**Course Syllabus**

# **R. Williams**

**Phone: 305.528.4012**

**Office: RM 3062**

**E-mail: mrwilliams201@gmail.com**

**2022 - 2023, Period (s): 5**

**Office Hours:** Will be established for an hour after school as the year progresses.

## Overview:

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Course Objectives:**

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

**Attendance Policy:**

Attendance is mandatory; therefore, students must be ready to learn and participate daily. Sometimes the first assignment given for a class period is not allowed to be made up because of the nature of the assignment. As well, some other assignments demand student participation and make up is not viable.

1. However, if a student has no choice, but to be absent, he/she must see me prior to leaving or within two days of his/her return to school (not to class). After 48 hours, a grade of **Z** will remain in the gradebook.
2. Students can acquire missed assignments by contacting a classmate, seeing me during office hours, or checking the class website. Failure to use his/her resources is asking for a failing grade in this course.
* **The bell does not dismiss this class, I do.** Students must make certain that their areas are clean and orderly, and then they need to wait until I say they can leave before they do so. **NOTE:** Tardy notes to other teachers will not be given. Students should know and take care of their responsibilities before leaving my class I permitted.

**Required:** Literature & Composition, 2nd ed. The Bedford, Freeman, & Worth [Boston/New York]

 \_ A college dictionary \_\_ Note Cards

\_\_ Binder w/ Dividers \_\_ Jump Drive

**(For Complete list see AP English LITERATURE Handbook)**

**Course Requirements:**

1. Writing assignments must total 6000+ words. Each student shall be required to write compositions of varying lengths and as many elements of compositions as the instructor deems advisable, some of which will be written in class.
2. All papers prepared out of class shall conform to the instructor’s requirements that concern typing and format.
3. The student will keep a binder of the written work in good order and up to date. This binder will be used for a grade.
4. Each student must participate in oral presentations/debates: individual and groups.
5. Students will be expected to keep up with class readings and assigned writings to further critical thought.
6. Students must participate in the culminating AP English LITERATURE Exam in May.

**Syllabus Legend/Key:**

N – Novel (Major Reading)

D – Drama/Play (Major Reading)

S.S.—Short Story

P – Poetry

E – Essay (Academic Writing)

**Unit Plan**

**Unit 1: LITERATURE as a CONVERSATION: The Active Reader**

**Unit Overview:**

Introduction to the course: Overview of Self & Syllabus, Handbooks, Class Website, MyAPClassroom.com, and classroom.

Book distribution. Literature & Composition, 2nd ed.

 Introduction to College/AP English LITERATURE Writing. Return of Diagnostics and Peer Review of Diagnostics.

Overview of \*Reading Journals/Booknotes, \*Annotations, \*Archetypes, \*Think Alouds Conversations, \*Analysis Process, \* APLIT Jargon & Vocabulary, \*Pops Quizzes.

**Readings:**

n/a

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

**Activities:**

***\*Diagnostic Exam***. \*Printing Up Packets. \*AP Exam Prep \***Exam One** Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric **\*** My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**APLIT Composition Focus:**

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR)

**Unit 2: WHAT TO DO: Understanding LITERARY ELEMENTS – The Big Picture**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Theme, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ Everyman (D)**

**\_\_ Mary Shelley’s Frankenstein (N)**

\_\_ Ralph Waldo Emerson’s “What is Success?”(P)

\_\_ Lao Tzu’s “True Words are not Fancy”(P)

\_\_ Kate Chopin’s “The Story of an Hour” (S.S.)

\_\_ R.W.’s “60 Minutes” (S.S.)

\_\_ Gioconda Belli’s “And God Made Me Woman” (P)

\_\_ James Weldon Johnson’s “The Creation: A Negro Sermon” (P)

\_\_ Sandra Cisneros’ “Eleven” (S.S.)

