

# English IV: *AP English Literature and Composition*

## Course Outline and Syllabus

Carnegie Vanguard High School  
2018-2019

### Course Objectives:

In addition to the variety of analytical tasks that this course will cover, this AP Literature course is intended to serve as a college-level English literature survey course, with a focus on diverse pieces of literature and poetry. In this *AP English Literature and Composition* course, students will have the opportunity to read “both wide and deep,” including poetry, fiction, drama, and excerpts of prose from pre-sixteenth-century epics to contemporary literature. The readings will focus primarily on British and American literature, though the reading list will not strictly be limited to this. This AP Lit course will provide students with many opportunities to fully “experience...interpret...and evaluate literature” for greater meaning.

**What you can expect, day-to-day:** Discussions, group analysis/collaborations, individual writings/reflections (both in timed and untimed settings), collaborative reading (for the plays we cover), and multi-media projects will comprise the bulk of the activities for the course and allow students to genuinely engage with the literature.

### **\*GETTING COLLEGE COURSE CREDIT\***

**Please note:** As this is an AP course, all students stand to earn college course credit from a qualifying score on the AP Literature exam (which takes place on **Wednesday, May 8<sup>th</sup>**). Even if students have earned credit from their AP Language course, the AP Lit exam can still apply to them & be applicable to their college degree program. [If the AP Lang credit has already been earned, the AP Lit credit will likely apply to their college course requirements as an additional English credit (if applicable) or as a general elective.] In either case, the AP Lit credit will still further the student’s college credits and contribute to their entrance level. (Ex: in some cases, students will enter college with enough credits to be considered a sophomore & that can give them an advantage in priority access to their course selections and housing options.) And, although this course will not “teach to the test,” the skills that we work with, throughout the year, will effectively prepare them for the AP Literature exam and for success in college, and beyond. **To ensure their academic and Collegeboard success, it is expected that all students continue to actively engage in the course work and in class discussions throughout the entire course.**

\* Please Note: It is the responsibility of each student to know how the AP Lit exam credit will apply to each of the colleges/universities that they are applying to for admission. Students are expected to have researched this information for every school that they will (or might) apply to and be sure that they have this information **in advance** of the “opt out” window.

\* Each year, CVHS allows the **seniors** the *option* to “opt out” of 1-2 AP exams. In order to do so, the students will need to submit the request to Mrs. Matsu, during the applicable time frame. [I *strongly* encourage students to discuss the value/necessity of the **potential credit** that they could receive (from qualifying scores) on their AP courses with their parents so that they can make the very best selections for their individual needs.]

*It is the responsibility of each student to be prepared for class every day.*

*Students are expected to come to class with the necessary writing supplies, resource materials, and optimistic attitude to best ensure their ability to participate and succeed in this course.*

**In addition to the school-provided (or self-provided) laptop computer, students are required to have these materials with them in class, every day.**

- Binder or Spiral (for class work, handouts, & notes)
- Notebook Paper
- Pens & Highlighters (any color)
- Pencil & separate eraser (*used only for scantrons, not class work*)
- Flash Drive (for projects)

Keep your laptop  
happy & healthy!



\* \* \* **Please Note:** *the student's laptop computer will be used often and throughout this course. Students must actively maintain the operational ability of the computer and come to class with the battery charged.* (Seating next to an outlet is not a guarantee.)

→ On \*most\* FRIDAYS, students will be taking a vocabulary quiz (that is on the "HUB") and it will **require** a fully-functioning laptop. Students must take the quiz if they are present for class and (unless other arrangements have been made with me **in advance**), any technological difficulties that they may have will come out of their provided quiz time.

<< Be advised that tests are also often frequently given via the HUB. You will always know, in advance, when they will take place; be prepared! ☺ >>

\* \* \* *If you are using an HISD laptop, you **must** report any/all technical problems to **Mr. Jose Ceja** (our campus "Power Up" representative) immediately. It is imperative that you are proactive when you think your computer is having an issue because Mr. Ceja may not be able to fix your issue on the spot.*

→ His desk is located in Room 132

→ He can also be reached at: [JCEJALAR@houstonisd.org](mailto:JCEJALAR@houstonisd.org)

### **CLASSROOM ITEM CONTRIBUTION:**

Please select one item that you can contribute to the classroom environment. These are items that will be shared by the entire class. (The only requirement is that the item must be unused/unopened.)

