

# AP English Literature and Composition Course Syllabus

Educator: Ms. Shartrand

Email: [Erika.Shartrand@BrowardSchools.com](mailto:Erika.Shartrand@BrowardSchools.com)

## Course Overview

This AP English Literature and Composition Course is designed to help you think deeply about what you read, then to speak and write intelligently about it. In order to strengthen these skills, we will be studying various types of texts from multiple genres and discussing them daily.

You will be asked to keep a notebook for dialectical journals that will be the basis of our class discussions for each of the texts you read throughout this course.

The literature you read outside of class will also often be paired with short stories, poems, and texts from other various genres and time periods that we will read together to provide elements of comparison, such as similar themes or characters, in order to further your ability to discuss, interpret, and write about literature.

Every week, you will be quizzed on your understanding of mature vocabulary and literary devices, and you will also apply this knowledge each week through timed writing practice that will often be rewritten several times.

By the end of this semester you will have completed and presented two different individual extensive papers. These projects will assess a variety of skills, both oral and written, including your use of word choice, effective overall organization and supportive evidence.

The final week or two of this course will be dedicated to reviewing old AP Exams to adequately prepare you for the exam in May.

## Classroom Rules and Consequences:

- ❖ *Please be aware that one un-served detention results in another detention, and two un-served detentions result in a referral*
- ❖ *Failure to give up a confiscated item results in an immediate referral*
- **Remain silent when someone else is addressing the class!** Side conversations are incredibly disrespectful to both the speaker and to other students and inhibit a student's right to learn.
- **Keep cell phones off and out of sight.** This is a county policy and is also a major distraction.
- **Stay seated until the teacher dismisses you.** The only reason you should be out of your seat is when instructed to do so by the teacher or if you need to use the restroom. Getting up for any other reason becomes an irritation.
- **Keep all food and drinks outside of the classroom (except for water).** Please contribute to a pest-free learning environment by keeping all of your snacks in your bag.

## **Classroom Procedures:**

**Absences** – Daily assignments will be listed on the class website at <http://www.monarchknights.com/teachers/shartrand.html>. It is your responsibility to make up any work missed due to an excused absence within two school day's time.

**Class Work** – All individual class work will be kept in a binder that will be randomly collected. This class work (along with participation and other quizzes) is worth 20% of the final grade. Remember, this work should be done *individually* and any instances of copying or cheating will result in a zero for that assignment. Assume all work is individual work unless I specifically state otherwise.

**Extensive Papers** – By the end of this course, you will write two extensive papers that you will edit and revise, then present to the class.

**Mini-Presentations** – In addition to the two presentations mentioned above, several students at the end of every class period will individually conduct mini-presentations that will be 1 – 2 minutes long. The first half of the course will focus on allusions, and the second half will focus on poetry.

**Participation** – Aside from participation in group work, students will also have an opportunity to share their answers to the vocabulary warm-up. Students are also expected to be engaged in all class activities.

**Silent Reading** – Every Friday we will spend at least twenty minutes of class time reading a book from the list attached. During silent reading time, you must be reading silently, and will receive will lose participation points if you are not doing so. After silent reading time is over, you will then write a reflection in your reading notebook.

**Vocabulary and Literary Terms Test**– Every day you have the first ten minutes of class to complete the vocabulary warm – up which will involve four vocabulary words. In addition to these words, it is your responsibility to look up the meanings of the ten literary terms listed on the board each week. Each Friday, we will have a test on these words. These quizzes are worth 20% of the final grade and are cumulative.

**Timed Writing Practice**– Every Tuesday, you will be given forty minutes to write an essay on a given topic that will reflect and demonstrate your comprehension of and reactions to literature.

**Comprehension Checks and Presentations** – Completion of dialectical journals for each piece of literature we will read throughout this course will earn you the right to take a comprehension quiz. Otherwise, once you complete the dialectical journals, you will complete a make-up assignment instead. After the quiz, I will assign groups to explore various aspects of the given literary work. These comprehension quizzes combined with the group presentations are worth a total of 10% of your entire grade.

**Data Sheets** – You will complete a data sheet outlining the most important aspects of each piece of literature we read throughout this course. A sample is attached.

## Student Evaluation

Your grade for this class will be based on the following criteria:

timed writing practice assignments based on previous AP prompts with two or three that have been workshopped and revised.	20%
vocabulary and literary term quizzes	20%
presentation with accompanying individual extensive papers	10%
midterm and final exams.	10%
data sheets	10%
comprehension checks, dialectical journals, and group presentations	10%
class participation, discussions, silent reading, quizzes, and everything else	20%

### **Academic Dishonesty:**

Under NO circumstances are you to copy someone else's work and use it as your own! This includes and is not limited to copying from the Internet, your neighbor, a book, etc. This rule also applies to plagiarizing. If you are caught plagiarizing, copying, or cheating in any way, you will automatically receive a zero and a detention. Please properly cite sources.

