

**Advanced Placement English Literature & Composition**  
**Ms. Nichols, English Department    Trevor G. Browne High School**  
**2023-2024      1 credit      4293900**

**Course Description**

Welcome to AP English Literature and Composition! This course is structured in accordance with the curricular requirements described in the College Board's AP English Literature and Composition Course Description. The close reading, analysis, and evaluation of representative works of literary merit will form the foundation of this course. The selected works will reflect a variety of literary genres and periods, and students will develop an intimate understanding of each piece. Students will engage in a variety of methodologies for exploring the complexities of a work of literature, including annotating, note-taking, journaling, and discussion activities. Additionally, students will compose a multitude of formal and informal essays, micro-essays, analyses, reductions, and reflections which will allow students to respond to literature in terms of personal experience, critical interpretation, and the evaluation of a work's historical or cultural significance. While expository and analytical writing will constitute the bulk of assignments, students will have the opportunity to engage in argumentation and creative projects. Students will develop a sophisticated writing style through extensive drafting, peer review exercises, and direct written or verbal feedback from the instructor.

This course is designed as a college-level course. As such, the workload is challenging, and performance expectations are appropriately high. Students enrolled in this course are expected to maintain a commitment to themselves as scholars, and should expect to devote no less than five hours per week outside of class to additional reading and writing assignments.

**Reading Assignments**

The most important requirement for this course is that students read every assignment – with care and on time. Students will need to plan their time accordingly to complete the required readings. We will be reading short stories, novels, plays, and poetry. Poetry, though usually not long, is dense and complicated and should always be read two or three times in preparation for class work.

**Writing Assignments**

Writing is an integral part of this course and goes hand-in-hand with the reading assignments. Writing assignments focus on the critical analysis of literature and include analytical, expository, and argumentative essays. There will also be occasional creative writing assignments, as this gives the student a view from the inside of the craft of composing literature. The goal of all of the types of writing is to increase the student's ability to explain clearly and cogently, and even elegantly, what they understand about literary works and why they interpret them in a certain way.

Writing instruction will include attention to developing and organizing ideas, as well as practicing the element of style. All writing assignments should be completed using the student's best composition skills. Students will workshop their essays through a number of drafts, with peer and teacher feedback in stages.

**Vocabulary Study**

Students will study both literary elements that will aid in reading and writing and general college-level vocabulary so that students are better prepared for multiple choice answers on the AP exam.

Throughout the course, emphasis will be placed on helping students develop stylistic maturity, which is characterized by:

- a wide-ranging vocabulary, with denotative accuracy and connotative resourcefulness and creativity;
- a variety of sentence structures;
- a logical organization that includes techniques such as transitions, emphasis, and repetition;
- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric (tone, voice, parallelism, antithesis).

### Course Objectives

- read and analyze a wide variety of texts of literary merit
- identify and respond to the central ideas and themes of a literary work
- analyze the way writers use language and structure to construct meaning
- expand knowledge of literary devices such as allusion, imagery, symbolism, and tone
- evaluate the historical and/or cultural significance of a literary work
- write essays that demonstrate an understanding of a literary work and show stylistic maturity

*Course Description and Grading Protocol are subject to change. Students will be notified of any changes made to the Course Description and Grading Protocol throughout the semester.*

**Materials** (Items marked with an asterisk (\*) are more important and/or are highly recommended)

*student laptop and charger (bring daily)	loose-leaf, lined paper
*flash drive (recommended)	black or blue pens
*colored tabs or sticky notes	*TGB Student Planner
highlighters of various colors	any other materials, as required

We are attempting to be a paperless classroom as much as possible by using Teams! However, the AP exam is still on paper, so we will have some timed practices using notebook paper.

### Grading Protocol

The semester grade will comprise 100% of your overall grade. A final exam appropriate to the course will be included in the Summative portion of the grade. **Sitting for the AP Exam will be factored into the final exam grade in Semester 2.**

Weights for semester grades:

60% Summative	tests, formal paragraphs and essays, projects, presentations, etc.
40% Formative	quizzes, practices (timed or not), vocabulary study, warm ups, informal writing and drafts, novel journals, online College Board progress checks, general class (process) work, etc.

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Dual Enrollment through Phoenix College  
will be offered to students wishing to earn 3 credits  
for ENH 110 – Introduction to Literature.

