I. Course Introduction – Based on the AP English Literature and Composition course requirements established by the Advanced Placement program, English IV Advanced Placement Literature is the equivalent of a first year, college-level English course which emphasizes analytical reading and writing. Throughout the course, students will read a variety of complex works, primarily selected from, but not limited to, English and American authors from the 16th century and beyond, for deeper understanding and critical interpretation. Consequently, daily reading assignments will be an integral part of the course and will closely parallel the writing assignments which will stem from the selected reading. At the same time, the course addresses several other curriculum items that are essential in the lives of high school seniors. For instance, the course includes the major strands of the North Carolina Standard Course of Study for English IV, including a study of British literature and an emphasis on argumentative writing and reasoning. Early in the semester, classroom instruction will highlight key aspects of the verbal and writing sections of the Scholastic Aptitude Test (SAT), which most of our students will take in October. As the fall semester culminates, students will be expected to complete a Graduation Project which will include four components: a portfolio, a research paper, a product, and an oral presentation to a panel of community members on Senior Boards Night in December or January. (Students will, therefore, be working on individual steps of the Graduation Project throughout the semester.)

II. Student Expectations – Since this class is a college level course, students are expected to be highly motivated learners who have the prerequisite language skills to work independently on scholarly assignments. Specifically, students will be expected to:
A. Independently read, annotate, and analyze college level literature on a daily basis both within the classroom and at home. (Please note that since this is a college level course, much of the featured literature is for mature readers and, therefore, often includes content of an adult nature.)
B. Incorporate reading analysis into diverse modes of writing, including long-term out-of-class assignments and in-class timed writings.
C. Continue to develop and utilize a mature writing and speaking style, including the use of an adept vocabulary, the use of a variety of syntactical structures, and the manipulation of writing organization and style based on the writer’s purpose and audience.
D. Research academic and/or scholarly resources and synthesize such research into correctly documented written products as well as oral presentations.
E. Present their interpretations of literature, their scholarly research, and their writing to other members of the classroom learning community.
III. Course Objectives:
The Student Will:

A. Read, respond to, and evaluate literature from various genres and literary periods, particularly British and American literature from the 16th century to the present.
B. Analyze literature from various critical perspectives and utilize close reading of literature to arrive at multiple interpretations of it.
C. Identify and analyze social and historical values that surface in literature.
D. Evaluate a literary work’s structure by identifying and analyzing such literary elements as style, theme, figurative language, imagery, point of view, symbolism, and tone.
E. Respond to various genres of literature in informal (journals, reaction papers, freewriting) and formal (literary analyses, research papers, etc.) modes of writing.
F. Develop a stylistic maturity in his/her writing which includes an adept vocabulary, a variety of syntactical structures, a logical organization, a sense of unity and cohesion, the effective use of rhetorical devices, a balance of general and illustrative detail, a controlled tone, and a consistent voice.
G. Write effectively in timed situations and utilize the writing process (prewriting, drafting, revision, etc.) efficiently to produce accomplished pieces of writing developed over an extended time period.
H. Develop a historical understanding of the development of British literature and its relationship to historical events and philosophical movements.
I. Master the devices of effective argumentation in both writing and presentation.
J. Continue to develop advanced skills in reading, writing, grammar, vocabulary, speaking, listening, note-taking, and research.
K. Explore universal themes in literature while relating them to individual experience, values, and philosophy.

IV. Course Overview (The following syllabus highlights general topics that will be covered throughout the course. More specific daily, weekly, and monthly assignments will be provided to students as the course progresses. This syllabus is also tentative due to the fact that the school schedule can quickly change, particularly during the winter months when school is cancelled because of inclement weather. In addition, the pacing of the course will be adjusted based on student achievement and need. A variety of in-class and out-of-class essays, projects, and presentations will be assigned as the year progresses. Two research papers will be required throughout the year as noted on the general syllabus below. Although syllabus topics are listed sequentially, many of them overlap.)

First Nine Weeks:

- Class Introduction/Rules, Policies, and Procedures
• The Individual Confronts Society – Review of Summer Reading Selections and Selected Short Fiction (DiYanni and/or Jago textbook)
  Literary Focus on The Elements of Fiction in the Novel and the Short Story
  (selected stories from Jago/DiYanni)
  Interpreting Literature – How to Read Literature Like a Professor, Thomas C. Foster
  Critical Approaches to Analyzing and Interpreting Literature
  Summer Novels: The Poisonwood Bible by Barbara Kingsolver
  Great Expectations by Charles Dickens
  First Novel: All the Pretty Horses by Cormac McCarthy

Writing Focus – Responding to Literature
  An Introduction to the Literary Analysis – Crafting and Supporting A Specific Thesis
  Introduction to AP Testing Format and Rubrics

• Personal Writing and Real-World Applications – College Resume, Personal Statements, College Application Essays, Addressing Persuasive Writing (for the SAT)

• Begin Graduation Project
  Proposal (possibly already completed)
  Resume
  Preliminary Bibliography
  Begin Compiling Project Portfolio

