

# Semester 1 Syllabus

## AP English Literature and Composition

Crook County High School

**Class Days:** Mon-Fri. **Instructor:** Jim Churchill-Dicks **Meeting Time:** Period 6  
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**Phone:** (541) 447-6900 ext. 3124

### COURSE DESCRIPTION

AP Literature and Composition is an introduction to the collegiate-level study of prose fiction, poetry, drama and film. Both collaboratively and on their own, students will read and carefully analyze a broad and challenging range of prose, poetry and dramatic selections. The course develops students' skills in writing, rhetoric, and critique, with an additional focus on how literary terms can open up added meaning to the texts being studied. Students will be asked to read carefully, sharing their interpretations in a variety of writing modes and Socratic discussion. Through close reading and frequent writing, students will enhance their ability to work with language and text, and to formulate their own arguments regarding these texts. Additionally, students will help to gain a working knowledge of the literary devices we study through creative exploration in their own genre writing. The course will also help students to use several quotations from either published sources or interviews, which are (1) integrated into the student's own writing (at both the paragraph and the sentence level), and (2) correctly documented according to either MLA or APA format.

**A Note on Writing Process:** Students will receive feedback from both the instructor and from peers throughout the drafting and revision processes of their drafts. Additionally, students will revise certain pieces of writing to publishable quality.

### Learning Outcomes:

1. Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions.
2. Draw on relevant cultural or historical information to situate texts within their cultural, political, and historical contexts
3. Perform Critical, formal analyses of literary, poetic, dramatic and cinematic texts
4. Write focused, analytical essays in clear, grammatical prose.
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments
6. Employ primary and/or secondary sources, with proper acknowledgement and citation, as they contribute to a critical essay's thesis.

### Vocabulary:

We will have a vocabulary test each unit for the first three quarters of the course. The content of the vocabulary will be varied and include a review of Latin and Greek roots, tone words, and literary terms.

# Reading and Writing Assignments:

## Reading Assignments:

Students will be required to read a vast array of literature, as well as other works to give them additional critical context. Several selections include passages from the novels *Never Let Me Go*, *A Thousand Splendid Suns*, *Don Quixote*, *Pride and Prejudice*, *Frankenstein*, *The Divine Comedy*, *To the Lighthouse*, *Three Lives*, *Americanah*, and *The Namesake*, as well as others. Students will carefully observe literature that is based on a careful observation of textual details, considering the work's social, cultural and/or historical values. Students will be required to read and annotate every reading assignment in both a timely and quality manner. As the critical theory for this course is studied in a holistic way, each piece informs the others and vice versa. Therefore, great care should be employed in how these readings can be synthesized into an overall aesthetic. Although the instructor will devise a structure toward the equitable timing of our reading, students must be especially self-directed in this course in order to pace their reading requirements.

## Writing Process and Feedback:

As this is designed as a workshop course, students will gain a working knowledge of peer revision strategies through small group seminars and training on improving their writing via the included rubrics. They will employ techniques to improve diction and sentence structure, as well as increased organizational coherence. In all, they will become each other's most frequent resource for improving their writing. **In addition, students will receive feedback throughout the writing process from the instructor- both before and after they revise their work-**in the form of margin notes, summary statements, relevant rubrics, guiding the peer review process as well as 1:1 conferences. **Feedback will focus primarily on helping the students develop a balance of generalization and specific, illustrative detail. Additional focus will be placed on helping students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.**

## Writing Assignments-Critical

Students will write several analytical, argumentative annotations which are approximately 500-700 words in length, which performs a close reading of the texts, **in which students draw upon textual details to make and explain judgments about a work's artistry and quality. Similar annotations will examine works primarily for their social, cultural or historical values.** Students will also write a handful of longer critical works (ranging from 4-7 pages) which involve research in literary theories as well as other filters which make the works significant to

society. Finally students will create a complete annotated bibliography of both their critical and creative literary influences.