- ❖ Paper Towel roll
- ❖ Box of Tissue
- ❖ Box of colored markers –or– crayons
- ❖ Pack of construction paper
- ❖ Pack of glue sticks
- ❖ Pair of scissors

**Due by: October 1<sup>st</sup>**

\* *If necessary, students may pair up to share in a single contribution.*

\* *Please communicate with me, in person or via email, if contributing an item will be a hardship for you/your family.*

**CLASSROOM TEXTS:****Summer Reading: (required)**

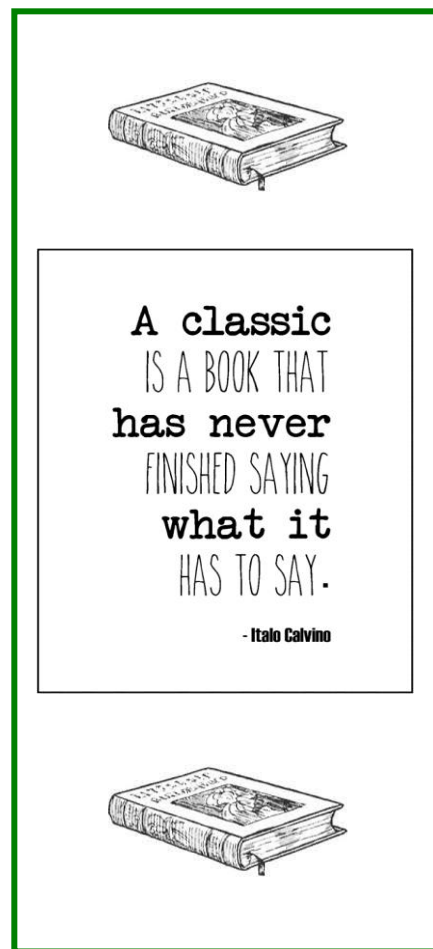
- Foster, Thomas C. *How to Read Literature like a Professor*. Harper Perennial. New York: 2014.
- Austen, Jane. *Pride and Prejudice*. Dover Publications. London: 1995.

**DISTRICT TEXTBOOK:** (can be provided to students, by CVHS)

- Kennedy, X.J. and Dana Goia eds., *Literature: an Introduction to Fiction, Poetry, Drama & Writing* (Pearson's "TEXAS AP Edition"), 2010. \* The district textbook will not be distributed to students because we will be working directly with the literary texts.

**Throughout the year, students will be reading from a diverse and challenging selection of major works. Their full-text readings will be selected from (but are not limited to) this selection of iconic and pivotal literary works:**

- Abbott, *Flatland*
- Albee, *Who's Afraid of Virginia Woolf?* \*
- Baldwin, *Go Tell it on the Mountain*
- Behn, *Oroonoko*
- Brontë, *The Tenant of Wildfell Hall*
- Conrad, *Heart of Darkness*
- Defoe, *Robinson Crusoe*
- Fitzgerald, *The Great Gatsby*
- Hesse, *Siddhartha*
- James, *Turn of the Screw*
- Knowles, *Separate Peace*
- Kipling, *Captains Courageous*
- Leroux, *The Phantom of the Opera*
- Machiavelli, *The Prince*
- Miller, *The Crucible* \*
- O'Connor, *Wise Blood*
- Salinger, *Catcher in the Rye*
- Shakespeare, *King Lear* \*
- Shakespeare, *Hamlet* \*
- Shelley, *Frankenstein*
- Thackeray, *The Luck of Barry Lyndon*
- Walker, *The Color Purple*
- Wells, *The War of the Worlds*
- Wharton, *Ethan Frome*
- Williams, *Streetcar Named Desire* \*
- Woolf, *Mrs. Dalloway*



As per department expectations, I will be encouraging students to obtain their own copies of the selected texts, in order to facilitate their assigned reading; however, the listed texts that are labeled with an asterisk (\*) do not need to be purchased by the student because we will be reading these plays together, during class, using a classroom set of the texts. In addition, many of these titles are old enough to be free because they are in the public domain, and copies can be found online.