• Continue Personal Writing and Real-World Applications Unit

• Continue Graduation Project
  Rough Draft of Research Paper
  Final Draft of Research Paper
  Continue Compiling Project Portfolio and Working on the Practical Experience

• Beginning With The Greeks – The Origins of Rhetoric and Classical Literature
  Antigone by Sophocles
  Critical Literature Selection - “On Tragedy” by Aristotle

Second Nine Weeks:

• The British Literary Tradition – A “Pilgrimmage” from Herot Hall to Canterbury
  Beowulf
  The English Ballad
  Becket (video viewing as background to The Canterbury Tales)
  The Canterbury Tales – emphasis on “The Pilgrimmage” and selected tales
  Medieval Romance - excerpts from Sir Gawain and the Green Knight
• Selected Poetry of the English Renaissance (authors include Sir Thomas Wyatt, Christopher Marlowe, and Edmund Spencer)

• *All the Pretty Horses*- Cormac McCarthy

• Independent Novel Selection (to be selected from the list of AP appropriate titles on the class Moodle page)

**Third Nine Weeks:**

• Continue Graduation Project
  Mock Classroom Presentation – Date TBA
  Product/Practical Experience Due Practical – Date TBA
  Final Portfolio Due – Date TBA

• The Master of the Renaissance – An Introduction to “The Bard”
  *Macbeth* (tragedy – is it Aristotelian?)
  *The Taming of the Shrew* (historical interpretation versus feminist/modernist interpretation) and/or *A Midsummer Night’s Dream*
  The Sonnet Form – Shakespearean and Petrarchan
  Literary Paper on a Shakespearean Play(s)

• More Selected Poetry from the Renaissance, including Carpe Diem poets (Herrick and Marvell), Metaphysical Poets (John Donne) and excerpts from *Paradise Lost* (John Milton)

• A Major American Literary Work – *A Prayer for Owen Meany*

• The Romantics – Nature and the Natural World vs. The Progression of Science and Technology
  Selected Poems from Romantic Poets, including Wordsworth, Coleridge, Keats, and Shelley
  Novel Study – Begin reading Mary Shelley’s *Frankenstein*

• Continue Unit on The Romantics
• The British Industrial Revolution, the Victorians, and Class Structure – shorter, excerpted selections and *The Importance of Being Earnest* by Oscar Wilde
• Formulate thesis and begin research on a selected novel for the Literary Research Paper assignment
• The Struggle for Equality in American Literature – *The Awakening* by Kate Chopin and *The Adventures of Huckleberry Finn* by Mark Twain
  *The Color Purple* (video)

**Fourth Nine Weeks:**
The Modern Novel – A Manipulation of Style
Heart of Darkness by Joseph Conrad
Poetry Unit/Poetry Project Presentations
Literary Research Paper Due
A Brief Review of Shakespeare - Hamlet
Modern and Postmodernist Drama – An Evolution to The Theatre of the Absurd
Fences by August Wilson and/or Death of a Salesman by Arthur Miller
Rosencrantz and Guildenstern Are Dead by Tom Stoppard

Complete modernist and postmodernist drama
Review Preparation for the Advanced Placement Literature Exam
Group Projects – based on reading of other novels throughout the semester and The Kite Runner.
Senior Boards Night-TBA

V. COURSE TEXTBOOKS:


DiYanni, Robert, ed. Literature: Reading Fiction, Poetry and Drama. 6th ed.


VI. EXPECTATIONS (and some specific suggestions):

A. Please be ON TIME. (All students should be in their seats when the tardy bell rings).
B. Please be PREPARED. (All students are requested to bring all necessary materials to class with them daily).
C. Please be RESPONSIBLE. (Complete assignments in a timely manner. Make up work as soon as you return to school following an excused absence).
D. Please be ATTENTIVE and ON TASK. (Make the most of the educational opportunities afforded to you. Ask questions, stay focused, and demand the best performance of yourself).
E. Be COURTEOUS and COOPERATIVE. (Politely expect other class members to assist you in enhancing your achievement just as you will assist them in their achievement).
F. Be personally and academically HONEST. (Be sure to document all information in written work and presentations that you borrowed from another source).
VII. **CONSEQUENCES OF FAILING TO MEET YOUR EXPECTATIONS:**

Since our class membership consists of serious students who value their educational opportunities, we do not anticipate any lapses in meeting our responsibilities and expectations. Should we encounter a minor problem, we will politely remind ourselves of our expectations and goals before proceeding with our education. Obviously, someone who repeatedly lowers his/her expectations will be temporarily removed from the classroom and/or assigned reflection time/detention before and/or after school. Chronic offenders will be referred to our school’s counseling department and/or administration. (Also, please remember to follow all school rules at all times, including the tardy policy.)

VIII. **SOME PROCEDURAL MATTERS:**

A. **MAKE-UP WORK:** If you are absent, you are responsible for making up all work within two days of your return to school. (For an extended absence, you have two days for each day missed.) When you return to school following an absence, consult the instructor before class begins or immediately after class concludes. In addition, consult your fellow classmates at a convenient time to review their notes, etc. Your instructor will not remind you to make up your work. You may assume that if you are absent, you missed instructional work.

