

Course: Advanced Placement Literature and Composition

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A Course Overview and Syllabus with Performance Guidelines

Textbooks

1. Primary Anthology: *Literature: An Introduction to Fiction, Poetry, and Drama*, X.J. Kennedy and Dana Goia, eds.(HISD textbook)
 2. *Brave New World* by Aldous Huxley
 4. *As I Lay Dying* by William Faulkner
 5. *Macbeth* by William Shakespere
 7. *Frankenstein* by Mary Shelley
 8. *Things Fall Apart* by Chinua Achebe
 10. *Death of a Salesman* by Arthur Miller
- *Reading for Essay Competiotn: *Atlas Shrugged* by Ayn Rand
*Vocabulary Power Plus, the 12th Grade

Supplemental (Optional) Texts

1. Sylvan Barnet, William E. Cain: *A Short Guide to Writing about Literature*, Pearson, 9th Edition
2. Kelley Griffith, Jr. *Writing Essays about Literature*, Harcourt Brace Jovanovich, Publishers, 2nd Edition
3. Edith Hamilton: *Mythology*, Warner Books, 1999
4. Samuel Cohen: *50 Essays, a Portable Anthology*, Bedford/St. Martin's, 2004
5. Mattie Williams: *English Literature and Composition*, Research & Education Association, 2000
6. *The Art of Styling Sentences*, Barrow's, 2005

Additional Reading

Students will be required to read the aforementioned books both in and outside of class, either individually or as a group assignments. Novel choices are specified based on suggested reading lists for the AP English Literature and Composition Exam and Essay Competition Requirements. Some will be completed during semesters, and two will be completed between semesters. Writing assignments and/or examinations will culminate each reading experience as specified.

Course Description:

Prerequisite - AP Language and Composition for the senior level AP class; or English III Magnet or English IV Magnet as determined by counselors and Dean of Curriculum.

In this course students refine the writing, research, and reading skills introduced in the 11th grade AP course, or the English III Magnet course. The course requires that you read a minimum of 300 pages per week, either on assigned in-class or outside readings from selected works of fiction and non-fiction literature. A related goal is the development of critical thinking skills. Writing assignments emphasize argumentation and persuasion. Students will also write a research paper and a literary analysis.

Philosophy and Major Goals

Read Closely
Question Intensely
Think Critically
Write Persuasively

Major Concepts/Content

AP Literature and Composition is designed to be a college/university level course, thus the AP designation on a transcript. This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course and a composition exam given in early May (required). A grade of 4 or 5 on this exam is considered equivalent to a 3.3-4.0 for comparable course at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

The purposes of this course are to help students further develop and refine skills in analytical reading, expository writing, and investigative methods of research. Representative literary works and argumentation essays are studied. Through constant observing, reading, discussing, thinking, writing, and reflecting, the learner has the opportunity to further develop his understanding of humanity and his skills in studying appropriate literary selections.

On-Going Assignments:

AP Literature Binder with sections for Vocabulary, Literary Analysis and Grammar/Syntax Terminology (See detailed outline below for how to divide your notebook).

Consistent and frequent practice with AP-style multiple choice questions and free response prompts.

****HUB In-class Intensive Practice and One Discussion Session are reserved and required for each AP student throughout the year and AP Classroom is for both in-class and outside class practices.**

Consistent reading and explication of poetry, particularly Shakespeare's Sonnets, the Metaphysical, the Romantic, the Victorian and Modern Poets - John Donne through T. S. Eliot and Dylan Thomas. This is a daily activity used to teach students how to read a poem and how to write explications of poetry. It is used alternately with grammar and syntax lessons on a daily basis and fosters close reading, identification of sentence styles and in-depth interpretation of the selections. This is a journal activity that is interactive. Following our reading and journal, the class discusses the particulars of the poetry.

Writing Expectations:

Throughout this course, students will be expected to complete a variety of college-level writing assignments. These can range from the informed paragraph that describes your reader's response to the imagery of a poem to the informal, analytical essay that will be revised and edited multiple times. Some writing will consist of one draft only (timed essays, informal and exploratory writing), and some will be carried through the entire writing process, from pre-writing to revising and editing by student, peer, and instructor. All formal writing will be graded on the College Board's 9 – point essay rubric, in which you will be trained early in the year.

