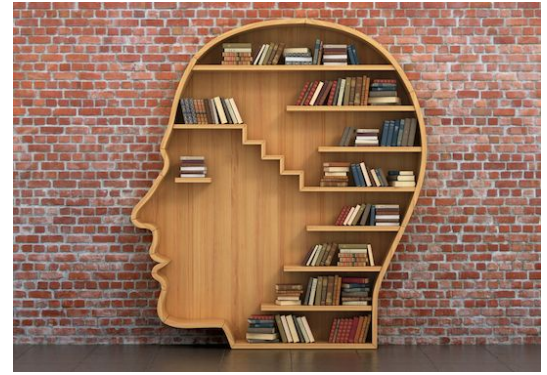


A.P. Literature and Composition

Ms. Katharine Giertych

katharine.giertych@chsd117.org

<http://giertychapl.it.weebly.com>



Welcome to AP Literature with Ms. Giertych. I am looking forward to working with each and every one of you throughout the school year. Please read over the following items carefully. You will be individually responsible for the information. If you have any questions, comments, or concerns regarding the syllabus, please let me know.

This classroom follows all Antioch Community High School rules and procedures as outlined in the student handbook. When our curriculum involves the handling and/or consumption of food, staff will notify students and parents/guardians in advance. Accommodations and/or alternative assignments will be made available for students with documented allergies. For more information on the following, please reference the corresponding student handbook page numbers: attendance p.15-18; controversial curriculum p.65; electronic devices p.18-20.

Electronic Devices:

The inappropriate use of the District's electronic network, as defined in the School Board's Access to Electronic Networks Policy and its administrative procedures and implementing rules and regulations, may result in the loss of the privilege to use this resource or other disciplinary or legal action. This responsibility includes the proper use of mobile devices and those devices capable of electronic recordings. No electronic recordings of any sort are allowed without the knowledge and consent of the classroom teacher. Remember that you are legally responsible for your child's actions.

AP Literature is a challenging class for students with a special talent and interest in close reading of literature and advanced writing. Although the class requires more time and effort than a regular English class, an increased confidence in your ability to use language and a greater appreciation for literature and life are the rewards.

Teacher Expectations:

- 1.) **Be respectful** – This classroom is meant to be a safe area, and this is not possible if students are being disrespectful to the teacher, other students, or themselves.
- 2.) **Be willing** – You must be willing to devote regular time to the class. You will be faced with challenging reading and writing assignments, and I expect you to approach each task with an open mind.
- 3.) **Be on time** - Wasted time means wasted work and instruction time. You must be in your seat when the bell rings, and you cannot pack up early or line up by the door.
- 4.) **Be prepared** – You must consistently come to class prepared and to turn in all work on time.
- 5.) **Be honest** – In my classroom, there is a zero-tolerance policy for any form of dishonesty. This may include, but certainly is not limited to, lying, cheating, and plagiarism.
- 6.) **Be resourceful** - I expect you all to be able to work independently and to problem solve any issues or challenges that may arise.
- 7.) **Be ready to participate** – I want to see that you are all learning. Please participate in classroom discussion and activities.
- 8.) **Be open to feedback** – Please understand that as a student in an advanced placement class, you will be graded by rigorous standards. Reflect on your own progress as a reader and writer, and embrace feedback, both from the teacher and other students.

Semester 1 Course Grade:

Your grade will be determined by the following:

- Homework, Participation, and In-Class Assignments – 25%
- Quizzes and Tests – 25%
- Major Assignments (formal papers, projects, presentations) – 30%
- Final Exam – 20%

Late Work Policy:

- Late homework assignments will not receive credit. If you do not have it completed at the beginning of class, then it is late.
- All major assignments (papers and projects) will receive a letter grade deduction (10%) for each day it is late.
- For speeches, if you are not prepared on your assigned day, your grade drops down to half credit and you are still expected to present in front of the class.