\_\_ “Ridin’ Down 441” (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

**Activities:**

\* **Exams Two and Three** Assigned \*AP Exam Prep \*Exam One Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**APLIT Composition Focus:**

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR), STRUCTURE (STR), FIGURATIVE LANGUAGE (FIG)

**Unit 3: WHO WE ARE: [Home, Family, Identity, and Culture]**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Them, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ Toni Morrison’s Sula (N)**

\_\_ Li-Young Lee’s “Eating Together” (P)

\_\_ Li-Young Lee’s “Eating Alone” (P)

\_\_ Cesar Vallejo’s “XIII” (P)

\_\_ Rudyard Kipling’s “The White Man’s Burden” (P)

\_\_ H.T. Johnson’s “The Black Man’s Burden” (P)

\_\_ Mark Strand’s “Space” (S.S.)

\_\_ Theodore Roethke’s “My Papa’s Waltz” (P)

\_\_ Michael Duarte’s “Safe” (P)

\_\_ Michael Duarte’s “Senior Year” (P)

\_\_ Gwendolyn Brook’s “We Real Cool” (P)

\_\_ Gwendolyn Brook’s “The Kitchenette Building” (P)

\_\_ Gwendolyn Brook’s “The mother” (P)

\_\_ Nella Larsen’s “Sanctuary” (S.S.)

\_\_ Mary Oliver’s “Wild Geese” (P)

\_\_ A.K. Ramanujan’s “Zoo” (P)

\_\_ A.K. Ramanujan’s “Self Portrait” (P)

\_\_ Nathaniel Hawthorne’s “Young Goodman Brown” (S.S.)

\_\_ Bryan Bulnes’ “Deceits of Adolescence” (P)

\_\_\_ Gary Soto’s “Mexicans begin Jogging” (P)

\_\_ Jamila Woods’ “Ghazal for White Hen Pantry” (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

**Activities:**

Activities:

\* **Exams Four and Five** Assigned \*AP Exam Prep \*Exam One Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**APLIT Composition Focus:**

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR), STRUCTURE (STR), FIGURATIVE LANGUAGE (FIG)

**Unit 4: HOW WE ARE: [Love & Relationships]**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Them, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ Edith Wharton’s Ethan Frome (N)**

\_\_ Eliza Acton’s “Revenge” (P)

\_\_ John Keat’s “Ode on a Grecian Urn” (P)

\_\_ John Keat’s “When I Have Fears” (P)

\_\_ John Keat’s “Sonnet to Sleep” (P)

\_\_ Letitia Landon’s “Secrets” (P)

\_\_ Letitia Landon’s “Experience Too Late” (P)

\_\_ Percy Bysshe Shelley’s “Ozymandias” (P)

\_\_ Percy Bysshe Shelley’s “ Love’s Philosophy” (P)

 \_\_ Janetta Phillips’ “Song” (P)

\_\_ William Blake’s “A Poison Tree” (P)

\_\_ William Blake’s “The Garden of Love” (P)

\_\_ William Blake’s “The Fly” (P)

\_\_ William Blake’s “The Little Vagabond” (P)

\_\_ William Blake’s “The Little Black Boy” (P)

\_\_ William Blake’s “London” (P)

\_\_ Jamaica Kincaid’s “Girl” (S.S.)

\_\_ Lord Byron’s “Darkness” (P)

\_\_ Lord Byron’s “Prometheus” (P)

\_\_ Galway Kinnell’s “After Making Love We Hear Footsteps” (P)

\_\_ Robert Browning’s “My Last Duchess” (P)

\_\_ Christopher Marlowe’s “The Passionate Shepherd to His Love” (P)

\_\_ Sir Walter Raleigh’s “The Nymph’s Reply to the Shepherd” (P)

\_\_ William Wordsworth’s “I Wandered Lonely as a Cloud” (P)

\_\_ William Wordsworth’s “The Solitary Reaper” (P)

\_\_ William Wordsworth’s “My Heart Leaps Up” (P)

\_\_ Andrew Marvell’s “To His Coy Mistress” (P)

\_\_ Edmund Spenser’s “Sonnet 30” (P)

\_\_ Francesco Petrarch’s “Sonnet 169” (P)

\_\_ William Shakespeare’s “Sonnet 130” (P)

\_\_ Jane Dunnett’s “To A Dog” (P)

\_\_“Night: Mistress of Shadows” (P)

\_\_ Tillie Olsen’s “I Stand Here Ironing” (S.S.)

