

## Spring 2018 AP Literature and Composition Syllabus

Mr. Malanga/Canyon Crest Academy

My email: gary.malanga@sduhsd.net

My classroom website: [www.ccamalanga.weebly.com](http://www.ccamalanga.weebly.com)

Room F105

- Premise 1 - You view reading as pleasurable.
- Premise 2 - You enjoy writing critically and reflectively.
- Premise 3 - You plan on attending college next year.
- Premise 4 - You are seriously considering taking the AP Lit Exam in May.
- Conclusion - AP Lit and Comp is the class for you.

### Course Overview

Advanced Placement Literature and Composition is a college/university-level course – thus “AP” on your transcript rather than “H” for Honors or “CP” for College Prep. AP Lit provides an opportunity for advanced high school students to pursue and receive credit for college-level course work. As a culmination of this course, you will take the AP English Literature and Composition Exam in May. A student who earns a 5, 4, or 3 on the Exam will be granted college credit at most colleges and universities. To get us to any of these desired scores, expect to enjoy around 50 pages of reading per night, give or take 10 pages.

To prepare for the AP Exam in English Literature and Composition, this course will cover major literary periods and significant works of famous authors. You will be expected to read, understand, and interpret influential works of English literature, especially in the form of novels, plays, poems, and short stories. According to the College Board, students in this course will “consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.” To succeed in this course, you should consider these points as essential:

- a) the reading of literature as a pleasurable endeavor
- b) a willingness to engage in dialogues on literature
- c) hard work and time management; an appreciation of “the productive struggle”
- d) the writing acumen to compose analytical weekly 40-minute essays on both poetry and prose [SC5, 8]
- e) a motivating endurance to take and retake biweekly AP Multiple Choice tests
- f) a willingness to write, receive feedback, and rewrite [SC12, 13, 14]
- g) the expectation to take the AP Literature and Composition Exam in May

## Course Objectives

1. Study selected literary works and develop the ability to analyze, judge, reflect, and revise your writings outside of class. [SC6]
2. Develop critical standards for independent appreciation of literary works through the study of language and structure.
3. Become more aware – through reading, writing, and speaking – of the resources of language, including connotation, irony, tone, diction, syntax, and metaphor.
4. Develop an effective use of language and organization of ideas in a clear, coherent, and persuasive manner.
5. Build and enhance a wide-ranging vocabulary through the study of denotation/connotation, roots, affixes, and etymologies and how to identify these etymologies in unfamiliar words. We will keep a running list of oft-used roots and vocabulary and apply them to our informal journal writing. [SC11]
6. Examine, evaluate, and create a variety of sentence structures and styles appropriate to various situations.
7. Develop and apply an awareness of historical contexts and changes in the English language.
8. Prepare for the Advanced Placement Exam.

## Sustained Silent Reading

You are responsible for reading two unfamiliar and unknown (to you) outside narratives in this course.

#1: By Monday, February 12, you will have selected your first SSR from the “Titles from Free Response Questions” list found on our class website. If you want to be precise in preparation for the AP Exam, you should refer to the “Works Most Frequently Cited, 1970-2016” list. The books on the list cover both American and British authors and reflect various literary periods and genres (e.g. *Macbeth*, *Jane Eyre*, Hemingway, *Fences*). You will bring this selected work to class every Monday and Friday for a routine 25-minute SSR assignment. On Thursday, April 5, I will give you an in-class, analytical SSR Exam #1 on any topic, question, or essay format of my choosing. This exam will focus on the author’s sense of style and artistry. [SC4, 5, 9]

#2: By Mon, April 16, you will have chosen your second SSR. At the end of the semester, you will present your analysis of the text of SSR #2 in front of the class. Your prepared five-minute presentation will not be a summary of the text; instead, it will effectively and thoughtfully address and analyze one particular aspect of the book:

- a) historical perspective
- b) psychoanalytical/Freudian interpretation
- c) Marxist theory of production
- d) feminist issues/gender issues

Send me an email when you have selected your SSR1 and SSR 2 titles. Please write the class period in the subject box. I will update the class website with the chosen SSR lists. You may select both SSR titles at any time – in order to lock in your narratives. No title on the lists shall be duplicated by another student in the class. This will ensure that we all become familiar with a greater number of titles and stories. NOTES: Check the updated class website before emailing me your SSR’s. First-come, first-served policy when it comes to locking in your texts. [SC1]

### Note on Class Texts

For this AP English Literature course, you should consider obtaining a personal copy of the various novels and/or plays used in our class. This will allow you to annotate them and mark in them. You may purchase copies from a local new or used bookstore or from an online shopping source. If available, you may check out books from our CCA Learning Commons. All titles may also be found in the local library branches. Some of the works used can also be accessed online.