As this is a college-level course, all writing and writing instruction will meet the following criteria as stated in The College Board AP Course Description (2006). All writing will be returned to the students with instructor comments. Full-class mini lessons and individual tutoring exercises will place emphasis on “helping students develop stylistic maturity, which, for

AP English, is characterized by the following:

- ❖ A wide-ranging vocabulary used with denotive accuracy and connotative resourcefulness;
- ❖ A variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- ❖ A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- ❖ A balance of generalization with specific illustrative detail; and
- ❖ An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.”

Grammar/Syntax Review

Plan for AP Multiple Choice Questions and Free Response Questions:

At least once every two weeks, students will practice released questions from AP Literature Exams. To increase the ability to answer multiple choice questions, they will complete reading strategy activities and will study question types and justifications for correct answers. With free-response prompts, students will write in a 40-minute timed setting and will have their essays scored on a 1-9 scoring guide scale. They will receive feedback on their essays and will frequently have the opportunity to revise and resubmit for scoring. As the year progresses, the level of pre-reading and pre-writing activities will decrease until in the last two months before the AP exam, students will respond to new questions without having seen them before in a structured, test-taking format. Grades will be taken on all practice AP test-question work.

Attendance:

Class periods are extremely important and your attendance and active and energetic participation are needed for you to be successful in this course. **WORK MUST BE ON TIME!** If you know that you are going to be absent, please let me know. Be in my room/on Team the next morning to find out what went on during the period you were away. Acquire someone's phone number and call him or her.

Follow these guidelines:

When reading or when given an assignment that contains words that you do not know, then you should enter them and their definitions in the vocabulary section of your notebook. Assignments on readings will never be so-easy that you will not encounter new words. As scholar will define the word and write the sentence or an original one. Only one major list will be given per six weeks and you will be expected to learn these as they relate to the unit, which is being studied. **Each six weeks I will check this section of your notebook and give a grade based on your accomplishments in this area. REMEMBER: This is your responsibility, but its evaluation will be constant and ongoing as evidenced by your expanding reading comprehension. * I will test both AP Vocabulary and Daily Vocabulary on a Weekly basis. We will use the following resources:**

- **Fifty SAT words with reinforcement from Smith and Dewar online resource.**
- **Barron's Vocabulary Cards - Ongoing entry in your Vocabulary Notebook.**
- **AP Vocabulary application in journals and essays.**

Homework:

Homework exists weekly each semester; there is always a book, play, essay, or short story to read. There is always a composition at some stage in the writing process on which to work; there are numerous usage rules to review, to relearn, and to analyze each week; and there is a notebook to keep organized. A scheme for how to divide your notebook will be provided. There will be the reading assessments for your reading assignments.

Late Work Policy

Please refer to the English Department Policies. During our online cycles, please follow the district/school/department policy.

Make-up Work and Retake Policy

Please refer to the English Department Policies. During our online cycles, please follow the district/school/department policy.

Essay Competitions:

You may participate in as many essay competitions as you would like. However, you are encouraged to enter those for college scholarships. Those essay contests also offer you opportunities earn an extra credit and to learn from other writers, and at the same time, you are able to demonstrate your skills in various forms of writing. Please see your Assignment Schedule for details.

After-school Tutorials:

For the AP exam on May 5, 2021, I offer two after-school tutorials on campus once we return. You are, though not required, yet encouraged to participate in and appreciate those free tutorials, which have been for years proved to be inarguably valuable to your success in May.

Assessment:

Every student will be provided a **Assignments/Quizzes/Tests Schedule** on the first day of each cycle. You will have to keep a writing folder which at times I will evaluate your folder and give you a grade over several writings at one time before the end of each cycle. You should keep a copy of everything you have turned in. Some grades will be determined by the progress you make. This year, we will also use HUB assignment on your class day to monitor your attendance and determine your conduct grade. If you are absent more than 3 times, you will earn an S instead of an E in Conduct.

