

**Reid Ross Classical School**  
**AP Literature and Composition**

**Instructor:** Elizabeth Smallwood

**Room Number:** 132

**Tutoring Hours:** Tuesday 3:30 p.m. - 4:30 p.m. **Mandatory tutoring will be enforced for those needing remediation.**

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**Course Outline**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure style and themes, as well as such smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone. Students will study poem and prose models and develop a personal style of their own in both expository and research-based writing. At the completion of the course, students are required to take the Advanced Placement Test and might receive college credit based upon their scores and the requirements of the college of their choice. The reading list is as follows:

- *Macbeth* (**William Shakespeare**)- Renaissance Period
- *Hamlet* (**William Shakespeare**)- Renaissance Period
- *Frankenstein* (**Mary Shelley**)-Romantic Period
- *Native Son* (**Richard Wright**)- Modern Period
- *The Kite Runner* (**Khaled Hosseini**)-Post- Modern Period
- *The Invisible Man* (**Ralph Ellison**)- Modern Period
- *Fences* (**August Wilson**)- Modern Period
- *Wuthering Heights* (**Emily Bronte**)-Victorian Period

**\*\*\* There will be controversial topics discussed in this class as part of the curriculum. There will be no attempt to change any person's beliefs/opinions. The course will emphasize eliminating personal beliefs/opinions from formal writing assignments.**

**\*\*\* The student must take the Advanced Placement exam for the course in order to receive Advanced Placement credit; otherwise, the student will receive Honors credit only.**

AP Literature and Composition

**Course Description**

“An AP English Literature and Composition course engages students in careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's

structure, style, and these as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone” (AP Central, College Board). Students will study poem and prose models and develop a personal style of their own demonstrating increasing stylistic maturity through expository, analytical, argumentative and research-based writing. At the completion of the course, students are required to take the Advanced Placement Test and might receive college credit based upon their scores and the requirements of the college of their choice.

### **Goals**

1. To learn to read and critically analyze text
2. To study works from various genres and time periods (sixteenth century to twentieth century)
3. To learn to contemplate the historical and social aspects of the text.
4. To become aware of a writer’s use of syntax, tone, imagery, symbolism, and figurative language

### **Elements of the Course**

- Timed essays on AP prompts to enable students to constantly develop their skills in analyzing literary works
- Composition every two weeks of an extended analysis on literature selected by instructor
- Weekly lessons in sophisticated vocabulary to strengthen students’ rhetoric, including developing a controlling tone and appropriate voice
- Periodic quizzes on the historical and cultural contexts of in-class readings
- Weekly AP practice exam (multiple choice components) to make judgments on textual details about imaginative literary works
- Writing journal to include responses to literature, specifically quotes from text

### **Required Materials**

- Perrine’s *Literature: Structure, Sound, and Sense* textbook (issued by the instructor)
- Three ring binder notebook
- Commonplace notebook
- Loose-leaf white notebook paper
- Pencil, Pens (black or blue, various colors for revising/editing)

### **Evaluation Criteria**

• Notebook/Participation	10%
• Homework/Classwork	10%
• Quizzes	10%
• Tests	20%
• Projects	25%
• Papers	25%

### **Grading Policy**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

**Notebook/Participation The final exam grade is 25% of the student's overall grade. This grade will be given for the Graduation Project, which is a part of Reid Ross Classical School's graduation requirement.**

- Students are required to keep a notebook that will be checked periodically. The notebook will be worth approximately 10% of the final grade each grading period. There will be one notebook grade for each grading period.
- There will be a 100- point participation grade each grading period. Participation includes the student's willingness to participate in the classroom. The students must willingly follow the instructions of the instructor, or they will lose points from their participation grade. This includes vocabulary warm-up, grammar exercises, general behavior, etc.
- Each time the student is not prepared for class, he/she will lose 5 points from his/her participation grade. This includes the student's notebook and book.

\*\*\*\* The notebook should consist of sections for:

- Vocabulary
- Literature
- Writing
- Homework/Classwork/Quizzes

\*\* There will be a multitude of handouts distributed in this class which should be inserted into the students' notebook. All papers should contain the student's name and should be organized chronologically by date.

