Munford High School

2021-2022 AP Literature and Composition Syllabus:

Mr. Adam Bailey
Email: abailey@tcboe.org
Remind: text @mhsaplit to 81010 or go to www.remind.com and enter the class code
Class of 2022 Remind: text @srclassmhs to 81010
Google Classroom Code: mx6dhs6
AP Classroom Code: XXXQ3A

I. Course Overview:

Welcome! In taking on the challenge of Advanced Placement Literature and Composition, you have committed yourself to an intense survey of American, British, and world literature and the corresponding detailed analysis that comes with it through discussion and composition. This class is unlike the traditional high school English class in that the commitment is deeper, the workload is heavier, and the expectations are higher; however, the critical thinking and composition skills that will be developed and enhanced through the course of the class will be well worth your effort.

AP Literature and Composition is designed to be the equivalent of a college-level class. As such, students may earn college credit by earning a high enough score on the AP exam given in the spring. In preparation for this exam, the class will focus on a variety of literary genres including the novel, short fiction, poetry, drama, and nonfiction texts; moreover, particular attention will be given to the stylistic and literary elements of the selected texts in a way that students will analyze, interpret, discuss, and write about the parts that make up the whole.

More information about AP Literature and Composition is found at www.apcentral.collegeboard.org.

A+ College Ready: Talladega County Schools were fortunate to receive a generous grant from A+ College Ready, a division of the National Math and Science Initiative Program and the State Department of Education, which began in 2014. Principle funding from the grant ended at the conclusion of the 2016/17 school year, but schools in the system do still receive benefits from the grant, including funding for teacher training and materials. Students will be required to attend study sessions (dates and locations TBD) and take the actual AP Literature exam on May 4, 2022, in order to receive the 10 point grade curve for the year. Students must also agree to comply with the terms of the MHS AP contract.

II. Student Expectations:

Reading:
As mentioned above, students will read a broad range of texts from several different genres and time periods. AP requires that students examine texts from the 1500s to the present, thus there is a very broad selection of works to choose from. Texts for this class have been carefully chosen for their literary value, social and historical significance, and depth of content. These texts will be read not only for literary style and quality, but also for an appreciation of how the social and historical time periods in which they were created influenced the texts. Students will read to interpret, observe, and make connections in order to develop meaning.

Assigned texts will be given well in advance with ample time to complete before class. It is absolutely imperative that students come to class prepared to discuss the text(s). While we will discuss key passages from longer texts in class, students will have to be familiar with the whole of the work in order to be able to participate in class discussions, which is a part of the assessment for the class (see Assessment below).

Students will complete a variety of activities related to readings to help garner a complete understanding of the work. The following are examples of such activities:

- Major Works Data File – Student will prepare a summary document for major works (novels and drama) that includes information on the title, author, setting, plot, point of view, characterization, theme, symbols and literary devices, quotes, and a reader response.
- TPCAST – Title, Paraphrase, Attitude, Shifts, Theme; helpful with poetry analysis
- PAT – Plot, Association, Theme
- DAM – Diction, Association, Meaning

Please note: We can learn a lot about ourselves through analyzing texts from historical time periods, people, and culture from the past. As an AP class, the assigned readings are those that would be expected to be seen in a college classroom and may sometimes include themes, situations, and language of an adult nature. Many of these time periods and texts reflect history as it was in the moment, including language that may be considered objectionable or hurtful today, obsolete gender roles, instances of racial injustice, and other societal norms that we no longer find acceptable. In class, we will treat these texts as a piece of history, analyze their literary value, and examine them through the eyes of mature adults in 2021. If a student is ever uncomfortable with the content or language of any particular text, I ask that he or she let me know so that we can mutually decide upon an alternate text or assignment.
Writing:

Effective analysis, persuasion, argumentation, and explication through writing are primary goals of AP Literature and Composition. Students will write vigorously throughout the year with writings ranging widely in length and breadth. Over the course of the class, students will refine composition skills through drafting, editing, and revising that will lead to well organized, stylistically mature, and content wealthy written analyses supported by textual evidence.

Composition activities and assignments representative of this class are as follows:

- Quick Write – Short and informal introductory or reflection writings to build background knowledge about a subject or text or provide thoughts about its meaning.

- Reader Response – Students will frequently write personal reflections and responses to readings.

- In Class, Timed Essays – In the spirit of the AP Exam, students will respond to prompts taken from class readings and have a minimum amount of time to complete the essay.

- Annotation – Students will make annotations on a given text making note of such stylistic elements as diction, syntax, tone, point of view, and mood; students will also note the use of other literary devices such as metaphor, personification, alliteration, etc.

- Peer Workshop – Students will participate in group peer review of student writings. Groups will edit and make note of the use of given composition elements such as effective theses, diction and word choice, appropriate tone, transitions, analysis vs. summary, textual evidence, sentence structure, etc. Following the workshop, students will revise essays utilizing the feedback provided by the group. Peer workshops will occur almost weekly.