### Course Calendar

#### Topic/Unit 1: The Tragic Hero in Literature [SC1]

Approximate # of Weeks: 4

February 5 – March 2

Essential Question: To what extent do psychological forces, both internal and external, shape one's destiny?

Primary Texts:

- a) *Tess of the D'Urbervilles* by Thomas Hardy
- b) the poetry of Thomas Hardy
- c) selected excerpts of Victorian literature

Assignment: In our first unit, we will examine Hardy's "melioristic" style of writing by identifying his own diction and syntax. Students will then become Hardy-esque by composing in pairs their own Wessex-style paragraphs, keeping in mind appositive and participial phrases. By imitating the author with his own sophisticated sentence structure and "melioristic" voice, we will learn techniques to rewrite our own composed essays. Students will then revise each other's work. [SC2, 12, 13, 14, 15]

#### Topic/Unit 2: Romanticism and the Wandering Spirit [SC1, 2]

Approximate # of Weeks: 4

March 5 – March 30

Essential Question: How and why is the search for self an essential pattern in literature? What elements of society act against an individual's search for and understanding of self?

Primary Texts:

- a) *Frankenstein* by Mary Shelley
- b) the Romantic Poets (Blake, Wordsworth, Coleridge, Lord Byron, P.B. Shelley, Keats)
- c) Goethe's *The Sorrows of Young Werther*

In this unit, students will compose an essay showing how the incipient principles of Goethe and the Romantic Movement influenced subsequent writers and poets such as M. Shelley, Coleridge, Lord Byron, etc. They will consider the frequent tropes of nature, the universe, and God's role or absence in humankind. [SC9, 10]

### Topic/Unit 3: Much Ado about Shakespeare [SC1]

Approximate # of Weeks: 3

April 2 – April 27

Essential Question: In what ways do literary devices such as figurative language, imagery, diction, syntax, and tone contribute to the meaning of a text?

Primary Texts:

- a) *Julius Caesar* or *King Lear* by William Shakespeare
- b) sonnets
- c) excerpts from Geoffrey Chaucer's *The Canterbury Tales*

Assignments: In this unit, students will read and analyze the artistic language of Shakespeare. We will look closely at his language (syntax and diction) to understand his characters and their motives. After analyzing the structure of the sonnet by identifying textual details, students will compose their own Elizabethan and Petrarchan sonnets, employing the same elements of construction. Feedback for re-writes will be given for the authenticity in language and diction of composed period-piece sonnets. We will also examine how Shakespeare and his world of characters borrow heavily from his predecessor, Geoffrey Chaucer. Students will write a reflective essay showing how Chaucer influenced the social and cultural life of Shakespeare's 16<sup>th</sup> Century world. [SC3, 4, 9, 10, 11, 12]

### Topic/Unit 4: Lost and Isolated Characters in Modern Literature [SC1, 2]

Approximate # of Weeks: 3

April 30 – May 18

Essential Question: How does the human psyche handle moments of tragedy and loss? What strategies do humans employ to recover from misfortune, or does isolation prevail?

Primary Texts:

- a) *The Sun Also Rises* by Ernest Hemingway
- b) WWI poetry

Assignment: For this unit, students will argue if modernism equals simplicity in literary form. You will begin by deconstructing the Hemingway style and then writing your own original narrative in a

Hemingwayesque way, which many beginning writers have tried to replicate. Revisions will then occur by applying your own tone, voice, and syntax (nouns in apposition, complex sentence structures) by rewriting your passages. [SC2, 3, 15]

### Topic/Unit 5: The Individual in a Complex World [SC1]

Approximate # of Weeks: 3

May 21 – June 8

Essential Question: How do cultural, social, and political factors create external conflicts for the individual?

