

OHHS English Department Course Syllabus



Course Name: Advanced Placement Literature and Composition

Course Code: ENO52A, ENO52B, ENO52C

Course Description:

In AP Literature we will examine English literary history by centering on the major movements in English literature. The course will be sequenced chronologically and focus on the following literary movements: Anglo-Saxon, Medieval, Renaissance, Metaphysical, Restoration, Neoclassicism, Romanticism, Victorian, Modern, and Postmodern. The reading will have a strong focus on English literature, but will also include Russian, American, and Irish works. Reading will also run the gamut of literary genres: poetry, novels, drama, and some nonfiction.

Our purpose in studying English literary history is to not only get a sense of the history of English literature but also to get a broader sense of European intellectual history, or the history of ideas. To meet this end we will occasionally examine visual art and music contemporaneous to the literary movements we are studying, and we will also closely consider the historical context of the works that we read.

We will investigate the literature through a variety of means—such as essays, oral presentations, and classroom discussion—but, whatever the means, our primary reading strategy will always be to scrutinize the texts as closely as possible. Indeed, we will often operate under the maxim: “If you cannot mark it in the text, it’s not there.”

The writing focus in this course will be as equally intensive as the reading, and it will center on the objective, formal analysis of literature; moreover, the writing will be closely allied with the technique of close reading. Our goal will be to work toward impeccably grammatical, thoughtfully organized, artfully stylish, and analytically sophisticated persuasive essays.

Yet students are certainly not expected to write papers devoid of personality, and many opportunities will be given for students to engage with literature on a more personal level-both during classroom discussions and in writing. Indeed, one purpose of the class is to help students cultivate a sense of how literature can help them understand themselves and the world around them.

All things said and done, the overarching purpose of the course is for students to attain mastery on the College Board AP Literature and Composition exam, and, even though it will not always be explicitly stated, the course is designed and sequenced to meet this end.

Students are expected to participate in the AP Exam and Saturday Study Sessions. Additional information regarding these items will be shared in class.

Prerequisites

Successful completion of AP Language and Composition
B or higher in a junior-level American Literature course
Teacher approval

Course Resources

AP Literature and Composition reading list (see below)

Course Fees

None

Course Outline/Instructional Units

What follows are the main reading units. Not all novels in every unit are read every year.

Coming of Age: *The Sun Also Rises* by Ernest Hemingway
 Great Expectations by Charles Dickens
 The Catcher in the Rye by J.D. Salinger
 Hamlet by William Shakespeare
 Portrait of the Artist as a Young Man by James Joyce

Fate vs. Freewill: *Crime and Punishment* by Fyodor Dostoevsky
 Frankenstein by Mary Shelley
 Hard Times by Charles Dickens
 King Lear by William Shakespeare
 Paradise Lost by John Milton
 Heart of Darkness by Joseph Conrad
 Beowulf by anonymous

Classicism and Romanticism: selected poetry of English Neoclassical and Romantic poets

In addition to the above reading list, first semester students focus on literary analysis essay skills (timed and out of class), informal/exploratory writing such as annotation, journals and reader response, the hero's journey, grammar—especially focusing on improving sentence structure through instruction and revision, fiction reading skills (theme, character, plot, setting, conflict, etc.) close reading skills (tone, diction, syntax, imagery, etc.), and literary terms. Students are encouraged and invited to revise and resubmit their work on a regular basis and will be required to revise essays periodically after receiving detailed instruction and feedback from the teacher as well as feedback from peers throughout the revision process.

Second semester re-emphasizes the first semester skills in great depth, but also focuses much more strongly on poetry reading skills (meter, form, etc). After the exam in May, instruction emphasizes introductory literary theory and contemporary literature.

Major Assessments

Essays—including:

- Extended Interpretation (student will use text details to develop an in-depth interpretation of a work of literature)
- Literary Analysis and Close Reading (student will analyze poems and short passages identifying literary devices within and explaining the effect of these devices on the work as a whole)
- Contextual Interpretation (student will interpret a work of literature using careful textual details and taking into consideration social, cultural and historical values)

Reading skills packets

Weekly Literary Device or Poetry analysis

Sample College Board exams

Tests—reading quizzes, mid-term and final exams

Oral presentations

Extra Help

Teacher will provide information regarding tutoring in classroom procedures, generally before or after school Wednesday through Friday. Students are encouraged to take advantage of OHHS tutoring opportunities. Please speak with the teacher to arrange additional support.

RE-DO POLICY:

OHHS is an effort based school where we believe all students can learn. We also know that students learn at different rates. Thus, we are implementing a re-do policy that recognizes the needs of individual learners.

- 100% Re-do
 - Assessments (with exception of the Final semester exam)
 - Key Assignments: Evidence that demonstrates mastery of a standard

- Teachers may:
 - require completion of supporting assignments prior to re-do opportunities for students to show they can meet the standard.
 - require students to complete re-do of work outside of class time.
 - limit the number of re-do opportunities for each assignment.
 - assign zero grades when students choose not to do key assignments and/or assessments to standard.
- All opportunities for re-do work will come with a deadline as assigned by the teacher.

Weighted Categories

Set department categories and weighting

Category	Percentage of Overall Grade
Assessments	70%
Daily Work	30%

Advanced Placement Grade Scale	
Grade	Percent
A	90-100
A-	85%-89.99%
B+	83%-84.99%
B	77%-82.99%
C+	73%-74.9%
C	67%-72.99%
C-	65%-66.99%
D	55%-64.99%
F	54.99% and Below

OHHS PLAGIARISM POLICY:

Any student, who knowingly turns in any work that has been done by someone other than himself or herself, and fraudulently represents it as his/her own, shall be considered to have cheated. Cheating also includes: aiding someone else in cheating, the use or preparation of written, pictorial, electronic or other materials not authorized by the instructor during a test or assignment, the use of testing materials obtained previous to the test date, or plagiarism of any kind. Students found cheating will also be subject to an office referral, which could result in a suspension. As an effort based school, students who have plagiarized/cheated must still demonstrate their learning. Thus, students will be given the opportunity to complete the work. This will fall under the “Late Work Policy” of the teacher where total possible points may be reduced.