**Advanced Placement: Literature and Language**

“I never let school interfere with my education.”- Mark Twain

**Mrs. DiCarlo**

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**Course Overview**

This course requires students to engage in literary analysis of selected core works from the literary canon, with occasional forays into non-canonical texts. To this end, students engage the text first as work of entertainment – a “story” crafted to captivate the reader – and, second, as a text to be analyzed in terms of its craftsmanship, the insights of its writer into the human condition, and its ability to reveal the cultural milieu in which it was created. Time and again, students will be asked to make comparisons and/or connections to texts previously read in this course or in their earlier English courses (Introduction to Literary Genres, The Western Literary Tradition, and The American Literary Tradition or AP Language – one-third of the AP Language course focuses on American Literature). As a result of their experiences in practicing the craft of literary analysis students will recognize that careful, deliberative reading of a text yields multiple meanings depending on the lens brought to the analysis. To this end, students will be exposed to different literary theories and be asked to apply one or more of these theories to a given text or set of texts.

Texts for this course expose students to the African, American, Asian, British, European, Latin American, and Middle Eastern literary traditions. Within each of these traditions, students will touch upon a number of literary genres. The readings in each unit will include a novel/novella, one or more poems, and one or more short stories. In addition, some units will contain an essay and/or a play. The number of poems and short stories in each unit will be dependent on the lengths of the novel/novella, primary poem, and primary short story read and whether or not a play or an essay is part of the unit. As part of our exploration of various literary traditions students / we will examine texts from antiquity to the present, with the vast majority of the works dating from the 16th – 20th centuries. At the conclusion of this course, it is hoped that students will gain an appreciation and understanding of how authors from different literary traditions and different time periods have used the written word to both entertain and enlighten the reader on the human condition.

In addition to the literary element of the course, students will focus on the craft of writing. The craft of writing element of the course focuses on three components: vocabulary development (including literary terms), language exercises, and essay writing. Vocabulary development facilitates greater accuracy and nuance in one’s writing. Language exercises (grammar, usage, mechanics, and sentence construction) target the production of clear, effective sentences that are grammatically correct. The art of editing one’s or another’s work for clarity and style is an important byproduct of language exercise work. There are three parts to the essay writing component of this course. The first part is informal writing whereby students are asked to write a brief, informal response to a question about a given text or portion of a text or to write an informal response to prior AP essay prompt or an AP Style essay prompt. These responses will help prepare you for the on-demand essay portion of the Semester Exam, formal essay writing, the AP Literature exam, and facilitate class discussion of the text under review or the AP prompt under consideration. The second part of essay writing is on-demand, timed essays. Unit exams require students to respond to quotes from texts and/or to answer an essay question concerning one or more of the texts read that unit. The on-demand portion of the semester exam calls on students to respond to an AP or AP Style essay prompt and a compare and contrast prompt. The third, and final, part of the essay writing component focuses on crafting a series of formal, interpretative essays that explore such topics as structure, style, and themes found in a text and/or the social, cultural and /or historical values a given text reflects and embodies and/or the compositional elements of the text such as figurative language, imagery, symbolism, and tone. There will be a number of writing workshops throughout the year. These workshops will focus on essay construction (constructing thesis statements and topic sentences, developing key points in support of a topic sentence, utilizing textual details to support key points, ensuring internal logic within a paragraph and between paragraphs, and creating introductions and conclusions.

**Gradebook Categories**

**Test/Quizzes: 35%-** on demand writing assessments, short answer tests, multiple choice test or quizzes.

**Essays/Writing: 30%-** take home or in class essays, writing workshop activities, in class analysis.

**Foundational Work: 20%-** literary terms, discussion, participation

**Final 15%-** a skills based multiple choice final on a set of readings not covered in class and an in-class poetry/literary passage analysis.

**Moodle and Remind 101**

I use Moodle to post all assignments and the weekly schedule. Make sure you check it weekly. Your enrollment key is the period you are in, e.g. period1. I also use Remind 101 to send you texts to remind you of important information. To join the class, please text @.87hcak6 to 81010.

**Academic Dishonesty**

Academic dishonesty, as known as plagiarism, is defined as the act of using another person’s words or ideas without giving credit to that person (Merriam-Webster, 10thedition). This class will focus heavily on writing. If you plagiarize an assignment, you will automatically receive a zero for the assignment, your parents will contacted, the Dean of Curriculum will be notified and you will serve detention. If you plagiarize a second assignment, per school rules, you will receive an F for the semester. Copying homework assignments is plagiarism. Any plagiarized assignment cannot be made up, and I will not give a make-up assignment.

