

Instructor: Chad Russell e-mail: chad_russell@dpsk12.org (720) 424- 1700
Office: 222 Classroom: 223
Website: www.russell-dsa.com

Office hours are after school on Tue/Th (2:55-3:20) and Friday 7:30-8:00
or by appointment. Please call or email for an appointment.

A man is never more
truthful than when he
acknowledges himself a
liar.
-Mark Twain

MR. RUSSELL'S AP LITERATURE AND COMPOSITION 2019-2020

AP Goals aligned to the Common Core Standards (From College Board):

Writing Goals

W1: The student produces writing that focuses on the critical analysis of literature and includes expository, analytical, and argumentative essays.

W2: The student composes pieces in response to well-constructed creative writing assignments that allow students to see from the inside how literature is written.

W3: The student develops and organizes ideas in clear, coherent, and persuasive language.

W4: The student attends to matters of precision and correctness in writing.

W5: The student produces writing with stylistic maturity, characterized by

- a) a wide-ranging vocabulary, using words with denotative accuracy and connotative resourcefulness.
- b) a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.
- c) logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
- d) a balance of generalization with specific illustrative detail.
- e) an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

W6: The student engages in numerous opportunities to write and rewrite, producing writing that

- a) is informal and exploratory, allowing students to discover what they think in the process of writing about their reading.
- b) involves research, perhaps negotiating differing critical perspectives.
- c) entails extended discourse in which students develop an argument or present an analysis at length.
- d) encourages students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines.

W7: The student prepares for the essay questions of the AP English Literature exam through exercises analyzing short prose passages and poems and through practicing with "open" analytical questions.

Reading Goals

R1: The student reads works from several genres and periods—from the sixteenth to the twenty-first century.

R2: The student understands a work's thematic meaning and recognizes its complexity.

R3: The student analyzes how meaning is embodied in literary form.

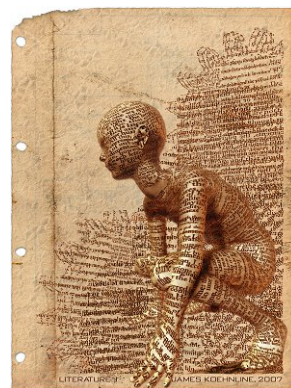
R4: The student engages in close reading involving

- a) the experience of literature (precritical impressions and emotional responses).
- b) the interpretation of literature (analysis to arrive at multiple meanings).
- c) the evaluation of literature (assessment of the quality and artistic achievement as well as consideration of their social and cultural values).

R5: The student makes careful observations of textual detail, establishes connections among observations, and draws from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value.

R6: The student demonstrates an understanding of Biblical and Classical mythology and how the concepts and stories have influenced and informed Western literary creation.

R7: The student participates in thoughtful discussion of literature in the company of fellow students.



Texts:

Norton Anthology of Literature

Novels and plays may include**:

Metamorphosis, The House on Mango Street, The Scarlet Letter, The Crucible, Beloved, Invisible Man, The Stranger, The Awakening, Candide, The Dutchman, Waiting for Godot novel choices written by a number of contemporary writers, and several excerpts from longer works*.

Various other resources (poems, excerpts, short stories) provided by teacher and student

* A select number of copies will be available to check out from me for some of the texts. Students can purchase texts at a bookstore or online, or acquire from a library.

**Please see important note at the bottom of the course sequence regarding text changes.

What to expect:

1. A considerable amount of reading. This course will take an analysis focus on short and long works – it is expected that -as in a college course - you are prepared with reading complete when expected.
2. A considerable amount of writing, both critical and creative. You will write a variety of different essays which will include a lot of timed practice on AP style essays. Expect writing every other week (at least).
3. Grammar, punctuation, vocabulary, best writing practice review and practice taught within essay and narrative structure.
4. Class discussion, group projects, creative projects, note taking, presentations, small group and whole class discussions – all of the above will be a norm for the class.

Grading and Attendance:

The semester grade will be determined by a continuous accumulation of scores over the 18 -week semester (there will also be separate grades for each 9 weeks). Student grades are based on accuracy, completion, rigor, and presentation quality of all work. NOTE: Those students receiving a D or F first semester may not be able to continue in AP second semester. (Product is 55%, Process is 35%, and the final is 10% of final grade).

Grading Scale:

A	A-	B+	B	B-	C+	C	C-	D	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	60-69	0-59

Assignments will be given point values based on the time required and expectations of the assignment. Work must be turned in on time. **LATE HOMEWORK WILL BE ACCEPTED FOR 50% CREDIT UP TO 48 HOURS. LARGER ASSIGNMENTS (PAPERS, PROJECTS...) WILL BE ACCEPTED LATE UP TO ONE WEEK, BUT WILL LOSE 10% OF THE GRADE EVERY DAY IT IS LATE (THIS IS COUNTED BY DAYS NOT CLASS PERIODS WE MEET).** After the late deadline cutoff, I am happy to accept and comment on work, but it will not count as a grade for the course.