### **Commonplace Book**

- All students will be required to keep and write in a journal on a monthly basis.
- These entries should consist of reflections and reactions to pieces of literature.
- The students should put quotations from each selection that we read and then examine why the quotation was important to them.
- The journal will be worth approximately 10% of the final grade for each grading period.

### **Projects/Papers**

- Projects will be assigned during the semester.

- Special instructions will be sent home regarding the requirements for each project. The student must follow the specific instructions for each project/paper in order to receive credit for the assignment.
- **ALL** drafts/papers should be typed in 12 point Times New Roman font unless otherwise specified. Handwritten drafts/papers will not be accepted. If a student does not have access to a computer within the home, the student should make arrangements with the instructor to stay after school and type his/her paper in the computer lab 119 or in the instructor's classroom. Students can make arrangements to stay after for tutoring to use the computers in the classroom itself.
- Students must have the required number of pages and all specifications for drafts/papers or it will result in a reduction of letter grades. Failure to follow directions for drafts/papers will result in a zero.
- When a paper/draft is due, all previous drafts must be submitted with the paper/draft as well.
- Computer equipment problems/ emergencies are not logistical reasons for not submitting drafts on time. You are responsible for having ink for your printer and making sure that you internet is working properly to submit your drafts on time for a full credit grade.
- When peer revising another person's draft, the draft must be returned the next day (regardless of student absence) by the writer's class period.
- If a student is caught plagiarizing or cheating, it will result in a **ZERO** for the assignment. Papers must be submitted to turnitin.com before submitting a hardcopy to the instructor.
- Cumberland County requires students to read and do projects on four novels throughout the semester. Students who are deemed to be honors must complete one additional novel/project in order for them to fulfill their honors requirements and proceed to the next grade level. Students will take a tests on the out-of-class novels to be sure that they have fulfilled the required reading.
- Students in this class must fulfill the requirement of a 7-8 page research paper in order to graduate or pass this class. Instructions for this research paper will be distributed by the instructor.
- Due to the nature of the course, re-teaching assignments may be given to achieve learning.

### **Late Assignments**

- Late assignments will be accepted within three days after the due date. After this, the assignment will result in a zero.
- Late assignments will result in a loss of one letter grade per day the assignment is due.
- Some points are better than no points!!!

### **Classroom Decorum and Conduct**

- Obey all Cumberland County rules
- Obey all Reid Ross Classical School rules

- Come to class on time. You are late when the bell rings. 3 lates= teacher detention with a phone call or note to the parent.
- You must take care of bathroom and personal needs before or at the end of class. Please do not ask to use the restroom in the middle of a lesson or class activity. A good time to go would be after you have finished your assignment, unless it is an extreme emergency.
- Also, please take care of all grooming in the restroom. Please do not spray any bathroom products in the classroom. This includes the following: hair spray, spritz, deodorant, lotion, gel, body spray, perfume, or any product that falls under this category. People have allergic reactions to these products of which you may be unaware.
- Bring textbook, paper, pens/pencils, and composition book to each class. You will lose class participation points if you do not bring your materials to class. **THERE IS NO EXCUSE FOR NOT BRINGING YOUR TEXTBOOK TO CLASS.**
- Sharpen pencils before the bell
- When the bell rings, students should wait to be dismissed. The teacher is the first person to leave the classroom.
- Do not get out of your seat without permission
- No drinking or eating is allowed in the classroom without the teacher's permission.
- Notes and toys such as games and other artifacts designed to be played with will be confiscated. They are a distraction to the learning process. No cell phones, Mp3's, etc. allowed
- Any work on a student's desk not related to AP Literature will be confiscated.
- Show respect for the instructor, fellow classmates, and the classroom.
- Sleeping in an AP class will not be tolerated. This is a college level class, and the student cannot expect to achieve college level success if not conscious.
- Students will receive a zero for copying work from another student or allowing student to copy an assignment.
- Please raise your hand and wait to be recognized by the instructor. Shouting out is not acceptable.

### **Consequences**

- 1<sup>ST</sup> Offense : **Verbal Warning:** The teacher will informally correct the student's negative behavior
- 2<sup>nd</sup> Offense: **Student/Teacher Conference (D-Hall):** A formal conference that is held between the teacher and the student. During this conference, the student must agree to correct his/her behavior. Action must be taken, and the results of this conference are recorded. The student will also serve D-Hall after school during this time as well. Parents will receive a phone call or a letter, informing them of the reason for the assigned D-Hall.
- 3<sup>rd</sup> Offense: **Parent Contact Conference:** Parent(s) and/or legal guardian(s) are notified of disciplinary action by telephone, personal contact, or email. A conference may be conducted between the student, his/her parents, school administrator, and/or teacher. Action will be taken, and the results of conference are recorded.

