

Name of School:

Name of Course: **AP English Literature & Composition**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Advanced Placement English Literature & Composition is a three-term, college level course that emphasizes composition, literature, and critical thinking. Special emphasis is critical writing and literary analysis of significant works. Literature is closely examined for its structure and meaning, with emphasis placed on independent analysis. Students' oral communication skills will be enhanced by various group and individual presentations. To enroll in *AP English Literature and Composition*, a student must meet specific requirements. Students are encouraged to take the Advanced Placement Exam: Literature and Composition. The completion of this three-term course satisfies the Communication and General Literature requirements.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

Course Information

AP English Literature and Composition is a three-term, college-level course worth 1.5 credits open to seniors. It satisfies the General Literature and Communications requirements in Language Arts. *Advanced Writing* plus *American Authors* are prerequisites for *AP English*.

Course Outline/Calendar

Introduction	
ACT Skills: English	
Two Written Responses to Summer Reading	1 week
Short Fiction Unit	3 weeks
Short Nonfiction Unit	2-3 weeks
Short Novel Unit	2-3 weeks
Literature Circles	2-3 weeks
Poetry Unit	3 weeks
Independent Novel	
Drama Unit	6-7 weeks
Literature Circles	2-3 weeks
Literary Research	(ongoing)
Timed Writings	(ongoing)
Test Preparation	(ongoing)
Independent Project	

Texts/Other Required Materials/Resources

Models for Writers
The Bedford Introduction to Literature
The Story and Its Writer
The Everyday Writer

Additional Texts/Materials/Resources

Summer Reading:

- Angelou, Maya. *I Know Why The Caged Bird Sings*.
- Erdrich, Louise. *Love Medicine*.
- Hurston, Zora Neale. *Their Eyes Were Watching God*.
- Kidd, Sue Monk. *Secret Life of Bees*.
- McCarthy, Cormac. *All the Pretty Horses*.
- Oates, Joyce Carol. *We Were The Mulvaney's*.
- Sinclair, Upton. *The Jungle*.

Contemporary Literature Circles:

- Guterson, David. *Snow Falling on Cedars*.
- Heller, Joseph. *Catch-22*.
- McEwan, Ian. *Atonement*.
- Patchett, Ann. *Bel Canto*.
- Paton, Alan, *Cry, The Beloved Country*.
- Tan, Amy. *Joy Luck Club*.
- Tyler, Anne. *Dinner at the Homesick Restaurant*.
- Wright, Richard. *Native Son*.

Additional Texts/Materials/Resources

British Literature Circles:

Austen, Jane. *Pride and Prejudice*.

Bronte, Charlotte. *Jane Eyre*.

Bronte Emily. *Wuthering Heights*

Defoe, Daniel. *Moll Flanders*.

Eliot, George. *Mill on the Floss*.

Hardy, Thomas. *Mayor of Casterbridge*.

Fielding, Henry. *Joseph Andrews*.

Instructional Procedures & Support

1. A variety of teaching methods and strategies will be used (i.e. direct instruction, shared inquiry, cooperative learning, reciprocal teaching, independent and small group learning, graphic organizers, note taking, higher order thinking skills, reading strategies, conferencing).
2. District Literacy Initiative strategies will be used.
3. **ACT Skills: English**
4. Students will read and analyze discursive prose and study the process of writing. Students will study examples of prose and poetry from various fields and periods in world literature. These examples will serve as models of effective styles, and students will write a variety of compositions calling for the use of different styles or tones. Students will read a wide range of literature, write for different audiences and purposes, and write timed and untimed writings. Students will analyze a wide range of literature, both fiction and nonfiction, and become effective readers and writers themselves.
5. After an absence, students are responsible for checking with the instructor about make-up work and deadlines. Students may come in for additional assistance before/after school (arranged with instructor in advance).
6. All assignments are due at the beginning of class on the date assigned. Homework or daily work not completed on time will receive a zero. Daily work given during an unexcused absence will result in a zero.
7. Compositions will be marked down 10 points for each day they are late and will receive no higher than a "C" if more than three (3) days late.
8. Assignments made prior to the absence are due on the day of the student's return. Assignments given during an excused absence are due in two days of the student's return.

Classroom Management Procedures

Assessment Plan

Students' grades are based on daily assignments, quizzes, worksheets, class participation, writing assignments, class presentations, discussions, projects, and exams. The District grading scale is used.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain
A⁻	90 - 92	High level of skill development Exceptional preparation for later learning
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge
B	83 - 86	Advanced development of most skills Has prerequisites for later learning
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge
C	73 - 76	Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas
D	63 - 66	Some important skills not attained
D⁻	60 - 62	Deficient in many of the prerequisites for later learning
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning