OMAHA NORTH HIGH MAGNET SCHOOL

AP Literature and Composition
Course Syllabus
2018-2019

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Plan Periods: A3 and B6
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Best times to contact: During plan or before and after school

Course Overview: According to the College Board, an advanced placement course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. This course includes an intensive study of works from various genres and periods. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers by considering a work’s structure, style and themes, figurative language use, imagery, symbolism, and tone.

Instructional Philosophy: My intention is to do all I can to help students be successful. My goals for the upcoming year are to assist each student realize his/her potential, by teaching essential skills for college or the workplace. In addition, I hope to have fun, even if it is an English class, while maintaining high expectations that meet the state standards, the college board, and UNO dual enrollment.

Nebraska State Standards: For a complete list of the standards visit:
http://www.nde.state.ne.us/Assessment/documents/StandardsLinearBoardApproved_000.pdf
LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.
LA 12.2 Students will learn and apply writing skills and strategies to communicate.
LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.
LA 12.4 Students will identify, locate, and evaluate information.

Skill Set:
Vocabulary Acquisition Writing: Expository, Analytical, Argument
Close Readings of Texts Cooperative Learning
Critical Thinking Using a Variety of Lenses Experience, Interpretation, Evaluation of Literature
Analysis of Meaning and Literary Form Understanding of Literary Tradition

Major Units of Study:
Unit One: An Introduction to Literary Analysis including: Marxist Criticism, Modernism, and the Dystopian Novel
• By reading “Introduction: Reading Imaginative Literature” in The Bedford Introduction to Literature: Reading, Thinking, Writing and “Introduction: Summaries of Critical Approaches” an essay from Critical Experience: Literary Reading, Writing, and Criticism, students will be introduced to the nature of literature, the value of literature, the changing literary canon, and the basics of critical approaches. Students will complete guided Cornell notes over the introductory readings and criticism then complete a leveled assessment at the end of the unit.
• Students will also be introduced to different forms of critical analysis writing, which can be applied on the AP exam. Students will complete a reading of Marxist Criticism theory and then complete a close reading that scaffolds the writing process by brainstorming ideas, developing a thesis statement, completing an outline, writing a draft, peer editing, one-on-one conferences with the teacher, and producing a final copy.
• Students will also be introduced to the Modernism era and the dystopian novel and will then discover elements of modernism and dystopian society within the text to facilitate close readings of the text.
Unit Two: Post-Modern Literature and Ethnocriticism/Multicultural Criticism
- Students will read a variety of text from the post-modern time period. By coupling the elements of Post-Modern Literature, students will examine literature more closely related to their own lives and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared ethnocriticism/multicultural essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Unit Three: Victorian Literature and Feminist Criticism
- Students will read a variety of text from the Victorian time period coupling the elements of Victorian Literature and feminist criticism. They will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared feminist essay, students will experience the process of a timed write using an essay prompt from a previous AP exam.

Unit Four: Romanticism and Moral/Philosophical Criticism and the Gothic Novel
- This unit will complete semester one and the prose (novel/short story) portion of the class, but will also introduce semester two, beginning second semester with Romantic poetry. Students will read a variety of texts from the Romantic time period pairing the elements of Romantic Literature with moral and philosophical criticism. Students will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a different critical approach. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared moral criticism essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Unit Five: Medieval Literature and Mythic/Archetypal Criticism
- Students will read a variety of text from the Medieval time period. By coupling the elements of Medieval Literature with archetypes and myth, students will expand their literary vocabulary and knowledge of devices used to further their comprehension of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared archetypal essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Unit Six: Renaissance and Psychoanalytic Criticism
- Students will select one of four Shakespearean plays from the Renaissance time period. By pairing the elements of Renaissance Literature, Elizabethan values, and psychoanalytic criticism, students work in literature circles to interpret the text through the critical lens and posing questions central to Shakespeare’s commentary of society. Students will then in large discussion find commonalities in the Shakespeare play construction. Students will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and
submit a final draft. After completing a prepared psychoanalytic essay, students will experience the process of a timed write using an essay prompt from a previous AP exam.