- 4<sup>th</sup> Offense: **Teacher D-Hall/Referral to Counselor:** Students may be required to meet with an assigned counselor on a periodic basis. The counselor will advise the student on ways of improving his/her behavior. The counselor may recommend special projects to the student including reading, attending seminars, etc.
- 5<sup>th</sup> Offense: **Referral to Administration:** Upon reaching the fifth step of the procedure, the student is referred to the office for further disciplinary action.

The following disruptive behavior will result in immediate action:

- Open defiance
- Arguing with other classmates/the teacher
- Disrespect/Verbal abuse
- Fighting
- Cheating
- Drugs/Alcohol
- Weapons

### **Uniform Policy**

- Students will not be admitted into class unless they are in the proper uniform required of Reid Ross Classical School.
- Failure to come to class dressed properly will result in a write-up of insubordination.

### **Tests and Quizzes**

- Quizzes/pop quizzes will serve as a review.
- It is the student's responsibility to make up a test. Failure to do so will result in a zero.
- If a student misses the day of a test, he/she has 3 school days to make up the test.
- If a student misses the day before a test only, he/she should be prepared to take the test when he/she returns to school. If there are unusual circumstances, the student should make arrangements with the teacher for the make up of the test.

### **Senior Project**

- Students in this class must fulfill the requirement of a 7-8 page research paper in order to proceed to the next grade level. **In addition AP students will also complete the RRCS graduation project.**

“The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements... Any college-level course in which serious literature is read and studied includes numerous opportunities for students to write and rewrite. Some of this writing is informal and exploratory, allowing student to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing involves extended discourse in which

students develop an argument or present an analysis at length” (CollegeBoard, AP English Course Description, 2008. P 53-54).

- Re-teaching assignments may be given to achieve learning. There will be opportunity for instruction and feedback both before and after students revise their work. Papers will be proofread and edited by the instructor to help students with organization and sentence structure. Instruction and feedback will also help students develop a balance of generalization and detail and establish a controlling voice and appropriate tone.

**“The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose, or overall effect of the detail or idea in context. AP students should have the maturity, the skill, and the will to seek the larger meaning through thoughtful research, and this thoughtfulness if both fair and word to the art and the author” (CollegeBoard, AP English Course Description, 2008. P. 52).**

- The students are also required to write a response to one AP essay per week. It is a timed exercise (40 minutes) to help prepare the students to stay focused in responding analytically for 40 minutes just like on the AP exam where the students must learn to divide their time equally amongst three essays. Each week, we will discuss the previous week’s passage and question and discuss as a class how to correctly answer the question and respond to it in an essay. I will also distribute to the students a sample piece of writing so that they can see how to correctly respond and develop the syntax of their essays.

### Texts

*Structure, Sound and Sense*

*Literature: An Introduction to Reading and Writing*

Helpful Links: [apcentral.collegeboard.com](http://apcentral.collegeboard.com)

<http://www.flashcardexchange.com/flashcards/list/376916>

### Course Overview

Unit	Literature	Literature	Writing
1 & 2	<b>Writing About Literature</b>  Analysis, Documentation, grammar, Fiction Analysis, Poetry Analysis, Drama Analysis	<b>Elements of Fiction</b> <i>A Worn Path, The Lottery, A Rose for Emily,</i>  Plot & structure, characterization, theme, point of view, symbol, allegory, humor, irony	AP essay
3 &4	<b>Elements of Poetry</b> <i>Shall I Compare thee to a</i>	<b>Drama</b> <i>Macbeth, Hamlet</i>	AP essay