You will be evaluated:

Through responses and questions presented either orally or in writing, the students will demonstrate concern and involvement with ideas and values expressed in literature and with those in their own lives. Through discussions and essays, students will demonstrate ways to analyze and write about literature. Through written research papers, students will demonstrate skills in the research process. Through discussion, written reports, essay examinations, objective tests, and oral and written projects, the student will demonstrate knowledge of:

- a. Selected works of fiction, non-fiction, poetry, drama, and film.
- b. Man's relationship to himself, to others, and to the universe through identifying themes in literature,
- c. Man's values and how he defends these values
- d. All forms of Style Analysis

PowerPro (Grades)

Quality of performance is the primary basis for grades. Papers will not be accepted after the date on the assignment schedule unless a prior arrangement has been made with the teacher or there is an unexpected emergency situation occurs. Course grades will be average of the grades for daily work, major papers, a research paper and exams. The research paper will have various components: Content, style, grammar and mechanics and will count as three separate grades -- to be averaged. All papers will be graded on the quality of content and presentation. Be sure papers are well organized, have accurate content, and have followed the writing process.

40%	Summer Reading 1 Essay (Common Assessment)	1 Writing (Common Assessment) 1 Teacher's Choice (Summer Reading Assessment)	1 Writing Common Assessment 1 (Teacher's Choice)
40%	Max 6 Quizzes/ Class Activities (Max)	Max 6 Quizzes/ Class Activities (Max)	Max 6 Quizzes/ Class Activities (Max)
20%	Homework (Minimum 2) Lessons Related	Homework (Minimum 2) Lessons Related	Homework (Minimum 2) Lessons Related

*Tests, exams and quizzes are considered confidential materials that are not allowed to be taken out of the classroom. On Track in the HUB assessments must ne taken on a school provided laptop.

SCHOLASTIC DISHONESTY

Please read and remember the Student Disciplinary Rules in the HISD Student Handbook. Cheating, plagiarism, and other forms of academic dishonesty are prohibited by HISD system policy and the rules of this class.

Cheating on a Test Includes:

- a. **Copying from another student's test paper; using materials during the test that are not authorized by the teacher**
- b. **Collaborating with another student without authorization**
- c. **Using misappropriated test materials and/or answer keys**

PLAIGERISM means using someone else's work and not telling. You must document every quotation, every paraphrase, every concept harvested from the work of another writer. **Further offenses (whether in this class or others) could adversely affect membership in the Honor Societies.**

IF...	Grade
Students lack citations in rough draft for the first time, student receives...	70 %
Students lack citations on the final draft (after having been warned on the rough draft), student receives...	0%
Students are taking a timed writing, some paraphrasing is accepted, and no page numbers are needed	n/a

***If at any time you plagiarized, a zero will be issued and conduct grade will be reduced to a P which will be reflected on your school transcript. So do not take any chances because the damage caused by any poor judgment will be too colossal to you than a bad grade will.**

Class Rules:

See student *Class Rules* handout.

Supplies: (for on-campus)

- Two Red Pens and Two Different Color of Highlighters
- Two Different Color Highlighters
- A Binder with Dividers (labeled Notes, Homework, Grammar, Writing)
- A Vocabulary/Terms/Bell Work Book (College Ruled)
- Black, Blue Ink Pens
- Pencils, Easers and a Pencil Sharpener

Anything Not Covered Here

All other issues not discussed here will be subject to the policies in the Student’s Handbook and my discretion.

Thank you for reading the information. I expect you to do your very best each class period. In return, I will put my best effort into each class that I teach. If at any time you are having difficulties in this class, please let me know and I will be more than happy to help you.

*Please be aware that this is a college level course, and you will have as many or more writing grades per cycle than you have ever experienced in high school. Therefore, You ought to be well prepared and be more than willing to do your very best on each and every assignment in order to achieve an A in this calss!

Student Name (Print)_____

StudentSignature _____

Parent Signature_____

Date_____