Makeup work from excused absences must be completed within two days of your return to school. It is YOUR responsibility to find out what work you missed if you were absent. You can find this information out on my class website or coming in to see me during office hours. Makeup work will NOT be accepted for unexcused absences.

*****COMMUNICATE WITH ME AHEAD OF TIME IF YOU NEED HELP OR MORE TIME TO GET SPECIFIC ASSIGNMENTS OR PROJECTS FINISHED. Coming to me on the day assignments are due (or after) with excuses will do no good-please plan ahead. I am happy to negotiate due dates ahead of time, as long as it is not a regular occurrence.

IMPORTANT NOTE ABOUT GRADING!

It is important to me that your written work is given the consideration it deserves. Please be patient with me, I want to be able to read and think about what you have to say- not just skim!

Progress Monitoring:

- Grades in Infinite Campus will be updated once a week (usually on Friday or Monday). Longer papers will take a bit longer to update.
- Every week, IC Messenger will send notices regarding failing *assignments* and missing assignments. Failure notices are for *assignments* that earned a failing grade (less than 59%). To verify a student's class *grade*, you will need to check IC in more detail.

Homework:

Being an AP course, the expectation of students will be college level work ethic. The workload for this course is substantial. This is a college level course, so you are expected to keep up with the reading, ask questions when you have them, and work on upgrading your thinking and writing skills to that of a well-qualified college student. Plan on homework every night – with a lot of independence on scheduling and prioritizing.

Academic Honesty:

Academic honesty is a cornerstone of this class. Cheating, including plagiarism is **never** acceptable. Presenting someone else's work as your own, whether the work is from a friend, the Internet, a parent, etc., is cheating. Please review citation formats. If you choose to cheat on an assignment, test, or quiz, you will earn no credit for the assignment, test, or quiz. In addition, a referral will be sent to the administration.

Absences:

Please review DSA's attendance policies and other procedures in the student handbook. Due to the nature of the program, it is helpful for the student to be in attendance in each class every day.

Keys to Success in an AP Course:

- Prepare to take the AP Exam in May.
- Actively participate in class and complete all assignments thoroughly and promptly.
- Attend class daily, arriving on time.
- Keep a well-organized and complete notebook for the entire year; bring to class daily. Use the Resources, notes, and handouts supplied to you in the course for work. Ask for help if your notebook is incomplete, or you need help with an organizational method.
- Form a study group for tests and other large assignments, such as the study cards created to help you master the vocabulary you will encounter in the multiple-choice questions.
- Challenge yourself to work hard and maintain high standards.
- Take advantage of opportunities to redo work for mastery of the content and skills of the course.

Assignments:

WRITING: We will have practice daily on analysis skills from writing and outlining to brainstorming and discussion. Being a composition course, expect a lot of writing. Most of your essays will be done in class in a timed environment – but you will have the chance to revise if you are unhappy with the score. All writing will be scored using College Board’s AP Literature and Composition 6-point Rubric, which will be presented to you during the second week of class. You will have one larger research paper/project outside of class each semester. This will be explained later in the first semester.

READING: It is expected that you keep up with the class reading. We will have a lot of reading out of class, and this will make up most of your homework assignments. Come and talk to me about methods to manage the reading if you are unable to create and maintain a reading schedule of your own. I would suggest purchasing all the novels we will read as a class, so you can annotate in the novel while reading. This is not graded as an assignment for the class, but a good college habit to practice.

TESTS/QUIZZES: You will have several quizzes that will mirror the AP multiple choice questions. These might be from novels we are reading, or unknown passages. Reading quizzes will be given on a TBD basis. If I find the class is not keeping up with reading, we may have to implement reading quizzes as a motivator. Tests will be given over novels/units and will generally follow an AP format for multiple choice questions, and an AP style essay.

PROJECTS/ACTIVITIES: Throughout the year, you will take part in a variety of projects and activities such as: debates, art projects, Socratic seminars, small research projects and reports, jigsaw activities, and performance connection pieces. See below for an important note on class discussions.

Discussion Activities: Much of this class is based on the knowledge and insight brought by you. We will have whole class and small group discussion activities very often. Many of the discussions will be graded based on preparation and participation in the discussion. We will try a few strategies to organize discussion, and my expectation is that every student take part in one way or another when we open up the class to discuss work. At a point in the year, each student will be responsible for a teaching/discussion “class crusher.” They will be in charge of starting class with an activity, discussion, poem analysis, prose piece, or something else determined by the student.

Vocabulary, Grammar, Mechanics Activities: Vocabulary and Mechanic/Grammar work will take several different forms in this course. Expect to study literary terms, advanced vocabulary, and tonal vocabulary. Identifying and elaborating on tone is critical in advanced literary study, and students need a wide range of words to describe the speaker’s tone beyond simplicities like “positive” or “negative.” Students will also be expected to work on their writing style which includes the study of grammar and mechanics. Vocabulary study and tests will include the practice and mastery of various sentence types: compound, complex, compound complex, loose, periodic, parallel, balanced, asyndeton, polysyndeton, anaphora, epistrophe, and chiasmus.

