Mrs. Heather Candela Cartersville High School

COURSE SYLLABUS 2024-25

Advanced Placement English Literature and Composition

Course Overview:

Advanced Placement English Literature is a college-level class emphasizing three areas: close reading, discussion skills, and written responses to literature. Students MUST be passionate about reading and writing in order to endure the pace and expectations of the course. Students receive an overview for the whole year, organized around particular literary eras. At the beginning of each unit, we note the essential questions and I provide a brief introduction to the works. At the end of each unit, we apply the essential questions to the works studied. In addition to reading the works listed in the syllabus and to writing and revising formal compositions throughout the year, students will write a research paper on works by various poets within multiple American (and World) literary time periods, write a literary criticism about a poet of their choice, and an essay connecting the studied poetry to their personal lives.The students will give presentations about their research.

In addition to out-of-class writing assignments, **students will write timed in-class essays – on-the-spot written responses to questions related either to the literary works that we are studying or to former AP test essay prompts**. These provide excellent practice for the AP English Exam – which consists (among other things) of three timed essays in two hours.

This course is entitled English Literature and Composition. Literature is a term most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction. We will focus primarily on the first three genres, as that is what will be on the AP exam. Literature takes us out of ourselves, providing transcendent experiences that often leave us shaking our heads in amazement. More importantly, perhaps, it also takes us into ourselves, helping us to process the events of our lives and to produce our own narratives. It provides case studies of successful lives and failures: of what to do and what not to do. Through literature, we live vicariously: we travel, both in time and place; we change genders; we experience melancholy and elation, fear and courage, ignorance and wisdom. We grow, and we know.

This course is built on the notion that literature is greater than the sum of its parts, but that knowing both the parts and the sum is crucial. Students of literature need to be conversant in the terms specific to its genres; they need to know something about the various theoretical approaches to literature; and they need to be familiar with significant, seminal works. During and throughout each unit and work that we study various literary elements will be examined again and again, building technical skill within such areas as: character, setting, plot structure, narrative function, diction, imagery, symbolism, genre, etc.

Finally, literature is grounded in morality. Each text has a moral agenda, whether explicit or implicit. Literature challenges us to take an informed moral stance: to examine lives well-lived and lives squandered, to examine our values and morals in light of others. Ultimately, literature guides us in developing a moral code with which we can comfortably live.

This course will challenge you academically. You will read constantly, write frequently, and think relentlessly about who you are and how you are. At times you will be confused; at times you will doubt. Remember, however, that growth is sometimes difficult, and my goal is to cause you to grow. Welcome to AP English Literature!

STUDENT EVALUATION:  
The semester grades are made up of a combination of Formative (40%) and Summative (60%) assessments  
At the end of a semester course, the Final Course Average is calculated with 80% (semester grade) and the Final Exam, 20%

ADDITIONAL INFORMATION:

1. It is your responsibility to see me regarding make-up work. If work is not made up within three days after your absence, your grade will become zero. If you miss an in-class essay, you should plan to write it the first FAB after your return.
2. **TIMED ESSAYS will be handwritten.** They are due by the end of class. The nature of this class is to prepare you for timed writing assignments in college and on the AP exam. You will initially be writing partner essays to strengthen your abilities, which will eventually become solo essays.
3. **New English Department Assessment Policies**- Effective 8/01/24, all CHS English teachers adopted the following policies on formative and summative assessments:

a. No assessment recovery; no assessment corrections for additional points; no extra credit assignments.

b. Students must complete all make-up work, both formative and summative, resulting from student absence within FIVE days session following the student's return to school.

c. For all formative and summative assignments not submitted by the deadline stated by the teacher, students have three additional school days to turn in work for late credit. Each day late results in a ten-point penalty. After three days, the student earns a zero.

1. I am available for extra help either before or after school by appointment.
2. Students are neither to give nor receive help on written work, unless it is a partner essay. You are expected to generate your own work in this class. When you submit any kind of work, you are claiming that you have generated and written it, unless you indicate otherwise by the use of quotation marks and proper identification of a source. Submitting content that has been generated by someone other than you or was created or assisted by a computer application or tool, including artificial intelligence (AI tools such as Chat GPT) is cheating. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft, edit revise or paraphrase your work. I expect you to show integrity and pride in developing your own ideas. **Plagiarism will not be tolerated in this class.** The minimum penalty for plagiarism on a paper is a zero on the assignment, a write-up, and loss of trust in you by teachers, parents, and friends.
3. Participation is important, especially in an AP class. Our class is set up in a seminar-style to encourage idea-sharing, questioning and challenging of critical opinions, and general communication.

**Texts:**

*How to Read Literature Like a Professor*. Thomas C Foster

**Novels:**

*Hamlet;* William Shakespeare *The Scarlet Letter,* Nathaniel Hawthorne

Assorted Short Stories *Life of Pi,* Yann Martel

*The Color Purple,* Alice Walker *The Kite Runner,* Khaled Hosseini

*The Great Gatsby,* F Scott Fitzgerald *A Raisin in the Sun,* Lorraine Hansberry

*The Poisonwood Bible,* Barbara Kingsolver *The Road,* Cormac McCarthy

**Films:**

*The Great Gatsby The Color Purple Life of Pi*

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**What AP Stands For:**

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers’ expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. **AP stands for clarity and transparency**. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. **AP is an unflinching encounter with evidence**. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. **AP opposes censorship**. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. **AP opposes indoctrination**. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students’ abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: “AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.

1. **AP courses foster an open-minded approach to the histories and cultures of different peoples**. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
2. **Every AP student who engages with evidence is listened to and respected**. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
3. **AP is a choice for parents and students**. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

This year the class will read *Hamlet, The Road, The Crucible, The Color Purple, The Great Gatsby, The Scarlet Letter, A Raisin in the Sun, The Kite Runner,* and *Life of Pi.*  These works/novels have been approved by the district and support the curriculum.

DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_