B. **SAFETY DRILLS:** Carefully follow school procedures, instructions, and evacuation routes. For a fire drill, we report, in an orderly fashion, to the grassy area adjacent to the bus park lot. Please stay with your classmates so that the roll may be taken efficiently. (The instructor will review the tornado and “code red” procedures on the first day of class. Please ask questions during this time if you do not thoroughly understand these procedures).

C. **TURNING ASSIGNMENTS IN:** Provide assignments to the teacher in person as soon as they are requested. You should NEVER simply place your work on the instructor’s desk or in the instructor’s mailbox. In addition, do not give completed make-up assignments to a substitute teacher. **Late daily assignments/homework are not accepted.** Any classwork or homework assignment not handed in at the designated time is late and will not be graded. If you have an excused absence from school when an assignment is due, the assignment is due on the day you return to class. **Major papers and projects will be accepted late; however, a letter grade (or seven points) will be deducted for each day the paper or project is late.** You will be allowed to turn in one major paper or assignment one day late without penalty during the academic year by using your one-day late pass which you will be given the first week of school. If you lose your pass, you lose your opportunity to use it.

D. **CLASSWORK:** If you are in class when a timed writing is assigned or a test is administered, you are to participate. You must be prepared at all times.

E. **MANUSCRIPT FORMAT FOR ALL WRITTEN WORK:** You should follow the Modern Language Association (MLA) format for written assignments. In
addition, please carefully follow additional manuscript requirements, which will be forthcoming. Unless you are instructed to do otherwise for a particular paper/assignment, put the following heading on everything you submit:

i. Your name
ii. My name
iii. Class, Period
iv. Date – (day month year)

Also, all work of more than one page must be stapled once in the upper left corner of the pages. In addition, use your dictionary or spell check to correct spelling. Edit carefully. Your grade will be deducted for each spelling error in an essay or paper. [Some other reminders: typed work should always be doubled space; typing should be in a non-cursive type (i.e. Times New Roman) using an eleven point or twelve point font; do not put the original title of your paper in all CAPS or underline it.]

F. ACADEMIC INTEGRITY: In an attempt to survive, do not compromise your personal integrity by resorting to dishonesty. Do your own work. There will never be an occasion in which duplicate work is appropriate. Cheating and plagiarism will not be tolerated and could possibly result in the loss of credit for the course. (Also, we will be using “Turnitin.com” throughout the semester. Please listen carefully when instructions to log into the program are given.)

G. CONFERENCES: Should you require a conferencing time for individual assistance, you are encouraged to schedule one with the instructor as soon as possible. The instructor can be available before or after school as long as you have scheduled an appointment time.

IX. MATERIALS:
A. Large 3-Ring Notebook
B. Smaller 3-Ring Notebook (for Journals/Dual Entry Journals)
C. An additional 3-Ring Notebook for the Graduation Project Portfolio
D. Sheet Protectors for work to be included in the Graduation Project
E. Notebook Paper (preferably college ruled)
F. Blue or Black Ink Pens
G. Pencils
H. Typing Paper
I. Highlighters
J. 3” x 5” index cards and 4” x 6” index cards
K. Thesaurus and Dictionary (not required, but highly suggested)
L. Supplementary Literary Works noted on the Supplemental Reading List (suggested, but not required)

GRADING: We will use the point system to determine your grade, and I will announce the total points possible for each assignment as we progress throughout the year. However, you can expect that major tests, papers, projects, and assignments will count heavily (i.e. 100 points or more), while daily class work and homework will be weighted less heavily (usually ranging from 5 to 30 points). Also, some stages of the Graduation
Project will factor into the nine-week grading period as each step of the project is completed.

**Important Grading Notes:**

We will use number grades to determine your average during a nine-week period to establish the nine-week letter grade.

1. The final grade for the fall semester will be figured by averaging the two nine week NUMERICAL grades, the NUMERICAL grade on the final exam, and the NUMERICAL grade on the overall average of the four graded components of the graduation project – the paper, the product/practical experience. (The exact percentages that each will count will be announced soon, so stay tuned)

2. In the spring semester, the final grade will be based on the following format:
   - first nine weeks – 37.5 percent
   - second nine weeks – 37.5 percent
   - final exam – 25 percent

3. The Advanced Placement testing program utilizes a nine-point scale to score AP timed writings. Consequently, the 9-point scale will be utilized in this class for similar writing prompts. The 9-point scale will ultimately be converted in the following manner. (Early in the semester, as students acquire the ability to write the literary essay, scores may be curved.)
   
   \[9 = 100, \ 8 = 96, \ 7 = 90, \ 6 = 85, \ 5 = 80, \ 4 = 75, \ 3 = 70, \ 2 = 69, \ 1 = 65, \ 0 = 0\]

3. Class participation is a major component of this course. Consequently, the instructor reserves the right to elevate the student’s grade during any six weeks reporting period due to outstanding student participation.

4. School policy requires all students enrolled in this course to take the AP English Literature exam in May.