**CLOVIS HIGH SCHOOL**

***AP Literature & Composition Syllabus***

**CONTACT INFORMATION:**

Katie Ogden (Room P15)

Available by email or phone KatieOgden@cusd.com or 327-1000

Additional hours: Monday – Friday during lunch and Monday-Thursday after-school. Please note that I may have meetings so it’s best to make an appointment or check ahead.

For daily course information please refer to my website located in the staff section of our CHS website. I encourage students and parents to sign-up for Remind101 to receive information via phone. Please see my website for additional information and directions.

**FOCUS:** AP English Literature is designed to be a challenging, engaging exploration of literature as art. Through critical reading, discussion, and written analysis of novels, plays, poetry, and non-fiction from various literary periods and perspectives, students will develop the reading and composition skills necessary for success in college coursework and on the AP exam in literature. Students carry considerable intellectual responsibility for course preparation. This is a joint venture between the teacher and the student; the student’s intellectual curiosity, dedication, and integrity are critical to growth, understanding, and refinement of ideas.

**COURSE ELEMENTS:**

**Reading:** Readings for this course include poetry, prose, and drama; texts will be selected from the list below, and will also include selections from past AP exams. Students will learn to “read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.” Students will study the various stylistic elements – diction, detail (figurative language, imagery), point of view, organization, syntax, and many other literary techniques – an author uses to establish tone and develop ideas in a text. Analyzing and interpreting the material taught during this course will involve students in learning “how to make careful observations of textual detail, establish connections among observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.” It is important to note that students should have some familiarity with the Bible and Greek and Roman mythology, as these religious concepts and stories are central to Western literature. They have greatly informed the literary tradition in the West since the middle ages, and they continue to influence modern writers as they attempt to give the human experience literary form. (College Board, 2014)

**Possible Text Choices:**

*1984* George Orwell

*Black Boy* Richard Wright

*Brave New World* Aldous Huxley

*California Collections* - 12th Grade Edition Houghton Mifflin Harcourt

*Catcher in the Rye* J. D Salinger

*Frankenstein (*summer read) Mary Shelley

*The Glass Menagerie*  Tennessee Williams

*The House on Mango Street*  Sandra Cisneros

*Hamlet* William Shakespeare

*Heart of Darkness* Joseph Conrad

*How to Read Literature Like a Professor* (excerpts) Thomas C. Foster

*The Importance of Being Earnest*  Oscar Wilde

*Night* (summer read) Elie Wiesel

*One Flew Over the Cuckoo’s Nest* Ken Kesey

*The Scarlet Letter*  Nathaniel Hawthorne

*Sound and Sense: An Introduction to Poetry* Thomas R. Arp & Greg Johnson

*The Things They Carried* Tim O’Brien

 **Possible Clips and/or Videos:** The following are brief definitions of terms used in some of the above class readings: Adult language and teen swearing indicate the use of profanity. Mature topics and situations may include one or more of the following: murder, rape, suicide, questioning religious beliefs, extreme violence, questioning marital vows, ethical dilemmas, depressions and self-doubt, questioning one's sexuality, identifying with one's own ethnicity, superiority, honor, racial power, substance abuse, child abuse.

 *Frankenstein* (PG)

 *Hamlet* (PG13)

 *Heart of Darkness* (N/R)

 *The Glass Menagerie* (PG)

 *The House on Mango Street* (Teacher Tube – not rated)

 *The Importance of Being Earnest* – play and movie version (G)

 *The Oprah Winfrey Show*, Oprah interviewing Elie Wiesel

 *The Things They Carried* (PG)

 Miscellaneous TED Talks

**Writing:** Most major writing assignments will be timed analytical essays, written under the 40 minute time constraint of the AP exam, and take-home essays, which allow more time for careful thinking and writing. Take-home essays may be revised for a higher grade with the teacher’s permission. Students will also complete less formal writing assignments, such as quick-writes, dialectical journals, notes, self-evaluations, and reflections. Assignments will focus primarily on critical analysis of literature; however, some time will be allotted to helping students develop and polish their college entrance essays. Students will strive for clarity and grace in their prose. With practice, participation in peer response, revision, and individual writing conferences with the teacher, students should begin to develop stylistic maturity.

**Participation / Preparation:** According to the College Board, “reading should be accompanied by thoughtful discussion and writing…in the company of one’s fellow students.” In order to have fruitful discussions, students must be active, energetic readers who interact with and question the text. They must come to class not only having completed the reading, but with comments and questions to share with their peers. There will be partner, small group, and whole class discussions and activities intended to aid understanding of a work and prepare for formal essays. Students must interact intellectually with their peers if they wish to be successful. Exchange of ideas should sustain and fuel thinking!