Each critical paper must be typed, double-spaced, in final draft quality and in MLA format. Each work will submit to the full in-class process of drafting, revision groups, and conferencing, as well as work from home. Grading will be on a collegiate level rubric for each critical essay/annotation submitted.

## **Writing Assignments-Creative:**

Students will also be submitting a creative thesis, which includes many exercises in short fiction, poetry and trans-genre mediums. These assignments are designed to give students a working knowledge of the literary elements employed in our reading. This added approach will give students further practice in the ‘how’ of creating prose and poetry. These techniques include structure, diction, syntax, imagery, symbolism, tone, register and others.

## **Writing Assignments- In Class:**

There will be several timed, in-class writing assignments this year, which will simulate a portion of the AP essay writing test; analyzing the literary devices and critical filters of a piece prose or poetry. Students will be given 40 minutes to complete the analysis in class. There will also be more informal writing assignments throughout the year, which hold fewer structural constraints than the simulated AP essays. These informal writing assignments will be more free and exploratory in nature.

## **Grading Scale**

90% and above is an “A”; 80% “B”; 70% “C”; 60% “D”; and 50% and below, an “F.”

## **Evaluation**

1. Essays will be evaluated on focus, organization, support, and proofreading in addition to other criteria that will be handed out with each assignment.
2. Standards for Submitting Work: Your papers must be submitted typed, double-spaced, and in Times-New Roman font (like this page). Please use 12 point font and 1 inch margins on all four sides of your paper. Black ink must be used on all printed assignments you submit. **Your papers must be submitted using MLA style**, which we will discuss early in the term.
3. I am happy to give you verbal feedback on any essay before its due date. Just bring it by during my prep or on our Wednesday Feedback time (preferred), and we can discuss it.

**How to succeed in AP LIT.** Because we work best as a community of peers creating and exploring together to become skilled academic readers and writers, I expect everyone to practice the qualities of responsibility, respect, civility and thoughtfulness towards each other and all classroom discussions and assignments. Consequently, you need to...

**Complete the Writing Process Assignments** as well as essays. Process is an important part of writing, and of thinking for that matter. Intelligent, well-formed essays do not magically spring verbatim from the inspired mind, even for the most talented and successful authors. Ideas need to percolate, to be played with, kicked around, rearranged and re-visioned. Consequently, we will be doing some of the prewriting process in class and some out of class (through Google Classroom) Take process seriously, and you will be rewarded with additional insights and a broader repertoire of skills to draw on in school and career.

In an effort to be an added resource, most Wednesdays will be optional; designed for students who want small group or individual feedback or for debriefing earlier essays for future improvement. As there will be no essay retakes at the college level, this is what I can do to help you reflect on your previous work. I am also available during our scheduled ELO periods.

**Submit Assignments on time:**

Late work within the first three days of the due date will receive a Maximum of 75% credit.

**NOTE: As this is a college-level class, this is different from the CCHS policy.**

**Do not plagiarize.** Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will receive a zero for the assignment. One additional chance to complete the assignment (within one week of the referral) will be given, but will only be restored to a maximum of 60% credit. See Writing Resource guide on how to prevent this situation from happening to you.

**\*\*Put Away the Cell Phones and other class work. No phones are allowed during class time (even in the halls and restrooms). The school policy has been revised (p.17) and is required to be strictly enforced. That means referral sheets that I have to send down to the office.**

**That means phones are only allowed between classes, before and after school and during lunchtime.**

**If you are expecting an important call during class from parents, bosses, recruiters etc. the admin is asking to have them call the front office and they will send you a pass to come down.**

**I have both read and agree to the terms written above for this course:**

**Student Name (Printed clearly)** \_\_\_\_\_

**Student Signature and Date** \_\_\_\_\_

**Parent Signature and Date** \_\_\_\_\_

**Parent Preferred Email Contact** \_\_\_\_\_