\_\_ Aimee Nezhukumatahil’s “Chess” (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

\* Exams Six and Seven Assigned \*AP Exam Prep \*Exam One Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**APLIT Composition Focus:**

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR), STRUCTURE (STR), FIGURATIVE LANGUAGE (FIG)

**Unit 5: WHERE WE ARE: [Conformity, Rebellion, Tradition, and Progress]**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Them, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ Peter Shaffer’s Equus (N)**

\_\_ Lucille Clifton’s “Homage To My Hips” (P)

\_\_ Adrienne Rich’s “Rape” (P)

\_\_ Rachel Dorvil’s “Elevator” (P)

\_\_ Rachel Dorvil’s “A Raven Among Doves” (P)

\_\_ W.H. Auden’s “The Unknown Citizen” (P)

\_\_ Olive Senior’s “Plants” (P)

\_\_ Edwin Arlington Robinson’s “Richard Cory” (P)

\_\_ Plato’s “The Allegory of the Cave” from the Republic (E)

\_\_ D.H. Lawrence’s “Snake” (P)

\_\_ e.e.cummings’ “O Sweet Spontaneous” (P)

\_\_ Seamus Haney’s “Digging” (P)

\_\_ Pedro Bobadillo’s “Rebellion” (P)

\_\_ Terrence Hayes’ “Talk” (P)

\_\_ R.W.’s “The Corner of 16th and 47th” (S.S.)

\_\_ Robert Frost’s “Mending Wall” (P)

\_\_ Dylan Thomas’ “Do Not Go Gentle Into Tha Good Night” (P)

\_\_ Robin Coste Lewis’ “Art and Craft” (P)

\_\_ Edgar P. Jones’ “The First Day” (S.S.)

Additionals:

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities:

\* Final Project/Exam Assigned \*AP Exam Prep \*Exam One Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

APLIT Composition Focus:

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR), STRUCTURE (STR), FIGURATIVE LANGUAGE (FIG)

**Unit 6: WHAT WE ARE: [Conflict, War, and Peace]**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Them, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ William Shakespeare’s Othello (D)**

\_\_ George Herbert’s “The Altar” (P)

\_\_ George Herbert’s “Easter Wings” (P)

\_\_ Leon Laleau’s “Betrayal” (P)

\_\_ Thomas Hardy’s “Ah, Are You Digging on My Grave?” (P)

\_\_ Thomas Hardy’s “The Man He Killed” (P)

\_\_ Keeajah Breen’s “He” (P)

\_\_ Carl Sandburg’s “Fog” (P)

\_\_ Rupert Brook’s “The Soldier” (P)

\_\_ Harold Pinter’s “That’s All” (D)

\_\_ Felix Rios/James Pineda’s “Life After Jackson” (D)

\_\_ Margaret Brown-Bailey’s “Boof” (P)

\_\_ Martin Espada’s “Bully” (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

\* Research Paper Assigned \*AP Exam Prep \*Exam One Assigned (based on summer vocabulary and readings). \*Notes and Dictation \*BOOKNOTES \* Pops’ Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**APLIT Composition Focus:**

NARRATION (NAR), LITERARY ARGUMENTATION (LAN), SETTING (SET), CHARACTER (CHR), STRUCTURE (STR), FIGURATIVE LANGUAGE (FIG)

 Course Grading:Scale:

**Independent/Group Project(s) 25% 100-90% = A**

 **Exams and Quizzes 20% 89-80% = B**

 **Essays and Papers 20% 79-70% = C**

 **Home Learning 15% 69-60% = D**

**Openers/Grammar 10% 59- 0% = F**

**Attendance, Tardiness, & Participation 10%**

 **100%**

 **PAPERS:**

Students are required to write a minimum of 6,000 words for this course. Students must be in class when essays are written. Out-of-class essays must be typed; typed papers are due at the beginning of class. If submitted one day late, the essay will receive a lower grade; if submitted more than one day late, the essay will not receive a passing grade. In-class essays are due by the end of class. Students must do all written assignments to pass the course. Any make-up essay must be done prior to the next essay that the instructor assigns.

