**AP Literature and composition SYLLABUS**

Teacher: Mr. Shannon

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Office Hours:  7:15 a.m. – 7:45 a.m. in Rm. 202

Prep: 7th Hour

**Course Syllabus**

**AP Literature and Composition**

**Northland Preparatory Academy 2021-22**

**Course Description:**

The 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.

**Course Writing Goals:**

Students will write in the various modes about the many aspects of literature but will always concentrate on how a writer uses rhetorical strategies to achieve meaning. Students will write literary interpretations based on careful observation of textual details, with consideration of 1) structure, style, and themes; 2) the social and historical values reflected in the work; and 3) literary elements and strategies, such as the use of figurative language, imagery, symbolism, and tone. Such analysis will lead us to understand the writer’s work and then to evaluate it.

**Course Reading Goals:**

The texts selected for this class require careful, deliberative reading that yields multiple meanings, multiple possibilities for debate and discussion. We will always be in the process of reading an important long work, such as an epic poem, play or novel, but we will also read a variety of short stories and poetry written from the sixteenth century to the present. Analyzing and interpreting this material involves students in learning how to make careful observations of textual detail, establishing connections among their observations, and drawing from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value. The goal of all writing assignments—formal and informal—is to increase your ability to explain clearly, cogently, even elegantly, what you understand about literary works and why you interpret them as you do.

**General Course Goals:**

The primary purpose of this class is to prepare you for college and career by helping you to develop critical reading and writing skills, as well as to help you raise awareness of your own composing processes: the way you explore ideas, reconsider strategies, and revise your work. Throughout the course, emphasis is placed on helping you develop stylistic maturity, characterized by the following:

* A wide-ranging vocabulary with denotative accuracy and connotative resourcefulness.
* A variety of sentence structures, including appropriate use of subordinate and coordinate constructions.
* Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
* A balance of generalization and specific illustrative detail.
* An effective use of rhetoric, including controlling tone, establishing and maintaining a consistent voice, and achieving appropriate emphasis through diction and sentence structure.

Toward this end, we will emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In doing this, this class will also prepare you for the AP exam in May.

**The AP Exam:**

The three-hour AP English Literature and Composition exam gives students the opportunity to demonstrate their mastery of their skills and abilities. It employs multiple-choice questions that test the students’ critical reading of selected passages. The exam also requires writing as a direct measure of the student’s ability to read and interpret literature and to use other forms of discourse effectively. Although the skills tested in the exam remain essentially the same from year to year, each year’s exam is composed of new questions.

Ordinarily, the exam consists of 60 minutes for multiple-choice questions followed by 120 minutes for essay questions. Performance on the essay section of the exam counts for 55 percent of the total grade; performance on the multiple-choice section, 45 percent. Beginning with the May 2011 AP Exam administration, total scores on the multiple-choice section will be based on the number of questions answered correctly. Points will no longer be deducted for incorrect answers and, as always, no points will be awarded for unanswered questions.

**Course Structure:**

Class time will be spent:

* Reading (often as a “read aloud”).
* Discussing writing, reading, and/or assignments. During discussions, you will be called upon to raise questions, pose problems, interpret what you have read, challenge each other, and develop insights about the reading/writing.
* Reviewing writing strategies, applications, and/or elements. There is a significant emphasis on how writers consciously use rhetorical strategies and literary devices to create powerful and effective texts.
* Practicing various approaches to writing:
	+ Writing to explore: informal, personal narrative writing; descriptive story telling
	+ Writing to understand: informal, exploratory writing designed to help students discover what they think; typically focused on the reading in progress
	+ Writing to explain: expository, analytical essays focused on textual details to develop an extended explanation or interpretation of the meanings of a literary text
	+ Writing to evaluate: analytical, argumentative essays focused on textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values.
* Participating in writing workshops, writing conferences, peer review, or sentence work sessions.
* Honing test-taking skills: timed writing and passage analysis (multiple-choice).

**Grading:**

In general, the more important an assignment, the more points will be possible. Grade inquiries will need to be made outside of regular class time. Please utilize FamilyLink to stay abreast of the course grade. The final exam for this course accounts for fifteen percent of the grade for the course.

**Class and Homework:**

When Classwork is assigned, if you do not complete it in class, it becomes homework. If you do not turn in your work the day it is due or during the class period, you have until the end of that unit to turn it in. I will not accept work that is being turned in after its unit is over.  If you miss a day of school, it is your responsibility to ask a peer what you missed and find the missing work in your personal folder in my cart. Homework following an absence must be made up by the end of the unit. If a large project is due and you are absent, **you must turn in the project the day you return.**

**Texts to be purchased:**

*How to Read Literature like a Professor* by Thomas Foster

The novel you choose to read during our independent reading project. (This will be discussed later this year, but the school does have copies of books posted on the list if finances are tight)

**Texts to be provided by the school:**

*Their Eyes Were Watching God* by Zora Neale Hurston

*Frankenstein: The Modern Prometheus* by Mary Shelley

**Supplies:**

1. A college-ruled notebook or college ruled loose leaf paper
2. Pencils or Pens (black or dark blue ink)
3. 3 Divider Tabs for Notes, Vocabulary, and Grammar
4. A 1.5" binder for class notes and handouts
5. Access to a personal device
6. Composition notebook

**Attendance and Behavior:**If you do not come to school, you cannot learn.  If you do not learn, you cannot pass this class.  If you do not pass this class, you will not graduate.  It is that simple.  Come to school, complete your work, and be respectful while you are here.  It is in your best interest.  Be on time and be ready to learn. If you are not here, you cannot earn your participation points. Notice your nice big blue roller chairs? Do not abuse your power with them or I will have Mr. Joe Gaun bring you a non-rollie chair that you will have to use for the rest of the school year.

**Communication:**The best way to contact me is through email. Please do not hesitate to contact me with any questions regarding your student’s grades or schoolwork.