**Course Goals:**

1. To thoroughly read, comprehend, analyze, and appreciate works of recognized literary merit.
2. To look at the overall themes, societal connections, imagery, symbolism, of a literary work.
3. To examine characters on a deeper level, making personal connections and gaining the ability to empathize with literary characters.
4. To sharpen the ability to analyze literature by developing an awareness of a work’s structure, style, and themes, as well as smaller-scale elements such as figurative language, imagery, symbolism, and tone.
5. To understand the intricacies of writing and the way a good writer uses vivid and imaginative language to provide and create meaning.
6. To write mature and insightful commentary (with a global scope), analysis, interpretation, and discussion based on careful observation of textual details.
7. To write with style and function equal to that of college students, focusing on diction, syntax, tone and overall artistry.
8. To participate in discussion and sharpen discussion techniques by leading other members of a group in a fruitful exchange of ideas.
9. To be prepared for the AP test through the diligent practice, discussion, analysis and dissection of the multiple choice questions and responsive essays.
10. To gain a new passion, love, and understanding of literature.

***\*A note about course texts***: The works of literature which appear on the Advanced Placement Readings lists are challenging, college-level reading for mature, discerning students. The purpose of literature is not to please but to make the reader think. The purpose of literature is not to affirm the reader’s beliefs, but, rather, to challenge them, so that they might be affirmed or rejected. Each work of art is an expression of the human experience in all its richness, its diversity, its conflicting opinion. Some literature at this level may be seen by some as dark and depressing; however, a mature reader knows that light and dark, pleasure and pain, joy and sadness are inextricably intertwined as part of the human experience, each defining and making possible the alternative. The theme of these diverse works attempt to question life’s important issues: the nature of man, the purpose of life, the existence of a higher power, the acquisition of knowledge and wisdom, the moral dilemma of good and evil, and more. Students and/or parents who object to a particular work either on the in-class or out-of-class reading list may, after contacting the teacher ahead of time, elect to substitute a work chosen by the teacher which is equally rigorous and which fulfills the objectives of the assignment. However, no AP work will be removed from the in-class or out-of-class list.

**COURSE REQUIREMENTS:**

**Attendance:** Your attendance is vital to your success. It is your responsibility to manage your time and make good choices about your workload. If you are absent for a legitimate reason, your top priority should be to obtain and complete your make-up work immediately.

**Make-up work:**

* Make-up work is for excused absences only.
* You have the same amount of days that you are absent to complete and return make-up work. I expect you to keep track of your deadlines and what you have missed.
* Do not ask me for make-up work during class. You may see me during my prep period, lunch, or after school. You can also use a reliable friend to check what you are missing while you are out, or you may check my classroom website. If you know you will be out for an event ahead of time, please see me to get your work before you leave.
* Make-ups for tests and timed writings must occur within one week of your return from an absence and are during conference hours only. Please do not plan to make-up a timed writing during lunch, as there will not be enough time for you to write your essay. Make-ups are also not given during class time unless we are going over the very essay you need to write.

**Grades:** Grades are calculated using points earned over total points possible. I do not use a weighted system and I do not round, therefore, final letter grades will be determined using the scale below:

 90% – 100% = A

 80% – 89% = B

 70% – 79% = C

 60%– 69% = D

 59% - below = F

 **As this is a college-level course, there will be no extra credit assignments for this class.**

**Class Participation:** Active participation in class is an essential part of this course. An active participant is involved in class discussions, activities, and assignments. He or she is on time, in dress code, awake, and on task. Effective participants are also prepared for class with the necessary materials

**Late work:** Work is due when you enter the classroom, and all work must have your full name, date, period, and appropriate assignment label/title. Printing problems do not excuse work. In the event of a major technology disaster, I will accept a handwritten copy of a typed assignment in blue or black ink on the due date. The printed copy may be submitted the following class period for full credit. Once an assignment is late, it may still be turned in for late credit within one week. The late penalty (50% grade reduction) will not increase during the one-week late period. **However, once the week deadline has passed, the assignment will not be accepted for credit, and a zero will be entered into the gradebook.** If you wish to earn an A or a B, I recommend turning your work in on time.

**Revision:** You will have the opportunity to revise selected essays to raise your grade. Revised essays are due one week from the date the essay is returned. The maximum percent a score will be raised is 10%. The original essay must accompany the revision when submitted for a higher grade and all corrections indicated must be made on the new essay.

**Format for written work:** Take-home essays or other writing assignments (unless otherwise specified) should be typed, preferably on a computer to accommodate revision (this also means you should save your work, either on Google Drive, a USB flash drive, or your computer’s hard drive). If you do not have access to a computer, please let me know. Documents must be double-spaced, typed in Times New Roman font (size 12), printed in black ink, and titled, with margins no larger than one inch. On all work, the appropriate heading (first and last name, period, date) must be in the upper left-hand corner of the first page (MLA Format). On handwritten notes or other assignments, I expect neat, legible writing in blue or black ink pen, or #2 pencil (dark enough so I can read it). No metallic or neon pens, please. Please use college-ruled notebook paper.

**Plagiarism:** I am aware that Internet has created many opportunities for plagiarism. Plagiarism is considered the stealing of intellectual property and is illegal, particularly in the classroom setting and especially in a college-level course. Anyone who chooses to take advantage of such opportunities insults not only his/her own intelligence but mine as well. Please refrain from placing yourself in that embarrassing situation. I would rather read a weak essay, honestly written, than a fine essay in someone else’s voice. Copying an assignment from a fellow student is also considered plagiarism; as an AP student, it is expected that all work you turn in is original and your own. A plagiarized assignment will earn a zero, with no opportunity for make-up, and the student will be referred to school and district discipline (see the attached school plagiarism policy).