*[For the copyrighted novels that are not in the public domain: all students will be required to obtain their own copy of the text (that they select, or are assigned) and complete the reading in a timely manner, concurrent with their other course work. Most of the novels can easily be obtained from discounted websites, CVHS alumni, via PDF (on line), at local resale shops (like Half-Price Books or at nearby university campus bookstores), or local Houston libraries, etc. However, if the student is unable to purchase/locate their own copy of the assigned text, they should notify me immediately so that I may try to assist. In some cases, we might have copies that we can lend out.]*

## Grading Policies:

Per nine-week grading cycle: the final grade will consist of the following elements:

- 40% Major Assessments (projects & objective exams)
  - 25% Quizzes (vocabulary & reading quizzes)
  - 20% AP Exam Preparation (AP multiple choice practice, AP timed essays, HUB writing assignments, in-class practice with AP strategies, etc.)
  - 15% Homework & Class Work (recurring HUB article discussions, Socratic discussions, daily activities, reviewing HUB resources, etc.)
- ❖ Please make every attempt to keep up with the literature that we are covering. Class discussions (based upon both literary texts & personal experiences) are absolutely integral to this course. Your **attentive** and **productive** comments are essential for achieving depth within our shared “reader experiences.”
  - ❖ Due to the progressive and interactive nature of this course, with the exception of the “major assessments” category (see below), no late work will be accepted. Late submissions will receive a zero in gradebook.
  - ❖ Quizzes & in-class activities and assessments (such as the AP multiple choice practice or essays) that are missed due to absences may be made up outside of class time, as per our campus make-up policy. (You must email me as soon as you return to school in order to schedule the make-up quiz or assessment. If you do not schedule a make-up (within the permitted time) or you miss the make-up time/date that you have scheduled with me, you will not receive credit for the assignment.)

### PRO-TIP : help with Vocabulary Quizzes

In order to be successful on your vocabulary quizzes, it is highly recommended that you take advantage of all of the HUB resources that are provided to assist you.

\* In the “Supplemental Vocabulary Resources” folder (inside of your “Vocab Lists” folder) on the HUB, you will find:

1) a list of additional ancillary vocabulary words (that you should look up, if you don’t know) to assist you in answering the quiz questions

2) resources & links to websites that can help you to prepare for questions that contain analogies

### \* \* RECURRING “HUB” ASSIGNMENTS \* \*

- 1) HUB “AP Writing Assignments” (HAPWA) → counts in the “AP Prep” category
- &
- 2) HUB “Article Discussions” (HAD) → counts in the “homework” category

**STUDENTS:** You can (& should) expect that you always have one of these to work on during the week. Each Wednesday morning, at 7:00 a.m., one of these HUB assignments will “open” and then —the following Wednesday— that same assignment will “close” at 7:00 a.m., just as the next one opens up. (The system is automated & it will not accept late submission attempts.)

- ❖ **PLEASE NOTE:** THESE ASSIGNMENTS WILL NOT BE ACCEPTED LATE, EVEN IF YOU ARE ABSENT FROM CLASS ON THE DUE DATE:
  - These assignments can be completed anytime, anywhere, & on any computer.
  - **Each of these assignments will be given to you with 1 week of completion time.**
  - It is the student’s responsibility to be sure that these assignments are completed and submitted **via the HUB** prior to their expiration time.
    - <<Please note: as it is stated in the directions of each “HAPWA” assignment that you receive, no emailed or attached file submissions will be accepted. You must submit the assignment via the HUB’s submission system. Please manage your time wisely so that you are not risking any last minute delays or complications.>>
  - These assignments are recurring and, as such, tardiness/absences/block days/school events or assemblies/etc. will not intervene with their due date.

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**PLEASE NOTE:** It is your responsibility to contact me (preferably via email) & schedule any necessary **retakes** or **make-up work**, as per our campus policies. Please be vigilant so that you do not delay and miss out on the opportunity to complete the assignments that you have missed.