Unit Seven: AP Test Prep and the Capstone/G.L.E.
- Students will begin working on posing their own questions about the literature read by working on the Capstone/G.L.E. project. Students will be given the opportunity to read a sample essays, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final draft.
- As part of the Capstone project, students will present a prospectus to the class regarding their literary analysis enabling students to discuss similar topics, literature, and research findings before completing their final critical essay.
- After completing a literary critic of their own choice, students will begin final preparations for the AP Exam in May including review of vocabulary, multiple-choice questions, and essay prompts. Students will review previous AP exams, as well as, graded students’ responses in preparation for the exam.

Textbooks:

Materials:
1. 1 ½” three ring binder
2. blue or black ink pens
3. white lined paper
4. Highlighters
5. dividers
6. textbook

Course Expectations:
Upon completing the AP English Literature and Composition course, students should be able to:
- develop analytical skills to the point that they are capable of independent literary analysis which will aid in the appreciation of literature and poetry as art forms
- demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition
- recognize, articulate, and explore how various humanists/artists have responded to the human condition
- comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well being
- read with greater attention to detail and understanding of aspects of author style; such as work selection, structural organization, mood, syntax, diction, images, sentence structure, and understand the author’s use of these to accomplish meaning
- enhance awareness that literary art is consciously created, as is any art form, and this being true, the author’s purpose and the work’s thematic, moral, and aesthetic significance can be determined
- write for a variety of purposes including literary criticism and analytical argument
- experience college level work and a college level approach to literature
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and rewriting with teacher feedback
- use relevant critical, analytic, creative, speculative and/or reflective methods to communicate ideas and explain concepts relevant to the discipline(s)
- revise a work to make it suitable for formal paper by avoiding mechanical errors, colloquialisms, clichés, wordiness, or awkward phrasing
- communicate an idea through speaking both in an informal and formal setting
- evaluate and incorporate reference documents into research papers and demonstrate understanding of the conventions of citing primary and secondary sources
- acquire literary background
- develop and improve sentence structure through revision
- develop in logical organization, enhanced by specific techniques to increase coherence, which may include rhetorical structures, graphic organizers, work on repetition, transitions, and emphasis.
**Major Assignments:**
While we will have daily reading assignments and coursework, these are the major assignments that can be expected each semester.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>✓ Daily journal entries</td>
<td>✓ Daily journal entries</td>
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<tr>
<td>✓ Discussions</td>
<td>✓ Discussions</td>
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<tr>
<td>✓ 5-7 timed writings</td>
<td>✓ 5-7 timed writings</td>
</tr>
<tr>
<td>✓ 2-3 Speeches</td>
<td>✓ 2 prepared essays/close readings</td>
</tr>
<tr>
<td>✓ 3 prepared essays/close readings</td>
<td>✓ 1 GLE/CAPSTONE</td>
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<tr>
<td>✓ 3-4 exams</td>
<td>✓ Research Prospectus</td>
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**Daily Journal Entries:** Students will respond to a journal topic at the beginning of every class. The journal topics may be writing prompts, visual images, quotes, etc. that elicit critical thinking and written response from the students. The journal will directly relate to the current course topic or content and will serve as the anticipatory set to the lesson. Students will accumulate journal entries and submit them for grading at the end of each quarter.

**Timed Writings:** Students are regularly required to complete timed writing assessments by responding to a prompt under time constraints to simulate the AP exam environment. All of the prompts are generated from previous AP exams and include: either an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning, or an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. The timed writings are integrated into the natural progression of the course, but only after students have practiced analyzing short prose passages and poems with “open” analytical questions. Students will have the opportunity to reattempt a timed writing of their choice each semester. The type of question for the timed writing will be the same, but the prompt will change. The timed writings will prepare the students to produce on demand, well-crafted essays in response to a prompt.

**Speeches:** Students will complete a series of informal and formal speeches. The course will build to the culminating speech: a research prospectus for the CAPSTONE project in the second semester.