If you are absent and it is excused, it is your responsibility to collect any assignments from the outbox, from my website or Google Classroom, or by emailing me. You will have the number of days absent to complete and hand in any missing work. Please note that if the work was assigned prior to your absence, then you are expected to turn in the work immediately upon your return.

Video/Film:

Students may be required to complete assignments that require filming and/or photographing of other students and/or themselves. This may involve the posting of class projects to classroom areas on the Internet. Please contact me if there are questions or concerns.

Turnitin.com

It is required that all papers and major assignments are submitted to turnitin.com. Any paper that has not been submitted to turnitin.com **will not** be taken for credit and will be treated as a “missing” assignment.

Semester 1 Curriculum

One of the course’s primary aims is to prepare students to do well on the AP Literature and Composition test, but the more significant rewards are an enhanced ability to use language and appreciate literature. Below is an outline of the AP course through semester 1. Please note that each unit will contain supplementary readings not listed, multiple choice practice, writing and response, and any other work that further practices critical thinking and analysis.

Unit I: Introduction to Class

Objectives:

- Establish expectations for critical reading, discussion participation, and evaluation standards

Materials:

- Independent summer reading (1984 and choice novel) and subsequent assignments

Assessments:

- Summer writing assignments

Unit II: College Essay

Objectives:

- Composition of essays for college admission that employ students’ own style, voice, and logical organization.
- Multiple revisions will produce the essays ultimately sent to individual colleges for admission.

Materials:

- Student generated college application prompts; sample essays and tips/advice for students.

Assessments:

- Analysis of published college essays and preparation of a formal college essay.

Unit III: Introduction to Poetry & “Collecting the Details”

Objectives:

- Establish close reading techniques and what it means to “collect the details” while analyzing literature.
- Analyze content and style of poetry.
- Understand first free response question.

Materials:

- Nabokov's "Good Readers & Good Writers"
- Perrine's "The Nature of Proof in the Interpretation of Poetry"
- Selected poetry from 16th-century to present.

Assessments:

- Student-led discussions of selected poetry.
- Written responses to poems and passages.
- Examination of past AP Q1 free response prompts and multiple choice passages.

Unit IV: Short Stories

Objectives:

- Continue to establish close reading techniques for literature.
- Analyze content and style of short stories.
- Understand second free response question.

Materials:

- *How to Read Literature Like a Professor*
- Selected short stories.

Assessments:

- Student-led discussions of selected short stories.
- Written responses to short stories and passages.
- Examination of past AP Q2 free response prompts and multiple choice passages.
- Formal essay that analyzes a poem or short story using *How to Read Literature Like a Professor*.

Unit V: Awakenings

Objectives:

- Transfer close reading skills to larger works.
- Explore theme of awakenings in novels, short stories, plays, essays, and poems.
- Analyze content and style of novels.
- Understand third free response question.

Materials:

- *The Awakening* by Kate Chopin
- *Ethan Frome* by Edith Wharton
- "Why Read the Classics?" by Italo Calvino

Assessments:

- Written responses to reading assignments
- Student-led discussions of reading.

Unit VI: Independent Novel

Objectives:

- Use of independent reading skills.
- Choice of contemporary works that have received significant recognition by way of winning an award for literature.

Materials:

- Contemporary award-winning novel.

Assessments:

- Independent novel project, including research on author and novel, quote log, and written responses and analysis of novel.

Unit VII: *Hamlet*

Objectives:

- Continue the use of literary criticism we began in previous units to aid our own ability to evaluate and examine literature.
- Comprehend and analyze Shakespeare's language.

Materials:

- *Hamlet* by William Shakespeare
- *Oedipus the King* by Sophocles

Assessments:

- Paraphrases and responses to *Hamlet*.

AP Literature and Composition
Parent & Student Signature Page
2017 - 2018

Please sign and return. Your signature indicates that you have read and understood the course syllabus and expectations.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____