



AP Literature/English IV 2021-22

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*I teach 0 period, so my “office hours” when you can find me in my room are 6:50 am to 7:25 am, lunch time, and 2:20 pm to 2:50 pm.

Course Description:

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.

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Big Ideas and Enduring understandings:

The big ideas serve as the foundation of the AP English Literature and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the big ideas of the course, along with the enduring understanding associated with each one:

- **CHARACTER (CHR)**Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **SETTING (SET)**Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **STRUCTURE (STR)**Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.

- NARRATION (NAR)Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- FIGURATIVE LANGUAGE (FIG)Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- LITERARY ARGUMENTATION (LAN)Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Materials:

Students will need the following supplies for this class:

- Writing utensils & paper
- Sticky notes!
- Devoted space (digital and/or physical) to store AP Literature materials. I would suggest dividing it into 5 sections: (Poetry, Fiction, Drama, Vocabulary, Syntax)
- Devoted AP Literature notebook
- Turnitin, NoRedInk, Perusall, and AP Classroom accounts (We’ll create in class)

Possible Texts Include:

- Austen, Jane. *Sense and Sensibility*
- Bronte, Emily. *Wuthering Heights*.
- Ellison, Ralph. *Invisible Man*.
- Erdrich, Louise. *The Round House*.
- Hawthorne, Nathaniel. *The Scarlett Letter*.
- Hosseini, Khaled. *The Kite Runner*.
- Kafke, Franz. *The Metamorphosis*.
- Kennedy, X.J. and Dana Gioia, editor. *Literature: An Introduction to Fiction, Poetry, Drama and Writing*. Pearson Longman, 2009.
- Khadra, Yasmina. *The Swallows of Kabul*.
- Morrison, Toni. *Beloved*. Everyman’s Library, 2006, New York.
- Shakespeare, William. *Hamlet*. Washington Square Press, 1992, New York.
- Shelley, Mary. *Frankenstein*. Penguin Group, 1983, New York.
- Stoppard, Tom. *Rosencrantz & Guildenstern are Dead*. Grove Press, 1967, New York.
- Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004, New York.
- Various short stories and poems

Classroom Structure and Expectations

Above all else, **be respectful & be responsible**. I expect open-minded, kind and honest behavior in class and on the page.

Academic Honesty

Capital High adheres to high standards of academic integrity. Plagiarism, cheating and other forms of academic dishonesty are prohibited. In the event that a student's work is academically dishonest, the student will receive a zero/F on the assignment and his or her parents will be notified. Depending on the nature of the assignment and infraction, a student may have the opportunity to revise for credit.

Plagiarism is the act of stealing someone else's words or ideas and passing them off as one's own (not crediting the source). We will discuss plagiarism throughout the year so that students feel confident avoiding it; if students have questions regarding plagiarism, they should consult me before submitting an assignment.

Food and Drink

It is important to stay hydrated, so drinking water **from a container with a secure lid** is acceptable during class. Otherwise, **no food in the classroom** outside of the lunch period unless we've arranged for a class treat.

Electronic Devices

Before entering my classroom, students need to put their cell phones away so that they are neither visible nor evident (through signs such as ear buds).

At the beginning of each quarter, I enter ~85 participation points into the grade book for each student (2 per day in the quarter). These are listed as "Management" points. If a student's cell phone is visible/evident inside my classroom, that student will lose points (2 per violation of the policy). More than one infraction in a class period will mean I refer the student to the office according to the student handbook.

Attendance and Participation

Attendance and participation are critical elements of class. Some in-class work, such as discussions and group-work, cannot be made up exactly as we do them in class. **Whenever possible** (school-related absences!), **students should report** absences to me *prior* to class; Be responsible by contacting me about missed work. Chronic absences will negatively affect the student's grade.

Participation will count for 10% of your grade. Simply attending class is not the same as participating in a meaningful way. To receive full participation credit, you will need to come prepared, listen, work well alone as well as in small groups, ask questions, volunteer ideas and opinions, present in front of the whole class, and otherwise contribute to the activity.

Assessments and Grading

Daily Assignments, Annotations, Thought Pieces & Quizzes	30%
Essay Revisions & Presentations	60%
Participation	10%

CHS Grading Scale:

91-100%	A
90-91.99%	A-
88-89.99%	B+
83-87.99%	B
80-81.99%	B-
78-79.99%	C+
72-77.99%	C
70-71.99%	C-
68-69.99%	D+
62-67.99%	D
60-61.99%	D-
0-59.99%	F

Annotations, Vocabulary, Grammar & Syntax

We will have annotation, vocabulary, grammar/syntax lessons, assignments and/or quizzes most weeks for the first three quarters of the course.

Essays

Students will write a number of process pieces (proceeding through several stages and drafts) over the course of the year. **The revisions of these pieces account for 60% of the final grade.** In addition, students will write shorter, less formal essays and thought pieces that will not necessarily need to be revised.

Please **follow MLA style guidelines for all essays:** 12" font, Times New Roman, 1" margins.

Students will **turn essays in through Turnitin.com.**

Over the course of the year, we will practice all three types of Timed Writes that will appear on the AP Exam: the argumentative essay, the rhetorical analysis essay, and the synthesis essay. Practice Timed Writes are meant to help students prepare for the exam. I will score those to give students a sense of their progress, but **I will not include those scores in the gradebook as grades.** (Exception: At some points in the year, I may assign students to revise a timed write and I will grade the revisions, and there will be graded timed writes as part of the semester exams).

Revisions

You will be required to revise a number of essays for final credit and may revise additionally for grade improvement and feedback. All revisions will:

- be submitted in print, attached to all previous drafts of the essay containing peer and teacher comments, and **highlighted** and **annotated** to show the changes.
- reflect significant, serious, thoughtful revision (at least 1/3 changed or added material).

To ensure that revisions don't waste students' time or mine, I reserve the right not to accept revisions that do not meet these requirements.

Late Work

I will post assignments for the week on Teams as well as in the room on a board at the beginning of each week. I expect students to come to class prepared to meet each day's requirements, including homework, tests, etc. Late work is disrespectful of my time.

- Late homework will be penalized one letter grade per day *unless* you clear the tardiness with me in advance.
- Essays turned in late will not receive full credit on the "Process" section of the rubric. Also, I will not guarantee the same quality of comments to help the student revise, and the revision deadlines will not change.
- Students turning in late work **MUST** send me a message through Teams to let me know that they've turned an assignment in late, otherwise I will not see or grade it.
- **Students cannot pass the course missing two or more major writing assignments.**

The AP Exam

This year's exam will take place on **Wednesday, May 4 at 8 am.**

All students are encouraged to take the exam, which will cost **\$96**. Assistance is available for students who cannot afford the cost of the test

In the weeks leading up to the test, we will do intensive writing practice and have the opportunity to review.

AP English Literature Exam Format:

Section 1: Multiple Choice

55 Questions | 1 Hour | 45% of Exam Score

- Includes 5 sets of questions with 8–13 questions per set.
- Each set is preceded by a passage of prose fiction, drama, or poetry of varying difficulty.
- The multiple-choice section will always include at least 2 prose fiction passages (this may include drama) and at least 2 poetry passages.

Section 2: Free Response

3 Questions | 2 Hours | 55% of Exam Score

- Students write essays that respond to 3 free-response prompts from the following categories:
 - A literary analysis of a given poem
 - A literary analysis of a given passage of prose fiction (this may include drama)
 - An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student

I have read and understand the course syllabus and expectations for AP Literature

Student: _____ Date: _____

Guardian: _____ Date: _____