→ **For the “major assessments” category only:** ←

- **Please plan ahead regarding your “major assessment” assignments.** If you know that you will not be on campus the day that a major assignment is due, please submit it in advance of your absence, **or** submit it to me electronically (**prior to the deadline**) to avoid losing any points. (EX: College Visits, Family Vacations, Planned Medical Procedures.)
- **If you are absent when a major assignment is due:** you must email me a digital version of the completed assignment (using digital pictures or scanned images) of your *entire* completed project, paper, etc. **prior to the published deadline** in order to be eligible to receive the full range of credit for the assignment.

<< This can be accomplished quite easily with most personal cell phone cameras. >>

- **If I receive your emailed project/paper prior to the stated deadline, you will still be able to receive full credit for the assignment when you submit it to me in person upon your return to school.** If I do not receive your assignment electronically (prior to the time & date of the published deadline), you will lose points according to the course “late” policy (*see below*).
- **When you return to school following an absence:** it is your responsibility to submit the completed paper or project to me the same day that you return.
- **AP LIT: Course Absence Policy for Major Assessments:** If you have not submitted the assignment early or emailed proof of completion prior to the deadline, **then:** beginning with the school day that immediately follows a “major grade” assessment (paper or project) deadline, **15 points will be deducted for each class day that it is late.** (Any major projects or major papers that have not been submitted by the end of the 3<sup>rd</sup> late day, will not be accepted & will receive a zero in the gradebook.)

**\* RE: Originality vs. Plagiarism \***

>< think back to the extensive PowerPoint presentation that you received from Mrs. Schmidt or Mrs. Schulz during your freshman year! ><

**Academic Honesty is expected at all times.**

Any assignment that demonstrates **academic dishonesty** (which is the giving or receiving of any unauthorized aid, both student-to-student or through the use of technology) or **plagiarism** (which is the failure to properly use, document, or cite another individual’s ideas or work) will immediately receive a conference with me, a disciplinary referral to the Vice-Principal and a zero in the gradebook.

**Be advised:** any documented instances of academic dishonesty or plagiarism will also be reported to the grade-level team and any honors societies that you belong to on campus.

**\* All written work for this course must be original to the student that is submitting it for credit.\***

Absolutely no unapproved collaborations or inaccurate (or insufficient) efforts to apply proper source citations from any quoted/paraphrased materials will be accepted or excused.

All student submissions must meet the CVHS student handbook’s criteria for plagiarism.

**For additional clarification and reference:**

- Students may refer to <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/> --OR-- [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/is\\_it\\_plagiarism.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html)
- **OR**, students may ask me for any assignment-specific clarifications that might be needed
  - However: *the failure to ask for clarification on an assignment is not a valid justification for the use of academic dishonesty or plagiarism*

## AP Literature: Overview of Late Work and Absence Policy

Assignment Description (Gradebook acronym)	Late work: accepted?	Absence Policy:
AP Multiple Choice practice (APMC)	NO. This is a timed activity & completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
Vocabulary Quiz (VQ)	NO. This is a timed activity & completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
AP Essays (APE)	NO. This is a timed activity & completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
Reading Quiz (RQ)	NO. This is a timed activity & completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
In-class AP Practice Activities (APPA)	NO. This is completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
Daily activities & Class discussions	NO. This is completed in class	If applicable, the student must schedule a make-up time for this assignment, as per the campus absence policy.
<b>HUB:</b> AP Writing Assignment (HAPWA)	NO. You have 1 week to complete this on your own. (= 168 hours)	Due by the stated/published deadline. No extensions or exceptions are granted.
<b>HUB:</b> Article Discussions (HAD)	NO. You have 1 week to complete this on your own. (= 168 hours)	Due by the stated/published deadline. No extensions or exceptions are granted.
Major Assessment: Objective Test	NO. This is completed in class	Student must schedule a make-up time for this assignment, as per the campus absence policy.
Major Assessment: Written Paper	Yes, but it will lose 15 points (per day) that it is <b>late</b> , beginning with the day that immediately follows the deadline. (After 3 "late days," this assignment will not be accepted.)	<u>Casperson's Absence Policy for Major Grades:</u> * Turn it in early (whenever possible) -OR- * Email proof of completion prior to deadline <see instructions> & *Turn in hardcopy when you return to campus
Major Assessment: Project	Yes, but it will lose 15 points (per day) that it is <b>late</b> , beginning with the day that immediately follows the deadline. (After 3 "late days," this assignment will not be accepted.)	<u>Casperson's Absence Policy for Major Grades:</u> * Turn it in early (whenever possible) -OR- * Email proof of completion prior to deadline <see instructions> & *Turn in project when you return to campus

