a well-supported analytical essay on a poem.

Assessments

- Frequent brief in-class responses to poetry, including creative writing
 - **In-class timed essay** on a prompt from an AP English Literature and Composition Exam, and explication of a poem studied in this unit, with peer editing and revisions
- Length: 3-4 weeks assign the reading of *Life of Pi* during this time.

D. Novel Study – *Life of Pi* by Yann Martel

E. Satire and Irony: *Candide, or Optimism*, by Voltaire

Objectives: Students will demonstrate the ability to:

- identify theories of comedy.
- identify stages of the comic ladder.
- identify techniques of comedy including irony, satire, hyperbole, wit, epigram, incongruity, inconsistency of character, plot devices, and physical comedy.
- identify Voltaire's purposes in the context of the *Philosophes* and the Enlightenment, and relate those purposes to his comic techniques.

Assessments

- 3 reading quizzes
- Contemporary satire presentation (group, oral)
- Comedy terms identification test

Length: 2 weeks

F. Short Fiction Unit II

This unit continues the focus on strategies/skills to pinpoint and clearly explain the particular effect an author achieves in a piece of short fiction and to show how the author achieves that effect through the use of such elements as symbols, plot structure, imagery, diction, and organization. Selected stories cover significant ideas such as the rite of passage, cultural diversity, character study, motifs, theme, plot structure, syntax, diction, tone, and voice.

Authors and works include (but are not limited to) Dostoevsky (*A Christmas Tree and a Wedding*), Le Guin (*The Ones Who Walk Away from Omelas*), Flaubert (*A Simple Heart*), Updike (*A & P*), Pirandello (*The Man with the Flower in His Mouth*), Hesse (*Beneath the Wheel*), Chopin (*The Story of an Hour*), Rive (*No Room at Solitaire*), Gilman (*The Yellow Wallpaper*)

Objectives: Students will be able to:

1. participate in daily class discussions of stories assigned and read.
2. use personal response journals to assist in understanding.
3. identify characterization, plot structure, theme, setting, motifs, syntax, diction, tone, voice, and allusions found in the stories.
4. explain the use of symbolism, diction, character motivation, and thematic structure.

Assessments

1. Quizzes/tests on each studied short work
 2. **Timed Write** on an AP Prompt
- Length: 2 weeks Overlapping the AP Practice Tests

G. Drama—Comedy: *Much Ado About Nothing* by William Shakespeare

Objectives: Students will demonstrate the ability to

- identify techniques of comedy including irony, parody, satire, hyperbole, wit, litotes, incongruity, inconsistency of character, plot devices, and slapstick.
- identify theories of comedy, stages of the comic ladder, and read the play critically to recognize their use.
- recognize the relationship of characterization to different types of comedy.
- identify themes such as grief, gender, sexuality, duplicity, loyalty, and love and compare their development through contrasting characters.
- discuss comic characterization, including the use of character foils.
- analyze the role of the fool (the constable) in *Much Ado About Nothing*.
- analyze the syntax and diction of the main characters, and write a well-supported discussion of comic characterization in *Much Ado About Nothing*.

identify Shakespeare's purposes in the context of the social traditions, values, common beliefs and political pressures of Elizabethan England.

Assessments:

- Reading quizzes on each act
- Drafting and revision of a **critical analysis essay on comic characterization** in *Much Ado About Nothing*, with self-assessment, and timed writing on a past AP English Literature and Composition Exam prompt

Length: Must be read outside class; ONE scene acted in class

H. AP Test preparation

- Ongoing preparation from 1st semester
- Strategies for answering multiple-choice questions
- "How to" address writing prompts with the incorporation of old AP test prompts for timed writing with various novels taught
- Practice, practice, practice!

Movie clips which **may** be shown as time allows throughout the year to teach/reinforce literary concepts and figurative language. (Clips are 10 minutes or less in length.)

Amadeus PG

Avatar PG-13

Battlestar Galactica N/R – TV Series

Bend it Like Beckham PG-13

Bride & Prejudice PG

Chariots of Fire PG

Cinderella Man PG-13

Clash of the Titans PG-13

Cry Freedom PG

Dead Poets Society PG-13

Finding Forrester PG-13

Galaxy Quest PG

Gattaca PG-13
Happy Feet PG
John Adams N/R – TV Miniseries
Les Miserables PG
Little Women PG
The Island PG-13
The Lord of the Rings trilogy PG-13
The Majestic PG
The Mission PG
The Natural PG
O, Brother, Where Art Thou? PG-13
A Passage to India PG
Places in the Heart PG
Pride & Prejudice PG
Remains of the Day PG
A River Runs Through It PG
Seabiscuit PG-13
Sense & Sensibility PG
Shadowlands PG
Signs PG-13
Simon Birch PG
Star Wars PG-13
The Impossible PG-13

The following **partial or complete** movies/TV shows may be shown throughout the year:

Candide the Musical, *Much Ado About Nothing*, *Atomic Shakespeare* (Moonlighting TV series), *The Importance of Being Earnest*

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

Please return this completed page by August 11th, 2017

Contract: Senior AP English Literature & Composition -- Mrs. DeVito

1. Students: Please read and initial each item. This is the time to ask questions if you have them.
2. Sign the summary statement at the end indicating your commitment to this coursework.
3. A copy of the syllabus is available for you to download on my website.

I understand

- that this is a college level course approved by The College Board, and as such, requires my commitment of time and energy. _____
- that I am expected to come to class with all materials and assignments. _____
- that due dates are carefully chosen and that they are firm. _____
- that extensions are rarely (if ever) granted. _____
- that I am responsible for all missed work. I must come to every class prepared. _____
- that I will be able to keep up with class content. _____
- that I may make an appointment for additional help before or after school. _____
- that I am expected to be an active participant in this class. _____
- that all students in this class have a right to learn and that disruptive and/or uncooperative students will be removed. _____
- that I am expected to demonstrate reasonable progress in all assignments and assessments. _____
- that I will need to borrow or purchase the indicated books. _____
- that I will have all reading assignments completed before we discuss or study their literary merit. _____
- that I am expected to read and write regularly about assigned and freely chosen literature. _____
- that I will maintain a journal containing all necessary information. _____
- that I have read and understand the Homework Policy. _____
- that I have read and understand the
- that I have read and understand the Make-up Work policy. _____
- that I have read and understand the re-take policy on major quizzes and tests and writing assignments.
- how to get additional help. _____
- all classroom behavioral expectations. _____
- that if I am participating in ANY school-sponsored field trip, I must talk to Mrs. DeVito BEFORE my absence for the field trip.
- that if I do not follow all classroom expectations, I may be dropped from this AP course and placed in another senior level English Language Arts class. _____

Students

Summary Statement: I have read and I understand the syllabus and course expectations for Senior AP English Literature & Composition. I am capable and I am committed to the successful completion of this course. (Please use ink.)

Printed Name

Signature

Date

E-Mail

Phone #

Parents/Guardians

1. I have read and I understand the syllabus and course expectations for Senior AP English Literature & Composition. My son/daughter is capable and committed to the successful completion of this course.
2. I have read the list of novels and movies/clips to be viewed in this class. If I have any questions/concerns about any of these, I will contact the teacher in a timely manner.

Printed Name

Signature

Date

E-Mail

Phone #