Other Important Notes: We will be dealing with some sensitive issues and many adult themes in this class. Please let me know before we begin reading, or while we are working on a piece if you feel you cannot continue on that work for any reason. I am always happy to find an alternate. If you work on another piece of reading, you are still expected to turn in the assignments (modified for the other text) on time and complete. Not working on a piece with the class does not excuse you from reading text. We will also view some clips and watch a film or two that may have strong themes and possibly an “R” rating. If you object to anything we view in class, please let me know and I am always happy to provide an alternate in order to work/assess the same standards we are working on by viewing the film.

Advanced Placement Literature and Composition Course Sequence: Short prose and poetry will be emphasized throughout every unit. Specific stories and poems to be determined by class need, interest, and discussion.

CLASS WEEK	LITERATURE	COMPOSITION/SKILLS
Weeks 1-2: August 20 – August 30	UNIT 1: Learning to Think – Purpose, Audience, and Meaning Short Stories and Poems Discussion of summer reading <i>The Portrait of Dorian Gray</i> or <i>Frankenstein</i>	Mock Exam Open Response 1 Poetic and Literary Devices Project <i>Skills Focus:</i> Terms and Essay/Writing Structure Review; Purpose and Interpretation
Week 3-6: September 3 – September 27	UNIT 2: “Never send to know for whom the bell tolls/it tolls for thee.” Alienation and Isolation as self-identity <i>Metamorphosis</i> - Kafka; <i>The House on Mango Street</i> - Cisneros	Prose Analysis 1 Poem Analysis 1 <i>Skills Focus:</i> Character, Theme Analysis, Poetic and Literary Devices
Week 7-11: September 30 – November 1	UNIT 3: “I live two lives and sometimes three. The lives I live make life a death/For those who have to live with me.” Guilt and Hypocrisy in a Crumbling Society <i>The Scarlet Letter</i> – Hawthorne; <i>The Crucible</i> – Miller; Begin Independent Dystopian Literature Unit (Atwood, Burgess, Orwell, Huxley).	Open Response 2 Creative Essay Response Poem Analysis 2 MID-TERM: Prose Practice <i>Skills Focus:</i> Allusion, Allegory, Perspective
Weeks 12-18: November 4 – December 19	UNIT 4: “In the burned house, I am eating breakfast./You understand: there is no house, there is no breakfast.” Erosion of Self and Dehumanized by Society <i>Beloved</i> - Morrison Complete Independent Reading for dystopian unit WINTER BREAK READING: Greek Choice	Open Response 3 Poem Analysis 3 Prose Analysis 3 Argumentative Essay – Dystopian Unit/Project FINAL EXAM: AP Mock 12/19 <i>Skills Focus:</i> AP Testing Skills; Creating Literary Argument
Weeks 1-3 January 6 – January 24	Mid-Year Mini Unit: Greek Myth, Philosophy, and Art Discussion of winter break reading and class exposure to <i>Oedipus Rex</i> and poetry by Sappho.	Prose Analysis Poem Analysis Self-Created/Peer Graded Open Response <i>Skills Focus:</i> Sem. 1 Review and Theory
Week 4-7: January 27 – February 21	UNIT 5: “I dreamed that I was a rose that grew beside a lonely way” Finding One’s Place in the World <i>The Awakening</i> – Chopin; <i>Candide</i> - Voltaire	Poetry Analysis Project Poem Analysis 4 Prose Analysis 4 <i>Skills Focus:</i> Theme and Theory
Week 8-12: February 24 – March 27	UNIT 6: “a total stranger one black day knocked the living the hell out of me” The Universal Nature of Absurdity and Chaos <i>The Stranger</i> – Camus; <i>Waiting for Godot</i> – Beckett; <i>The Dutchman</i> – Baraka (Jones)	Open Response 4 TBD: Response/Practice Need <i>Skills Focus:</i> Review and Creative Structure
Week 13-17: April 6 – May 8	UNIT 7: “Stasis in Darkness” <i>Invisible Man</i> – Ellison; Independent Shakespeare Unit Wrap Review for AP Exam EXAM: Wednesday May 6, 2020	MOCK EXAM Existential Essay (Final) Shakespeare Project (Final)
Week 17-18:	Year Wrap-Up: TBD	<i>Senior Last Day: May 14, 2020</i>

The scope and sequence of some of the included topics may be changed, expanded, reduced or shifted to accommodate class needs. Skills and practice for the AP exam will be embedded in the course schedule. Texts are subject to change based on previous class exposure. There will be assigned reading over winter break to include one complete work of Greek Origin (ex., *Lysistrata*, *Antigone*, *The Symposium*). There will be several opportunities for multiple-choice practice. Novel, short story, and poem quizzes and tests as needed throughout the year.