\* The campus absence policy can be found in the Student Handbook. (Available online and in the planner given to each student on August 27<sup>th</sup>.)



**Overview:** The course is organized by 4 (“nine-week”) units per cycle.

Unlike many of the other courses that you take while you’re here, English is a “skills-based” course, as opposed to a “content-based” course. And, as such, it is essential that you are always trying to do your best, and always asking for help when you feel like you’re struggling, so that you can get the most out of every activity.

### **Outline of skills and activities that will be covered during this course:**

- Characterization: through satire and humor, drama, & elements of tragedy
- Identifying tone, diction, and style, especially in poetry
- Writing in a voice and style appropriate to the subject, audience, and purpose, including the use of complex sentence structures, varied organizational strategies, and an academic “voice”
- Analysis of dramatic motifs, style and characterization
- Organization strategies for various essay writing tasks and purposes
- Development of theme and cultural context, both in fiction and poetry
- Writing with clear organization and unified, appropriate voice, especially in a timed situation
- Continued practice and evaluation of content, tone, and voice in timed writing situations
- Examining personal and social identity – both in regards to literature and current events
- Examine Tragedy as it is seen through culture, psychology, and philosophy
- Consider the conventions of drama: reading drama, viewing drama, and writing about drama
- Continued practice and evaluation of content, tone, and voice in timed writing situations
- Preparing for the AP Literature Exam
- Research and analysis
- Fostering advanced connections that go beyond the text
- Creative interpretations of the texts
- Many small group collaboration opportunities
- Writing with textual evidence, including a balance general ideas, specific evidence for those ideas, and constructive commentary
- Understanding basic literary expression and the cultural relevance of individual works
- An overview of influential literary theories, such as:
  - Traditional Literary Criticism
  - Formalism and New Criticism
  - Marxism and Critical Theory
  - Structuralism and Post structuralism
  - New Historicism and Cultural Materialism
  - Ethnic Studies and Postcolonial Criticism
  - Gender Studies and Queer Theory

## *Special Note for the Parents/Guardians:*

*Congratulations (to both you & your child) on making it to the senior year!*

I am looking forward to a wonderful year of guiding your child through the journey of making advanced literary connections through a discussion and exploration of their personal reading experiences. With the writing and reflection assignments that will be given during this course, the students will also be refining the writing skills that will be a huge asset to them once they begin college. And, as they get ready for that amazing step in their life, I hope to be an asset to them throughout the college application process as well.

### **MY SUPPORT FOR THE COLLEGE ADMISSIONS PROCESS:**

In addition to the content-specific skills and activities that will be covered throughout the year, students will also be given opportunities to effectively plan for the college admissions process. During Cycle 1, we will have classroom visits from the counselors and a special guest speaker to provide the students with advice/assistance that will give them a road map for how to be efficient in their approach to the admissions process. In addition, I will provide the students with targeted advice and guidance regarding the writing of their college essays, and I will recommend preferred techniques for asking (and monitoring) the faculty/sponsors for recommendation letters. And, if/when possible, class time will occasionally be offered to allow students to work on their admission applications or seek assistance regarding their college application essays. Together, this should be an amazing year! ☺

*Sincerely, Ms. Kris Casperson*

Thank you, in advance, for your continued support. If you should have any questions, please feel free to email me at: [acaspers@houstonisd.org](mailto:acaspers@houstonisd.org).