**Advanced Placement English IV Literature and Composition**

**Teacher:** Mrs. Amy Wolf

 Planning: 3rd hour

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**Course Description:**

Senior Advanced Placement English, Literature and Composition, is a course designed to allow secondary students, who are capable and willing, to attempt reading and writing on works typically found in the sophomore year of the college curriculum. Students may take a national examination in May, for a fee, to gain college credit for their college English requirements; otherwise, the student will take a release form of a previous national exam before completing the general requirements of this course.

The course engages students in careful reading and critical analysis of literature. Through close reading of selected texts, the student deepens understanding of the ways writers use their craft to provide both meaning and pleasure for their readers. As we read, we consider a work’s structure, style, themes, as well as such elements as figurative language, imagery, symbolism, and tone.

**A summer reading and assignment is required.**

**Required Materials:**

1. 1” binder
2. 4 dividers – *Bell Work*, *Guidelines*, *Grammar/Writing*, *Literature*
3. Notebook paper
4. Spiral notebook or legal pad
5. Pencils and blue or black pens
6. Post-it notes (or some other small paper for annotations)
7. 2 highlighters
8. *Box of Kleenex – extra credit*

**Philosophy and Major Goals:**

The purposes of this course are to help students further develop and refine skills in analytical reading, expository writing, and investigative methods of research. Representative literary works are studied, and argumentation essays are studied.

Through observing, reading, discussing, thinking, writing, and reflecting, the student has the opportunity to further develop his/her understanding of humanity and his skills in studying appropriate literary selections.

AP students in Literature and Composition will engage in the careful reading of literary works. Through such study, students will sharpen their awareness of language and understanding of the writer’s craft. They will also develop critical standards for the independent appreciation of any literary work, and increase their sensitivity to literature as a shared experience. To achieve these goals, students will study the individual work, its language, characters, action, and theme. Students will consider its structure, meaning, and value, and its relationship to contemporary experience as well as to the context in which it is written.

AP students in Literature and Composition will focus on the critical analysis of literature and will include essays in exposition and argument. Although much of the writing in the course will be about literature, speaking, and writing different kinds of subjects should further develop their sense of how style, subject, and audience are related. Occasionally, the students’ assignments in the personal narrative essays and in the writing of stories, poems, or plays may be appropriate.

The desired goals are the honest and effective use of language and the organization of ideas in a clear, coherent, and persuasive way.

The majority of works studied will be taken from World Literature. The themes of Man’s Search for Identity and The Human Condition will be explored. (A list of works is attached.) Scholars will be responsible for reading all the selections assigned and recording journal entries for each. Students must read independently. This is over and above what is assigned in class.

**Objectives:**

1. Cognitive objectives:
* Demonstrate knowledge of selected works of literature from fiction, nonfiction, drama, film, and poetry
* Demonstrate knowledge of man’s relationship to himself, to others, to the universe through identifying philosophical concepts and major concerns
* Demonstrate analytical skill in reading and writing about literature
* Demonstrate skills in investigative research
* Demonstrate skills in argumentation and persuasion
1. Affective objectives:
* Demonstrate an involvement in literary selections through recognizing ideas and values presented by the writers and responding to their values as well as the reader’s values
* Demonstrate involvement in the process of identifying ideas and values in literature and testing those against the reader’s ideas and values
* Demonstrate involvement in the process of identifying the basic emotions of man through recognizing those expressed in literature and relation those in his/her own emotional responses
* Demonstrate involvement in the process of identifying topics appropriate for argumentation and persuasion and in understanding own values

**Methodology:**

* Seminars, lectures, large and small group discussions, individual study and conferences are utilized
* Selected film and other media, plus attending or viewing current productions are used to enrich the student’s learning experiences
* Throughout the course, the students are involved in reading, discussing, and writing about ideas and values found in major works in all genres

**Expectations:**

The major works we study were chosen for their classic nature, for the author’s recognized style, and for the work’s frequent appearance on the AP exams. Keep in mind that this course is patterned after a college sophomore course, and follows the curricular requirements described in the AP English Course Description; therefore, students are expected to handle sophisticated material with maturity and grace.

**Evaluation Components:**

The course will be graded on various writing assignments, projects, class participation, tests, a research paper, self-evaluations, and semester tests.

**Grading Scale:**

 90-100% A

 80-89% B

 70-79% C

 60-69% D (minimum for passing is 60%)

 50 and below F

**\*\*\*Note: I do not round up--an 89.99% is a B. Doing the bare minimum or not putting forth effort will not earn you an A.**

**Classroom Guidelines:**

1. Do what is right.
2. Come prepared to work: Bring pens/pencils, paper, and book to class every day.
3. Respect yourself and others: no drama, rumors, gossip, touching other’s property, disparaging remarks, cursing, etc.
4. Leave a place better than the way you found it.
5. Take care of your personal business outside of class time—this includes anything that would take you out of my room.
6. Show respect by coming to class prepared to work.
7. Work will be due at the beginning of class unless otherwise specified. If you choose not to do your work, you will receive a zero for the assignment**.** If you turn it in after the beginning of the hour, it is late.
8. For any late assignment, students must fill out a missing work log. If this is not completed, students will not receive credit for the late assignment.

**Instructor Expectations:**

1. I expect you to take responsibility for yourself, your work, and your grades—I do not give grades; you earn them.
2. I expect you to strive for excellence in your writing and reading.
3. I expect you to practice self-control and show respect for yourself and others.
4. I expect mature attitudes.
5. I expect you to come to class prepared and with an open mind.

**Attendance:**

Regular attendance is crucial for success in any class. Valuable notes, discussion, and time to work on assignments in class will be lost without regular attendance. If you are absent, you are still responsible for work due and any make-up work you might have. I will not chase you down for make-up work--it is your responsibility to find out what you need to make up. Assignments will be recorded in the Assignment Notebook. Refer to this for any missed assignments.

**Course Outline of Literary Periods:**

**Anglo-Saxon**

**Medieval**

**Renaissance**

 **Restoration & Neoclassicism**

**Romanticism**/**Gothicism**

**The Victorian Period**

**The Modern Age (Existentialism/Surrealism/Dadaism)/Post-Modern**

**This page needs to be signed and returned to the teacher by Friday, August 21, 2015.**

**Student**: I have read and listened to the teacher read this syllabus. I have also discussed it with my guardian(s). I will honor it while in Mrs. Wolf’s class or while on trips with her class.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Guardian**: My student and I have gone over the syllabus, and I understand it and will support it.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_