**Classroom rules:**

1. **RESPECT is expected**. Treat others the way you want to be treated. If you disrespect me or another classmate, you will face disciplinary action.
2. **Be in dress code**. As a member of the Deans office, I expect my students to lead by example. You will receive detention for showing up to my class out of dress code (including grooming), and it will be noted in your Aeries account, and your class Dean will be notified. Uniform checks will happen daily.
3. **Be prepared and on time.** Come to class with homework, class materials, Chromebook, and texts and be ready to work. Do not be tardy! If you habitually come to class unprepared, you will lose foundational work credit, and you are subject to disciplinary action.
4. **NO cellphones, iPods, or video games in class**. NO EXCEPTIONS!
5. **No food or drinks are allowed in class.** You may bring water to class. If you bring food into my class, I will make you throw it away and then serve a detention.
6. **Bathroom breaks.** Leaving class is a privilege; if you abuse this privilege, such as visiting other classrooms or attempting to buy food, you will not be allowed out of class for the remainder of the year.
7. **All rules listed in the Damien Parent-Student handbook**

**If any of the above rules are violated:**

1st occurrence: Verbal Warning, or based or the offense, detention

2nd occurrence: 1 Hour detention with me and parents are notified

3rd occurrence: Student will receive a Saturday detention

All rule violations will be noted in your Aeries account.

**Makeup/Late work policy:**

·         If you are absent, you have as many days as you were absent to turn in assignments, if you don’t turn in the assignment by that date, it is late. It is your responsibility to keep track of your assignments via Moodle. Late homework will be accepted up to the day of a unit exam for half credit. If you are absent, it is your responsibility to check Moodle for the day’s work. I will not remind you or track you down.

***ALL LATE WORK IS HALF CREDIT (60%).***

·         All essays are announced in advance and will be turned in online. There will be no extensions – plan ahead and expect the unexpected – failure to turn them in means they are late and will be docked 3 points for every day they are late.

**Tutoring:**

I am available for tutoring Monday-Friday after school at 3:30 pm (for additional help, questions, or makeup tests). I will also make myself available after school or at lunch if you make arrangements with me ahead of time.

**Technology**

·         Chromebooks are mandatory for this class. You must bring your Chromebook to class daily. It must be charged and ready for you to do work. If you do not bring your Chromebook to class and an assignment is due, you will not be allowed to make it up. Be prepared. Your Chromebook is a tool for completing work; if you play games, listen to music, or visit websites that are not related to the class, I will give you a zero for the assignment we are working on, and you will not be allowed to make it up.

·         Cell phones are not permitted for any reason in class. They will be collected at the beginning of the period in an attendance folder. If you fail to turn in your phone or attempt to use it in class, you will be marked absent, I will confiscate it for the day (you can pick it up after 7th period), and you will serve detention.

**Please buy the following texts:**

1. *Norton Introduction to Literature*, Portable 11th Edition

2. *Bedford Handbook*, 9th Edition (Hacker and Sommers) - in digital or paperback form

**Please buy all novels in paperback form- no digital formats accepted!**

**AP Literature and Language**

**Major Core Readings by Semester**

Semester 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | ***Text #1*** | ***Text #2*** | ***Text #3*** |
| **Intro to Lit****(Q1)** | Poems and short stories | *The Crucible* Arthur Miller | *The Stranger* Albert Camus |
| **World Lit****(Q2)** | *Heart of Darkness* Joseph Conrad | *Things Fall Apart*Chinua Achebe  | An Image of Africa and various other texts |

Semester 2

|  |  |  |  |
| --- | --- | --- | --- |
| **Quarter** | ***Text #1*** | ***Text #2*** | ***Text #3*** |
| **British Lit** **(Q3)** | “Much Ado About Nothing”William Shakespeare | *Frankenstein* Mary Shelley |  |
| **American Lit****(Q4)** | Various Essays and articles | Various poems and short stories |  |

**If you have questions at anytime, the best way to contact me is via email dicarlo@damien-hs.edu**

**AP Literature and Language Syllabus Agreement**

**Due: Friday, Aug. 23rd**

**\*\*\* NOTE TO PARENTS: It is best to contact me by email: dicarlo@damien-hs.edu. I check email daily and will be able to get back to you quickly. \*\*\***

I have read and understand the rules, behavior expectations, and academic requirements of this class. I also understand the detention and referral procedures. I agree to complete the course work designed for the AP Literature and Language class and conduct myself appropriately and with integrity.

Student’s Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Phone Number: (\_\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_