*Please feel free to contact me if you have any questions!*

## Student Resources

Preliminary list of texts we will be using throughout this course:

\*Keep data sheets in your class work binder for each text you read and complete dialectical reading journals for each

- *How to Read Literature Like a Professor*, Thomas C. Foster
- *Pride and Prejudice*, Jane Austen
- *Beowulf*, the Beowulf Poet
- *The Canterbury Tales*, by Geoffrey Chaucer
- Selected sonnets by William Shakespeare
- *The Tragedy of Hamlet, Prince of Denmark*, William Shakespeare
- *Candide*, Voltaire
- *Like Water for Chocolate*, Laura Esquivel
- *Kite Runner*, Khaled Hosseini
- *One Flew Over the Cuckoo's Nest*, Ken Kesey
- *Metamorphosis*, Franz Kafka
- Short fiction and essays – as selected
- Poetry – as selected

Preliminary list of additional instructor-approved novels to choose from for Friday readings and final extensive analytical paper:

- *Brave New World*, Aldous Huxley
- *As I Lay Dying*, William Faulkner
- *The Awakening*, Kate Chopin
- *Beloved*, Toni Morrison
- *Catch – 22*, Joseph Heller
- *Jane Eyre*, Charlotte Bronte
- *The Cherry Orchard*, Anton Chekhov
- *The Color Purple*, Alice Walker
- *Crime and Punishment*, Fyodor Dostoyevsky
- *Inferno*, Dante
- *Don Quixote*, Miguel de Cervantes
- *A Farewell to Arms*, Ernest Hemingway
- *Frankenstein*, Mary Shelly
- *The Grapes of Wrath*, John Steinbeck
- *Heart of Darkness*, Joseph Conrad
- *Invisible Man*, Ralph Ellison
- *Madam Bovary*, Gustave Flaubert
- *Moby Dick*, Herman Melville
- *Native Son*, Richard Wright
- *One Hundred Years of Solitude*, Gabriel Garcia Marquez
- *A Portrait of the Artist as a Young Man*, James Joyce
- *Pygmalion*, George Bernard Shaw
- *The Scarlet Letter*, Nathaniel Hawthorne
- *Slaughterhouse Five*, Kurt Vonnegut
- *The Sound and the Fury*, William Faulkner
- *Tale of Two Cities*, Charles Dickens
- *Tess of the D'Urbervilles*, Thomas Hardy
- *Their Eyes were Watching God*, Zora Neale Hurston
- *Things Fall Apart*, Chinua Achebe
- *The Turn of the Screw*, Henry James
- *Wuthering Heights*, Emily Bronte

# Sample Data Sheet

First Name, Last Name  
Teacher Name  
Period  
Date

*Title of Work*  
**Author**  
**Setting (Time and Place)**

### Background information

Important details about the author and how they may have influenced this work \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Plot

- 1. Exposition** – Characters and setting are introduced.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. Rising Action** – the main events that lead up to the climax.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Climax** - Explain the main conflict. Give page numbers.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. Falling Action** – the main events that take place after the climax.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Resolution** – How is the central conflict resolved?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Connections

Does the author’s writing style, the plot of the story, themes, or any other aspect of this novel remind you of another work you’ve read? Give at least two examples of connections you can make between this novel and another literary work. \_\_\_\_\_  
\_\_\_\_\_

**Main Characters**

<b>Character Name</b>	<b>Physical Appearance</b>	<b>Personality Traits</b>	<b>Flaws/Errors in Judgment</b>	<b>Aspirations, Goals, Hopes, and/or Dreams</b>

**Minor Characters**

<b>Character Name</b>	<b>Purpose</b>

**Themes**

<b>Overall message or lesson, stated in a complete sentence.</b>	<b>Specific evidence from text to support stated theme</b>

**Imagery (with page #s)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Symbolism**

<b>Object</b>	<b>What it represents</b>

**Meaningful Quotations/Passages**

<b>Quotation/Passage w/ page #</b>	<b>Significance</b>

**Figurative Language**

<b>Example</b>	<b>Type (metaphore, personification, etc.)</b>	<b>Effect</b>

**Critical Commentary #1**

**Summarize commentary:**

**Give your opinion:**

**MLA Citation:**

**Critical Commentary #2**

**Summarize commentary:**

**Give your opinion:**

**MLA Citation:**