Primary Texts:

- a) *The Handmaid's Tale* by Margaret Atwood
- b) utopian and dystopian literature – to include “Harrison Bergeron”
- c) British and American poetry and prose of the 20<sup>th</sup> Century

Assignments: In this section, students will read both utopian and dystopian literature and be able to identify the differences. They will compose a short analytical paper, comparing and contrasting the idea of “the no-place” as a frequent trope in literature and how authors throughout the ages have tried to find the ideal world. Much of this analysis will be an out-of-class assignment, paying careful attention to details from the texts. [SC3, 4, 6, 8, 10]

### Writing and Writing Formats

I am a strong advocate for the standard MLA format, which we will review. We will then modify it to fit our AP writing assignments. I expect near-perfect correct grammar and punctuation, which we will also review throughout the semester. You will have plenty of time to finally master the MLA format, for we will both frequently write and rewrite timed analytical essays throughout the semester. [SC5, 8, 12]

Our multi-paragraph essays will be formatted to reflect supported theses, concrete details either through direct quotations or paraphrasing, thorough interpretation of quotes, and connecting transitions. Teacher feedback of structure and syntax will guide our rewrites. [SC11, 13, 14]

At times, out-of-class rewrites will be assigned; they will always be due on the following class day. This will give you the opportunity to carefully consider your choices and changes to your writing. [SC6]

During the semester, students will keep a Dialectical Journal for *Tess of the D'Urbervilles*. The format of this literal and interpretive journal will help students gain confidence before the AP Exam. It will also emphasize how to warrant thesis claims with appropriate textual evidence. The modeling examples I will provide and your own entries will prepare you for the AP Lit Exam in May. [SC7, 14]

- a) to annotate texts with direct quotations
- b) to identify literary terms and figurative language
- c) to connect text to literary terms
- d) to analyze text with proper academic language

e) to respond to literature academically and reflectively

On an informal note, we will often reflect on literature, life, and the world with more casual, stream-of-consciousness journal writing to be done and shared in class. [SC7]

### Grading

Final grades are based on a total points system that allows for assignments to be weighted. There is no rounding. There are no extra credit assignments in AP Lit.

A = 100% - 90%      B = 89.9% - 80%      C = 79.9% - 70%      D = 69.9% - 60%

Essays, tests, quizzes, and projects will be assessed/graded on their quality. AP essays will be evaluated on how well they are written and on their depth of insight and thought.

Translation of AP Essays into letter grades:

AP Essays:	9= A+ or 100%	(10/10)
	8=A or a 95%	(9.5/10)
	7=B or 85%	(8.5/10)
	6=B- or 80%	(8/10)
	5=C or 75%	(7.5/10)
	4=D or 65%	(6.5/10)
	3=D- or 60%	(6/10)
	2=F or 55%	(5.5/10)
	1=F or 40%	(4/10)

AP Multiple Choice Tests: I will usually curve the scores of these tests.

Note - The weighted grading scale for this course will be calculated in Aeries as the following:

AP Essays and Journals = 60%

Tests, Quizzes, and AP Exams = 20%

Homework, Classwork, and Dialectical Journal = 20%

### A Note on Plagiarism and Academic Honesty

“To plagiarize” according to *The American Heritage Dictionary* is

1. to steal and use the ideas or writing of another as one’s own

2. to appropriate passages or ideas from another and use them as one's own

And according to CCA's website, "honest behavior is an expectation for all students in the San Dieguito Union High School District. The purpose of this policy is to create and maintain an ethical academic atmosphere." Plagiarism and cheating, therefore, will not be tolerated. In addition, an original writer who intentionally shares his work for another to copy is also engaging in plagiarism. Violation of the Academic honesty policy may result in the following:

- a. loss of credit for the assignment or test with no makeup permitted
- b. parent/guardian will be contacted
- c. referral to the assistant principal
- d. suspension from school
- e. removal from any leadership position

### Notes

1. Electronic Devices: Do not have an operating and conspicuous mobile phone in class. We have too much work to do in class to have you lost in your phone.
2. Please avoid bringing food into the classroom – ants.
3. Keep the floors clean. Pick up after yourself.
4. Restroom use for emergencies.
5. Bring to class an open binder with plenty of paper, the class text(s), your SSR texts, and pens and pencils.
6. Regarding homework, late homework will only be accepted with an excused absence.
7. You have as many days as you were absent to make up any missing work. If days go by, you can no longer hand in late work.
8. All papers and long-term assignments must be typed in size 12, in Times New Roman, and double-spaced.
9. Save all your work.
10. Check my website daily for assignments.

Signing below indicates that you have read and that you do understand the classroom policies for AP Literature and Composition. Tear off once signed and hand in to me.

Student's Name: \_\_\_\_\_

Student's Signature and Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature and Date: \_\_\_\_\_