Students and parents are encouraged to check student grades using StudentVue or ParentVue links available via Phoenix Union High School District's homepage (<https://www.pxu.org>). In addition, parents will receive progress reports via ParentVue every 3 weeks.

This class is not on a curved grading system. Grading is an individualized process with the student in competition with only himself/herself, not other students. A student's grade in the class is predicated on the choices a student makes to do the best he/she can. As a college-level course, along with higher rigor comes higher responsibility on the student's part, as well as an interest in learning and improving one's skills.

\*Accommodations and modifications will be included per IEP or 504 plan.\*

### **Academic Interventions**

As a college-level course, students will be expected to maintain a passing grade in the course. Advisory and other times during the school day should be utilized when a grade falls below 70%. Parents/guardians will be notified of a student's falling grade through grade reports and ParentVue.

### **Tutoring/Test Preparation**

Though this may be a college-level course, high school students may find that they are in need of further assistance with class work. Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of math, reading and English. If interested, please contact our Assistant Principal for Learning, Mr. Tad Roeder at (602)764-8517.

### **Attendance/Tardies**

A student is to be counted present if a) the student is in attendance more than two-thirds ( $2/3$ ) a class period or b) if the student is participating in a school-authorized activity. "Absent" is defined as nonattendance in an assigned class or activity for more than one-third ( $1/3$ ) of the period. Suspensions will not be coded as unexcused absences. (PXU Governing Board Policy JH-R).

*Student success depends on daily attendance.* While a process is in place for students to receive missed assignments and instruction during Advisory (including documents and links listed for assignments in Teams), nothing can replace the experience of being in the classroom with a teacher and peers. There is no better way to maintain a high level of achievement and learning than by the student being in school each and every school day. When absences are unavoidable, students are encouraged to discuss the matter with the teacher as soon as possible so that appropriate steps can be taken.

Necessary absences should be reported daily by calling the Attendance Hotline (602-440-1600). Any absence not excused by the parent or guardian within 72 hours will remain unexcused.

Students are expected to be in class, ready to work, when the bell rings. Students who are tardy may lose participation points, as they may have missed out on participating in class activities.

### **Make-up Work**

Student attendance is important, since the best learning opportunities are in the classroom. As a reminder, participation grades, such as those for collaborative classwork and discussion, cannot be made up. For daily in-class assignments, a student will be given one day to make up work for each

day they were absent. Late work beyond the absence policy will be accepted at a reduced value at the teacher's discretion, usually not less than 60%. However, because students will have at least a week's lead time for papers and other major assignments, the due date remains the same regardless of an absence.

Essays and major assignments will lose 10% each 24-hour cycle they are late. Other assignments will lose 20%. Assignments (other than major assignments) will not be accepted once the 3-week progress report period in which the work was assigned has ended, unless the due date is in the next period.

Students are encouraged to check in on Teams if they are absent, as all assignments and resources will be posted there. This is also where assignments should be submitted except when otherwise instructed, such as Turnitin.com for major essays and dialectical journals. Student submissions to both Teams and Turnitin.com are possible 24/7. Students are responsible for acquiring missed assignments.

During senior year, many students travel to prospective colleges or are otherwise excused for club activities. The teacher is more than willing to work with these students to stay current with assignments, but students should be proactive in informing the teacher of any expected trips ahead of time and in checking in on Teams.

### **Academic Integrity**

Cheating will not be tolerated. Copying or allowing work to be copied, downloading information from websites without giving proper credit, watching films and/or using published study guides while failing to read original works, and paraphrasing another's work without giving credit are all activities considered to be cheating. Cheating on a test, quiz, or essay will result in an automatic zero for that assignment, parent notification, and possible administrative discipline. Students may or may not be given the opportunity to complete the assignment again (at a reduced value). In the event of student-to-student copying or a group copying, all parties involved will receive a zero.

**Plagiarism (the act of copying ideas or words from another and passing them off as one's own, regardless of the source) will not be tolerated.** We will use proper MLA formatting for quotations and citations, leaving no excuse for plagiarism. Blatant and intentional plagiarism (such as cutting and pasting from the internet or copying from another student's work) is cheating and will follow the procedures listed above. Plagiarism due to a misunderstanding of proper citation format, as evidenced by a mark of 20% or more in the Originality Checker in Turnitin.com, for example, will be rewritten by the student before credit is given.

Violations of academic honesty are subject to the discipline measures outlined in the PXU Student Handbook.