**Revisions [Critical Essay Revisions – C.E.R.]: All in-class papers need to typed up, returned for a grade, and placed in Portfolio.** The pre-writing, rough draft and final draft will be clipped together and handed in on the due date. There will be no exceptions for late papers.

All late work will receive a lowered letter grade.

**For Your Information:**

Students may use Make Up/Revision Days to redo papers they may have done poorly in earlier in the semester.

All essays are to be five or more paragraphs, 3-4 or more pages, 500-1000 or more words, typed, and double-spaced, using 12-point, Times New Roman, Calibri, or Tahoma fonts only, following the standard heading (upper left-hand corner) that is supplied:

 **[Your name]**

 **[Date]**

 **[Course Title]**

 **[Assignment/Type of Writing]**

All assignments/essays that are written in class are to be written on standard 8 ½ x 11 looseleaf paper, and will be collected.

All assignments/essays are to be submitted on the due-dates, regardless of absence. Late papers will not be accepted.

**The Portfolio [Binder Check]**: At the end of the semester, a portfolio of your work will be due ( ), which will include five revised essays, the original five essays, and an essay reflecting on your writing and learning; this is your portfolio.

**PORTFOLIO STANDARDS**:

Binders need to be kept neatly and in order. The dividers needed are as follows:

(see AP English Language Handbook)

**Research Papers and Presentation**:

You will have 3 major research papers; only one requires an oral presentation.

Plagiarism will not be tolerated and will result in a failing grade for the course.

**Presentations:** These are a part of the curriculum and students must be professionally dressed when making these. Because time is limited, if students cannot present on their allotted times and dates, there may not be another opportunity to make up the presentation; therefore, student’s grade will be negatively affected in this class.

**Varied Writing Assignments:**

Students will be given reading passages, grammar, news items, or art with attached questions. These usually start the class daily, if students are late or absent, make ups may not be possible.

**Note: Students are to bring texts and course syllabus to class each day.**

**HOME STUDY ASSESSMENTS**

These are assignments given and are expected to be completed outside of the classroom. These are expected within the time allotted.

**DISCUSSIONS AND CLASS NOTES:**

The class has notes per section of the text/course. If you are absent, it is your responsibility to acquire the notes, as exams and quizzes will be given. It is your responsibility to understand the notes given. Govern yourselves accordingly.

**TECHNOLOGY/INTERNET:**

Students will need access to ***Facebook.com*** and the *class website*, because this class frequently supports Internet conversations and viewing of Ted Talks/Youtube Videos and **Collegeboard**. Failure to use these will result in a failing grade for the grading period, and possibly the course.

**VIDEO RHETORIC ASSIGNMENTS:**

Students are expected to go online to the class’s chosen platform and respond to the **FEATURED STUDENT WRITER**. Your professor assesses your response and you receive a grade accordingly.

**Reviews :**

Students will be reviewing throughout the course to keep the information current and mentally accessible. Missing days and classes, truly affects students’ ability to pass the AP Exam in May.

**AP STUDY DAYS:**

Students are given the opportunity to gamble for a chance to have academic days for ***Study Days***, so they can catch up on assignments, study for exams, read, etc. These days **may** begin in October.

**FINAL WRITING PROJECT(S)**:

Students may choose between an End of year Writing project or a CREATIVE one. Information will be forthcoming. They make up the final grade for your 4th grading period.

**HOUSEKEEPING:**

* Cell phones are not permitted in class, unless being utilized for class assignments. You may step outside to make or respond to any necessary calls.
* The eating of fruit or other items that do not produce crumbs or a mess is permitted as long as you clean up after yourself. This is subject to change, if students cannot comply.
* As the semester progresses, the syllabus may change; advance notice will be given.