**Materials:** The materials listed below are recommended for your success in this course. Please bring them with you to class every day.

* Required text and all corresponding handouts (I recommend purchasing your own copies of the texts we’ll read so you can write in them. However, this is not required as all course readings will be available in the Clovis High Library).
* Lined, college-ruled binder paper
* Blue or black ink pens
* Highlighters
* Composition book for poetry notes and responses

**Statement of Non-Discrimination**:The Clovis Unified School District does not discriminate on the basis of race, color, disability, or national origin in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX, and Section 504.  Complaints:  Contact Mr. Barry Jager, Human Resources, (559) 327-9308.

*Favor de llamar a la oficina para asistencia en español.*

*Thov tiv tauj peb lub hoob kas yog xav tau kev pab nrog lus Hmoob.*

**Plagiarism Policy**

**PLAGIARISM:**

Plagiarism is taking someone else’s words and claiming them as one’s own. Plagiarism includes but is not limited to:

1. Writing an essay or assignment that uses one person’s work as a basis for another’s. It maybe word for word or changed somewhat, in order to appear original.

2. Copying sentences, phrases, or terminology from a formal source without using quotation marks and/or without giving appropriate documented credit. A formal source is anything in printed form that is published in books, pamphlets, magazines, newspapers, etc., or posted on reliable internet web sites.

3. Representing as one’s own another’s artistic or scholarly works, such as musical compositions, computer programs, photographs, etc.

**HOW TO AVOID PLAGIARISM:**

1. Know the types of documentation your teachers require or allow.

2. Know if your teachers allow you to work together with other students on assignments. This may vary from teacher to teacher and from assignment to assignment. This includes copying of class notes.

3. Know the difference between “working together” and plagiarism. There is a point at which working together can become plagiarism. Ask your teachers to discuss their policies on plagiarism and working together, if they do not cover it within the first two weeks of the semester.

\* The following guidelines are for all printed works, as well as the Internet use:

4. When taking notes, use NO complete sentences; briefly note the information or idea in your own words.

5. When paraphrasing, read whole sections at a time, then look away from the text and put the ideas in your own words. List the source of this information in your bibliography (works cited page) and parenthetically cite it in your paper.

6. If you want to use another writer’s exact phrases or sentences, put them in quotation marks. ONLY A SMALL PORTION OF YOUR PAPER SHOULD CONSIST OF QUOTES, and these must all be parenthetically documented.

7. Do not cut and paste Internet material into a word processing program. Only the information should appear in your paper and you must cite it carefully. Printed Internet material is not exempt from citation rules.

8. Any ideas or information that is not your own or is not common knowledge must be cited. This includes: written or spoken material of any length, original theories or ideas (even if not repeated word for word), facts, statistics, graphs, drawings, photos, lab results -- ANY material you borrow from other sources.

**Disciplinary Action for Plagiarism Violations:**

FIRST VIOLATION: results in an automatic “ZERO” on the assignment, test, or project AND a Thursday or Saturday school.

SECOND VIOLATION: results in an automatic “ZERO” on the assignment, test, or project AND a suspension.

THIRD VIOLATION: results in an automatic “ZERO” on the assignment, test, or project, a suspension, and a possible referral to Alternative Education (Gateway).

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Student’s Signature

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Parent/Guardian’s Signature

**CUSD Board Policy 3305**

August 25, 2014

Dear Parent:

The Clovis Unified School District has developed a comprehensive literature curriculum which reflects the contributions of many religious, ethnic, racial, and cultural groups to our American heritage and mirrors our pluralistic society. The core, extended core, and supplemental literature selections for each course have been made with attention to maturity levels, abilities, and interests of the students served so as to foster factual knowledge and literary appreciation which will enrich and support the curriculum. Guided lessons have been designed for all works so that your student’s experience in reading will enhance the understanding of themes, characters, and social/cultural issues.

Since literature is a matter of taste, we encourage parents to review the core, extended core and supplementary literature which will be used in the course their student will be taking. To help parents review the selections, a brief summary has been included with the attached course syllabus.

If you have any questions regarding a title(s) on the reading list, please contact your student’s teacher to discuss your concerns. We look forward to discussing specific works of literature with parents.

The Clovis Unified School District realizes its responsibility in allowing choice to educators, parents, and students in the selection and use of instructional materials, and the choice of parents and students to decline participation where personal values are in conflict with said materials. When selections are found to be in conflict with parent or student values, alternative assignments will be provided upon the receipt of a written or verbal parent request. Prior to requesting an alternate selection, parents are encouraged to read the entire piece of literature to ensure an informed choice can be made.

Please sign below to acknowledge you have read and understand the process of selection and choices available to you regarding CUSD’s literature program.

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Student Signature Parent signature

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Print Student Name Date

# *Advanced Placement English Literature*\_\_\_\_

# Course