The expectation is that students want to learn and will respect the learning process. While a wide variety of information about class readings is available on the internet, students are expected to complete their own analyses of readings without the assistance of such information. This is not to inhibit learning, but rather to ensure critical thinking on the part of the students as well as proper practice for the AP examination, during which other resources are not an option.

## **Electronics**

This mainly paperless classroom will rely heavily on students having their laptops daily. Because everything we need for class is available by using a laptop, cell phones should be turned off/on silent and out of sight during class. There may be times we will use our cell phones for class work; teacher permission will be granted in these instances. Backpacks will remain on the floor during class, not on a student's lap or on the desktop. A student caught with a cell phone in hand without permission will turn it over immediately without further distractions to the class. Cell phones may be picked up by parents in the Security office.

In terms of cell phone use, please respect the learning environment. Any disruption will affect a student's participation grade. Repeated offenses will result in the discipline measures outlined in the PXU Student Handbook. When in doubt about cell phone use, ask.

## **Classroom Etiquette**

The classroom is an academic environment, and in AP courses this environment is at the college level. As such, students are expected to be fully engaged in the educational process.

- One person speaks at a time.
- Be attentive and engaged in curriculum and activities.
- Be prepared for class by critically analyzing the assigned reading(s), preparing for discussions, and completing written assignments.
- Bring all required materials.
- Follow the Trevor G. Browne dress code.
- Use respectful language and gestures.

## **Course Content**

Works selected in this course come from multiple genres, time periods, and diverse writers. Many readings will be at the discretion of the teacher, but students will also have some personal choice. Through literature, students explore the world around us and how it shapes our identities, perceptions, and relationships with others.

# **Syllabus**

## **On-going:**

- 4-5 essays written per semester in addition to several timed writings on AP Prompts

Weekly Practice - chosen from among the following:

- Identification of literary devices and evaluation of their effectiveness
- Identification and use of annotation and mnemonic devices
- Quizzes/AP Classroom Progress Checks/general vocabulary tests
- Practice AP multiple choice exams and free response exams
- Practice grammar/usage including sentence variation
- Analysis of the use of diction, detail, imagery, syntax, voice and effectiveness in literary works
- Writing questions for discussion and understanding

Outside Reading

- 1-2 novels per semester
- Novel projects
- Essays

Effective Fall 2019, College Board reorganized the AP English Literature and Composition course to allow for greater clarity as well as opportunities for further study and practice through the AP Classroom online. While this reorganization is optional for each individual AP Literature teacher, following the new system allows for greater timely use of resources provided online by College Board.

AP English Literature and Composition is divided into 6 Big Ideas, with skill categories enumerated for each to develop Enduring Understandings. The 6 Big Ideas are:

Character	Setting
Structure	Narration
Figurative Language	Literary Argumentation

Genres included in the study of literature are poetry, short story, novel, and drama. Units will be organized as follows:

**Intro Unit – Introduction to AP Literature**

Activities include but are not limited to:

- Creating an academic environment
- Annotating – critical reading and identifying purposes of literary criticism (pp.1497-1530 of text)
- What is literature? The purpose and value of writing about literature
- AP Exam format, scoring rubric for AP-style essays
- Literary time periods and movements
- Outside reading list, dialectical journal
- MLA Format
- Paraphrasing v. commentary, quoting from literature
- Literary elements required for the study and analysis of poetry
- Reading responsively
- Pre-assessment

**AP Unit 1 – Short Fiction I**

Activities include but are not limited to:

- participate in various forms of discussions on how certain authors employ literary techniques to reveal theme
- participate in daily class discussions of stories assigned and read
- use notes and journaling 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
- use the language of literary criticism to write well-supported analytical essays of short stories
- learn writing strategies for the AP exam; evaluate student essays

### **AP Unit 2 – Poetry I**

Activities include but are not limited to:

- read a poem critically, analyzing the dramatic situation, structure, line, diction, connotation, sound devices, syntax, mood, purpose, persona, tone and theme of a poem
- identify figurative language and syntactical patterns
- discuss the effect of theme and techniques in a poem
- use the language of the criticism of poetry, and write well-supported analytical essays of poems
- identify different forms of the lyric poem
- identify free verse, blank verse, dramatic monologues and narrative poetry
- identify rhetorical devices (schemes and tropes)
- learn writing strategies for the AP exam; evaluate student essays

### **AP Unit 3 – Longer Fiction or Drama I (novel)**

Activities include but are not limited to:

- identify literary elements employed throughout the novel, such as figurative language, tone, diction, syntax, motifs; analyze setting and theme
- analyze characterization
- make cultural connections between the world of the novel and the reality of today (articles)
- evaluate different critical approaches to the novel
- be an equal participant in electronic discussions

The rest of the units repeat genres and include many of the same activities, but at a higher level, with writings moving from paragraphs to essays. The Units are as follows:

**AP Unit 4 – Short Fiction II**

**AP Unit 5 – Poetry II**

**AP Unit 6 – Longer Fiction or Drama II (drama)**

**AP Unit 7 – Short Fiction III**

**AP Unit 8 – Poetry III**

**AP Unit 9 – Longer Fiction or Drama III (plus exam prep)**

### **AP Test preparation**

#### **Activities/Assignments/Assessments:**

- Continue preparation activities from the year
- Analysis of successful and unsuccessful student essays
- Strategies for answering multiple-choice questions
- What to Expect on the AP English Literature and Composition Exam (Roberts & Zweig)
- Practice, practice, practice!

**AP EXAM: Wednesday, May 8th, 2024 at 8:00 a.m.**

## Outside Reading 2023-2024

### Guidelines:

- Choose a different work for each term.
- Do not choose a work you have already studied. The goal is to expand your options when taking the AP examination.
- While some authors are represented more than once, try to not read the same author twice.
- Remember: Shorter is not always easier.

*All Quiet on the Western Front* – Remarque

*The Awakening* – Chopin

*Beloved* – Morrison

*The Bluest Eye* - Morrison

*Bone* – Fae Myenne Ng

*Brave New World* – Huxley

*Brighton Rock* – Greene

*Brown Girl, Brownstones* – Marshall

*Catch-22* – Heller

*Ceremony* – Silko

*The Color Purple* – Walker

*Crime and Punishment* – Dostoyevsky

*Dominicana* – Cruz

*A Farewell to Arms* – Hemingway

*A Gesture Life* – Chang-rae Lee

*Grapes of Wrath* – Steinbeck

*Great Expectations* – Dickens

*The House of the Spirits* - Allende

*The Hummingbird's Daughter* – Urrea

*In the Time of the Butterflies* – Alvarez

*Invisible Man* – Ellison

*Jasmine* – Mukherjee

*Kindred* – Octavia E. Butler

*Little Fires Everywhere* – Ng

*The Namesake* – Lahiri

*Native Son* – Wright

*No-No Boy* – Okada

*One Hundred Years of Solitude* – Garcia Marquez

*The Picture of Dorian Gray* – Wilde

*The Poisonwood Bible* – Kingsolver

*Pride and Prejudice* – Austen

*The Round House* - Erdrich

*The Scarlet Letter* – Hawthorne

*Snow Flower and the Secret Fan* – See

*So Far From God* – Castillo

*A Tale of Two Cities* – Dickens

*Their Eyes Were Watching God* – Hurston

*A Thousand Splendid Suns* – Hosseini

*Waiting* – Ha Jin

*Washington Black* – Edugyan

*Where the Dead Sit Talking* – Hobson

*Wuthering Heights* – Brontë



Hello, and welcome to AP English Literature and Composition with Ms. Nichols!

The learning objectives and assessments for this course are designed to give your child an opportunity to learn, process, and refine his or her literature and composition skills. The journey through AP English Literature and Composition will be rigorous, thought-provoking, and enriching.

Success in school is usually characterized by active participation, knowledge of the course requirements and guidelines, and an interested, positive support system. Since I want you to be involved in your child's learning experience, I would like you to please take the time to review with your son or daughter the requirements and expectations for this course.

I will adhere to each of the rules listed in the requirements. Please indicate with your typed signature on the provided Form that you have read and fully understand the rules and procedures explained in this syllabus and have discussed it with your son or daughter.

If you have any questions regarding the course requirements/guidelines, please contact me. My preferred method of communication is e-mail ([jnichols@phoenixunion.org](mailto:jnichols@phoenixunion.org)); however, I will respond to you in any manner you prefer.

I truly care about the success of your child, and I look forward to a challenging, successful, and rewarding year in AP Literature and Composition.

Sincerely,

Ms. Nichols

**Please acknowledge receipt of this syllabus by completing the Form with your student. The link for the Form has been given to your student in class and can be found in your student's class Team.**