**Prepared Essays:** Students will compose formal literary criticism essays or close readings of the text as they learn the different critical approaches to literature.

**Capstone/GLE:** Students will complete a multi-faceted research project on a topic of their choice, while staying true to the goals of this course. The purpose of this research paper will be to analyze literature from a selected lens over one of the course readings and make judgments about a work’s artistry and quality. Students should use their research to target essays that address theoretical approaches to the text as they critically read a poem or book section. The information presented in class will serve as a guide to understanding the elements of an analytical argument/literary criticism paper as well as offer prewriting strategies and a checklist to verify that the requirements have been met. Students will also meet with the teacher one-on-one for a conference to look at organization, logic, grammar, conventions, ideas, and voice. Students will then revise and submit a final copy.

**Discussions:** Students will work collaboratively to share opinions, thoughts, and ideas on the assigned readings. Whether the discussions take place in small or large groups, all students will be expected to participate and to contribute to the learning environment. The majority of discussions will follow the Socratic Seminar method to encourage critical thinking and full participation.

**Exams:** Students will complete leveled assessments over the different novels, poems, short stories, theories, and eras. Students will also complete past AP exams to practice the skills necessary for both the multiple choice and free response sections. Finally, students will complete district assessments and the AP exam.
*Coursework will require a minimum of seven to ten hours of your personal time per week, which does not include scheduled class time.

**Required Assessments:**
*Students should expect major tests and/or writing projects at the end of each unit.

**District Exams:**
In order to measure student progress in writing, OPS requires all senior English students to complete one formal writing assessment during second semester called the CAPSTONE/G.L.E. project.

Additionally, to measure student progress in grammar, OPS requires all students to complete a short grammar assessment at the end of second semester.

**AP College Board Exam:** The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. The multiple-choice questions are scored by computer, while the free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their subject area. The involvement of college faculty at all levels of exam development and scoring ensures that the AP Exams truly reflect college-level achievement. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide. Students are expected to complete the AP Exam for Literature and Composition. Further details will follow closer to the exam date.

**Policies and Procedures:**
Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students, the instructor, or interferes with the learning environment should expect consequences.

- **Class Materials:** The student is required to come to class with the appropriate textbook/novel, paper, handouts, and a writing utensil. The student will also need to make sure they do NOT lose their computer privileges throughout the year since this class works with computers daily.
- **Attendance (absences and tardies):** Omaha Public Schools are currently counting absences in minutes missed. This means that tardies and single class absences also count. These minutes are added up into school days and do NOT start over at semester. Absences are accrued all school year. Furthermore, anyone entering the classroom after the bell has stopped ringing is considered tardy, and all tardies will be noted for administrators, parents, and teachers to see.
- **Passes:** In order to leave the classroom for any reason, students must have their valid (2014-2015) school ID with them, or they will be unable to leave the room. In addition, a student must have a written pass and the clipboard from the teacher before leaving. Note: I have not set a limit or a number of passes for each student; however, I reserve the right to restrict pass use for students who abuse the privilege (I will discuss restrictions with parents/guardians if such a case arises).
- **Electronic Devices:** No electronic devices (cell phones, mp3 players, games, etc.) are permitted to be seen, heard, or used in the classroom without permission.
- **Academic integrity:** is a reflection of the character of an individual. If a student shows he or she is dishonest, his or her parents will immediately be called and the students will not get credit for the assignment. There are no exceptions to this rule, so do your own work. Plagiarism will result in an automatic zero.

**English Dual Enrollment:**
The English Dual Enrollment Program at the University of Nebraska at Omaha offers academically talented students enrolled in approved AP English Literature and Composition courses the opportunity to receive college credit by satisfying UNO English course requirements while engaged in their high school studies.

**OPS Secondary Grading Practices**
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)
There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

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\begin{align*}
A &= 3.26 - 4.00 \\
B &= 2.51 - 3.25 \\
C &= 1.76 - 2.50 \\
D &= 1.01 - 1.75 \\
F &= 0.00 - 1.00
\end{align*}
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**Redoing/Revising Student Coursework***

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

*Indicates standardized language