	<p><i>Summer's Day? There's Been a Death, in the Opposite House, A Valediction Forbidding Mourning, To the Virgins</i></p> <p>Sonnet, iambic pentameter, Spenserian sonnet, sonnet sequence, pastoral poem, common themes, reply poem Shakespearean sonnet, quatrain, couplet, syntax, Petrarchan sonnet, octave, sestet, Tone Figurative Language, sound devices</p>	<p>Tragedy, comic relief, aside, monologue, soliloquy, dialogue, chorus</p>	<p>Critical/Analytical paper (midterm)</p> <p>Poetry Assignment</p>
5 & 6	<p><b>Evaluating Poetry</b> <i>The Love Song of J. Alfred Prufrock, Ode on a Grecian Urn, Ode to a Nightingale, Rime of the Ancient Mariner, Let Me Not to the Marriage of True Minds, Paradise Lost</i></p> <p>Romanticism, diction, literary context, consonance, alliteration, internal rhyme, imagery, figurative language, simile, metaphor, personification, sublime, ode, meter, allusion</p>	<p><b>Evaluating Poetry</b> <i>My Last Duchess, Life in a Love, Sonnet 43, Dover, Beach, Recessional,</i></p> <p>speaker, Dramatic Monologue, social criticism, novel, theme, tone</p>	<p>AP essay</p> <p>Research paper</p>
7	<p><b>Evaluating Fiction</b> <i>The Story of an Hour, The Lesson, The Yellow Wallpaper</i></p> <p>Irony, theme, mood, tone characterization</p>	<p><b>Drama</b> <i>Fences, A Raisin in the Sun</i></p> <p>Tragic flaw, imagery, symbolism</p>	<p>Projects on novels</p> <p>AP Essay</p> <p>Research Paper</p>
Starter	SAT vocabulary	Poetry Response	Journal Entries (Quotes)

## **Reid Ross Classical School Senior Project**

### **Components**

- Research Paper
- Portfolio
- Oral Presentation
- Product

### **Materials Needed**

- Index Cards (3x5 or 4x6); rubber bands to hold them together.
- One flash drive (USB) for work done at home and at school.
- Home access to the computer, paper, and ink.
- Materials to complete product

### **Research Paper**

- Topic --- Any career of your choice
- Rough Draft
- Note Cards (100 total)
- Source Cards
- Minimum of 5 sources:
  - Websites
  - Magazines
  - Books
  - One interview
- Final Copy
- MLA Format
  - Use the Washington Library “General Formatting Guidelines” handout given to you OR Writers INC.
  - Other MLA guides may be acceptable. Check with me.
- Paper should contain:
  - Title Page
  - Table of Contents (outline)
  - Body
  - Works Cited Page

### **Portfolio**

- (see portfolio checklist) Letter of Intent, Interview, Reflection Essays, etc.
- Note Cards
- Source Card
- Rough Draft of Title Page, Outline, Body, and Works Cited
- Flash Drive Containing ALL work (for PowerPoint)

## **Oral Presentation**

- Research Paper will be presented orally in an 8-10 minute speech
- At least one visual is required during presentations (excluding the product)
- Refer to rubric for expectations

## **Topics and Research Requirements: Research Paper**

\*\*\* Topics do not change once they are chosen

### Required Sources

\*\*\*Minimum of 5

No more than 1 internet source no .com websites!

- Books
- Anthologies
- Newspapers
- Films
- Interviews-required
- CD Roms
- Internet
- Libraries beyond the school for additional sources not found in the school library
- Encyclopedia
- Dictionary
- Magazines
- Scholarly Journals
- Television shows

\*\*\*Your sources from the internet must be credible (newspapers, universities, .org, .gov, .edu)

\*\*\*No Wikipedia is allowed

\*\*\*Internet sources must be printed out with the Internet address and the date printed out at the bottom

\*\*\*You must have 1 formal prepared interview source in person

\*\*\*The interview cannot be conducted by email

\*\*\*You must write a Thank You note to the person that you interviewed.

**Reid Ross Classical School  
AP Literature  
Reading List**

<u>Novel</u>	<u>Due date</u>
<i>Macbeth</i>	In-class novel
<i>Hamlet</i> by William Shakespeare	In-class novel
<i>The Kite Rumer</i> by Khaled Hosseini	January 27 <sup>th</sup>
<i>Invisible Man</i> by Ralph Ellison	February 17 <sup>th</sup>
<i>Native Son</i> by Emily Bronte	March 13 <sup>th</sup>
<i>Wuthering Heights</i> by Emily Bronte	April 28 <sup>th</sup>
<i>Fences</i> by August Wilson	In-class novel

\*\*\* Tests will be given on the due date of the project

The instructor will give project requirements during the semester.

