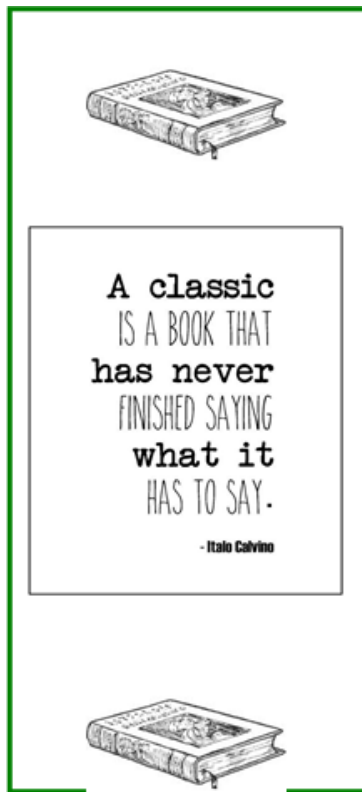


## English IV: AP English Literature and Composition Course Outline and Syllabus

### Carnegie Vanguard High School

2022-2023



#### Course Objectives:

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. Discussions, individual writings and reflections—both in timed and untimed settings—and multi-media projects will comprise the bulk of the activities in the course and allow students to genuinely engage with these learning opportunities. 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.

1. Explain the function of character (perspective, changeability, foils, nuances and complexities)
2. Explain the function of setting (textual details, character and setting)
3. Explain the function of plot and structure (sequence of events, structure, significance of events, conflict)
4. Explain the function of the narrator or speaker (point of view, detail, diction, syntax, reliability)
5. Explain the function of word choice, imagery, and symbols (literal, figurative)
6. Explain the function of comparison (similes, metaphors, personification, allusions)
7. Develop textually substantiated arguments about interpretations of part or all of a text (claim, evidence, thesis, commentary, control of language)

#### Summer Reading: (required)

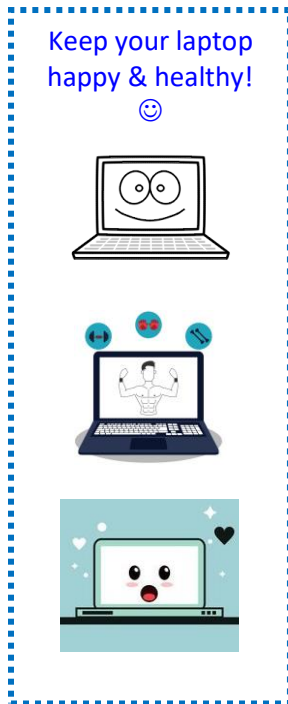
- Austen, Jane. *Pride and Prejudice*. Dover Publications. London: 1995.

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

- |   |  |
|---|--|
| • Albee, <i>Who's Afraid of Virginia Woolf?</i> | • Shakespeare, <i>King Lear</i>                          |
| • Baldwin, <i>Go Tell it on the Mountain</i>    | • Shakespeare, <i>Hamlet</i>                             |
| • Chopin, <i>The Awakening</i>                  | • Shelley, <i>Frankenstein</i>                           |
| • Fitzgerald, <i>The Great Gatsby</i>           | • Stoppard, <i>Rosencrantz and Guildenstern are Dead</i> |
| • James, <i>Turn of the Screw</i>               | • Walker, <i>The Color Purple</i>                        |
| • Knowles, <i>Separate Peace</i>                | • Wharton, <i>Ethan Frome</i>                            |
| • Melville, <i>Billy Budd</i>                   | • Williams, <i>Streetcar Named Desire</i>                |
| • Miller, <i>The Crucible</i>                   | • Woolf, <i>Mrs. Dalloway</i>                            |
| • O'Connor, <i>Wise Blood</i>                   |  |
| • Salinger, <i>Catcher in the Rye</i>           |  |

## Student Preparation:

\* \* \* **Please Note:** your laptop computer will be used **daily throughout** this course. \* \* \*



**Students must actively maintain the operational ability of the computer and come to class with the battery charged.** (Remember: Seating next to an open outlet is not a guarantee.)

→ On *\*most\** FRIDAYS, students will be taking a vocabulary quiz (on the "CANVAS") 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 CANVAS. 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 (as soon as you notice them) to **Mr. Jose Ceja** (our campus "Power Up" representative) immediately. It is imperative that you are proactive whenever you think that 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: 713-732-3690 or [JCEJALAR@houstonisd.org](mailto:JCEJALAR@houstonisd.org)

## Coursework, Grading, & Absence Policies

### Coursework:

The vast majority of your AP LIT assignments will be given (& completed) within CANVAS. In addition to that, you will be also using Collegeboard's "AP Classroom" website, for both APMC quizzes and tests, as you prepare for the AP Literature exam in May.

- ➔ **Assignments for this course are scheduled far enough in advance that you will always have ample time to prioritize & complete your coursework.**
- ➔ **You will always have access to all of your assignments (& classroom objectives) by accessing CANVAS & the AP LIT calendar that is available to you on the CVHS website.**

**Please bookmark this link** < <https://www.houstonisd.org/Page/163813#calendar239800/20220822/month> > on your computer so that you can regularly visit the **AP LIT calendar page** (that is updated & maintained by Mr. Parker) so that you can see what is coming up on any given class day.

**Grading:** Students will be evaluated on their analysis of a variety of literary texts and poetry. Students will: compose *original\** essays & projects (created both in class and out of class), participate in literature-based assessments, and create original (& inventive) small group projects in order to demonstrate their mastery of & connection to the literature.

[\* Be advised, "original" means that the content that is submitted to the teacher has been created by the same individual that turned it in. Any attempts to subvert original submissions, or submit any uncredited/miscredited content, will be considered plagiarism and receive both a zero and a referral to the administration. Please refer to this website for a thorough definition: <https://www.plagiarism.org/article/what-is-plagiarism>]

### Grading Categories: percentages & examples

- **50% Major Grades:** Tests, Projects, Presentations, Major Writing Assignments, etc.
- **25% Quizzes:** AP MC quizzes, Vocab Quizzes, Reading quizzes, etc.
- **25% Minor Grades:** CANVAS Discussions, Vocab Activities, Lit. Activities, etc.

Late Policy: **Major** writing assignments, that are submitted within 2 school days of the due date, can earn up to (but not more than) a 70.

Retake Policy: **2 retakes are available**, on major tests, **per cycle**.

→ → For those students in extracurricular clubs or competitive organizations, please note → Being away from school for a school related activity does not excuse you from turning in any due assignment at the posted & published deadlines.

**Absences:**

It is the student's responsibility to find out what he/she/they missed.

Any in-class assignments not made up from an absence will result in a zero.

**You have no excuse for missing minor grade assignments. They are open to you at the beginning of every grading cycle. You have 24/7 access to them. Please use the course calendar to help you track deadlines.**

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*Welcome, Seniors! Let's have a great year!*



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

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

We are looking forward to a wonderful year of guiding your child through the journey of making advanced literary connections through an exploration of their personal reading experiences. With the writing assignments that will be given during this course, the students will be refining the adaptable writing skills that will be a huge asset to them once they begin (& eventually surpass) college. And, as they get ready for that amazing step in their life, we hope to be an asset to them throughout the college application process as well.

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 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, we will provide the students with targeted advice and guidance regarding the writing of their college essays, and we will recommend preferred techniques for asking (and monitoring) the faculty/sponsors for recommendation letters.

Sincerely,

*Kris Casperson & James Parker*

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