- Teacher Workshop – Students will meet with the teacher both formally and informally to discuss the same elements as mentioned above under Peer Workshop and gather feedback during the writing process. In addition, this will be an opportunity for the student and teacher to discuss the organizational structure, textual details, tone, and language of the essay as it develops.

- Extended Analysis Essays – As referenced above, students will write analyses of literary works in several modes including expository, analytical, and persuasive. Prewriting, workshops, and/or revision may occur during class time, but the primary intent is for students to complete these assignments independently away from the classroom.
Additionally, students will hone skills in grammar through mini-lessons that may take place individually, in groups, or with the class as a whole. These mini-lessons will be given to help clarify common grammar issues such as parallel structure, misuse of punctuation, and pronoun-antecedent agreement. Mini-lessons will also help to enhance student writings in the way of building more complex sentence structures using subordinating and coordinating conjunctions and offering suggestions for improving structure, tone, and detail.

As referenced above, writing will often be examined both before and after a final submission is presented. This examination will be in a variety of areas including logical organizational structure, appropriate tone, complexity of sentence structure, effective word choice and diction, and effective arguments with supportive evidence and detail. In general, students will have multiple opportunities to receive constructive feedback on these elements in the way of workshops with the teacher, with peers, and with post-submission feedback from the teacher. Through this multi-draft process, students will develop a unique writing voice and evolve into better writers – the ultimate goal of this class.

Vocabulary:

To be an effective writer, one must have a broad vocabulary. A secondary goal of this class is to strengthen and develop students’ literary and conversational vocabularies. This will occur through vocabulary assignments, quizzes, and daily instruction. Additionally, students will analyze literary passages and student writings, which will inevitably lead to the discovery of unfamiliar language and vocabulary.

Participation / Homework

Along with reading the assigned texts, students are also expected to participate in class and small group discussion. These discussions are vital to a deeper understanding of themes of texts and foster a greater appreciation of their worth. Activities such as Socratic Seminar, Fishbowl, and Literature Circles will be utilized throughout the course of the class. Students are expected to actively engage in these discussions by being thoroughly prepared each day.

Homework will be assigned in the form of independent reading or writing. Unannounced reading quizzes will occasionally be given.

III: Assessment:

Assessments will be given through homework, classwork, quizzes, writing (brief and extended), and exams.
IV: Required Texts and Materials:

The works selected for this class will come from a variety of sources including textbooks, the internet, novels, and various handouts. With rare exception, all texts will be provided by the teacher.

Primary texts:


Foster, Thomas C. *How To Read Literature Like a Professor*

Other secondary texts will be provided.

Novels and Plays:

Selections from the following texts may be utilized this year:

- *Lord of the Flies* – William Golding
- *Invisible Man* – Ralph Ellison
- *As I Lay Dying* – William Faulkner
- *Their Eyes Were Watching God* – Zora N. Hurston
- *Heart of Darkness* – Joseph Conrad
- *Frankenstein* – Mary Shelley
- *Fences* – August Wilson
- *The Great Gatsby* – F. Scott Fitzgerald
- *The Things They Carried* – Tim O’Brien
- *Hamlet* – William Shakespeare

Poems, short stories, and selections from other novels will be assigned and provided as needed.

Other Materials:

Students are also expected to bring the following to class with them each day:

- Chromebook
- Pens (blue or black)
- Pencils
- Folder or binder
- Loose leaf notebook paper
- Data storage (Google Drive, Dropbox, etc.)
- Highlighters (several colors)
- Instructional Handouts
Grading Scale: All grades will be calculated using the Talladega County Schools grading scale:

A=90-100+
B=80-89
C=70-79
D=60-69
F=0-59

In accordance with the new Talladega County grading scale, assignments will fall into the 60/30/10 weighted scale according to the value and significance of the assignment. A minimum of 9 grades will be recorded each nine weeks in accordance with Board policy.

Extra credit will not be offered.

School-wide AP Program Requirements:

- Students who enroll in an AP class will remain in the class for the full year. No requests for schedule changes will be considered after Friday, August 20th.
- Students will adhere to due dates and the individual expectations of each teacher related to assignments and grades.
- Students will receive a 10-point addition to each nine-weeks grade provided that the terms of this agreement are met throughout the school year. If at any point the student does not comply with these terms, he or she will forfeit the 10-point curve for each nine weeks.
- Students are required to take the AP exam associated with each AP class in which they are enrolled and will pay for each exam taken.
- Students will attend a minimum of two after school / virtual study sessions. Dates and times will be published well in advance of the dates by each teacher. Students must stay for the duration of the session in order to receive credit for attending.
- Students will maintain the highest levels of academic integrity in the AP programs. Plagiarism and academic dishonesty may result in the forfeiture of the 10-point grade addition and/or removal from the class.
- Students will receive AP credit on their final transcripts only if the student passes the class with a weighted score of 60 and completes the other requirements of the class as stated above.
- Terms of this agreement are subject to change if at any point in the year the school system moves to a virtual learning environment or CollegeBoard makes adjustments to the exam. Any changes will be communicated in advance.