

**English IV Advanced Placement Literature & Composition Syllabus**  
**Wendi Spurgeon**  
**(469) 948-7169 Room W107**

Visit my website at <http://teacherweb.com/TX/MarcusHighSchool/Spurgeon/> (linked to Schoolweb)

**Course Overview:**

AP English IV-AP/LEAP (English Literature and Composition) meets ninety minutes per day for eighteen weeks. It is an introductory, college level, survey of British literature designed to prepare students for the AP English Literature and Composition test given each May. Although American and world literature may be integrated thematically and are available for choices for students' writings, our primary focus will be British literature from the Renaissance to the present. However, we will also be reading selected works from American authors and poets. All literature and writing activities are constructed to meet the guidelines specified in the AP English Literature and Composition Course Description Guide set forth by the AP College Board administrators.

**What is the AP Literature and Composition exam?**

The AP Literature and Composition exam is administered by the College Board each May and is designed to give high school juniors and seniors college credit for English. The score requirement and number of credit hours given varies from school to school. Therefore, it is important to check with the college you have chosen to attend in order to verify their AP criteria. This information can be found either on the college website or in their catalogue. If your score(s) meet the requirements at both the junior and senior level, you can potentially earn six to nine hours of college credit in English before ever entering a lecture hall.

The structure of both the junior and senior level AP test is the same. They contain 55 to 65 multiple choice questions, three essays and last three hours. The multiple choice section tests each student's ability to read a selection carefully and comprehend its content. The essay sections ask the student to respond to a general literary question with specific evidence from the given text, organize and develop an essay, and to write clearly and effectively. The three essays are collectively graded on a scale of one through nine (nine being the highest). That score is then combined with the multiple choice answers and the final grade is based upon a scale of one through five (five being the highest). **Most colleges require a minimum of a three in order to earn credit. Again, check with your individual school!**

**General Course Outline:**

**Required Summer Reading:**

Summer reading varies from year to year but is consistent in its goal to expose students to classic literature that can be integrated into the AP Literature and Composition curriculum. Typically, all students are required to read one work, such as Mary Shelley's *Frankenstein*, and an individual choice among more modern novels such as Kazuo Ishiguro's *The Remains of the Day*, Alan Paton's *Cry, the Beloved Country*, and Aldous Huxley's *Brave New World*. Sometimes poetry sections are also added. Over the years, students have been evaluated in different ways for the summer reading assignment. Below is a typical list of evaluation methods for summer reading.

- (1) Standard multiple choice, AP-style tests
- (2) Timed, style analysis essays over a selected passage
- (3) Timed, open-ended, AP style questions
- (4) Reading notes or journaling which specify the elements of fiction
- (5) Literary analysis taken through the entire writing process

**Note:** All evaluations are completed after the school year begins. Most are in-class evaluations as well. **Writing is always a part of the evaluation process.**

## **First Semester (9 weeks):**

### **Historical Context:**

Since literature is greatly affected by the historical climate in which it is written, and since Western cultural literacy is a goal of the course as well, all literary periods begin with assigned reading, lecture, and accompanying discussion about the historical background of the time. As students study the literature, they are expected to make connections with this background both in writing and in discussion.

### **The Literature:**

Below is a tentative list of the literature we will be reading over the next eighteen weeks. As always, this list is subject to change due to time constraints/demands. **PARENTS- should you have any objections to the reading selections, they must be received in writing by Tuesday, September 4<sup>th</sup>. Mr. Shafferman will make all decisions regarding these objections and appropriate alternatives will be offered at that time. Please remember that the literary selection guidelines for this course are set by the AP College Board administrators and are designed for college bound readers.**

### **British Literature and Poetry:**

William Shakespeare- *Macbeth*, *Hamlet*, and various sonnets

Kate Chopin- *The Awakening*

Henrick Ibsen- *A Doll's House*

Joseph Conrad- *Heart of Darkness*

George Orwell- *1984*

Oscar Wilde- *The Importance of Being Ernest*

Jonathan Swift- *A Modest Proposal* and other selections

Chinua Achebe- *Things Fall Apart*

Thomas C. Foster- *How to Read Literature Like a Professor*

Alexander Pope- *Rape of the Lock* and *An Essay on Man*

Various poets- Lord Byron, Percy-Bysshe Shelley, John Keats, William Butler Yeats, John Donne, T.S. Eliot, William Wordsworth, Dylan Thomas, Richard Wilbur, Seamus Heaney, and other selections to be determined by the instructor.

### **Other Short Stories, Poetry, and Essays:**

Ernest Hemingway- "Hills Like White Elephant," "A Clean Well-Lighted Place"

Shirley Jackson- "The Lottery"

Chinua Achebe- "An Image of Africa"

Cedric Watts- "A Bloody Racist: About Achebe's views on Conrad"

T.S. Eliot- "The Wasteland," "The Hollow Men," and "The Love Song of J. Alfred Prufrock"

Flannery O'Connor- "A Good Man is Hard to Find"

Anna Quindlen- "The Great White Myth"

John Steinbeck- "The Chrysanthemums"

Virginia Woolf- "Solid Objects"

Kate Chopin- "Desiree's Baby," "The Story of an Hour"

Emily Dickinson- various poems

Langston Hughes- various poems

Sylvia Plath- various poems

Time Magazine- "The Nature of Evil," June 1986

**Textbooks / Sources:**

*Perrine's Literature: Structure, Sound, and Sense*  
*The Making of a Poem: A Norton Anthology of Poetic Forms*  
Holt McDougal *Literature Grade 12*  
*Readings for Writers*  
*The Riverside Anthology of Literature*  
Released AP tests and College Board materials

**Web sites:** <http://www.apcentral.collegeboard.com>  
<http://www.wordmasterschallenge.com>  
<http://www.humanities.byu.edu/rhetoric/silva.html>  
<http://www.writingcentre.ubc.ca/workshop/tools/rhet1.html>  
<http://apstrategies.org/vocab/novels.asp>  
<http://owl.english.purdue.edu/>  
<http://bedfordbooks.com/bb/>  
<http://www.bartleby.com/141/>  
<http://newyorker.com/>  
<http://theonion.com/>  
<http://english.ttu.edu/kairos/>  
<http://theatlanctic.com/>  
<http://townhall.com/>  
<http://www.washingtonpost.com/>

**The Renaissance:**

Students begin the semester with an immersion in Renaissance poetry concentrating on the sonnet. By analyzing the structures of the Petrarchan, Spenserian, and English sonnet forms, students learn how those structures relate to the organization of ideas. Additionally, students learn to recognize and explain the effectiveness of figurative language, imagery, symbolism, tone, attitude, and other literary devices related to the author's purpose. They practice decoding the syntactical uniqueness of older literature by paraphrasing pieces into modern language and analyzing *how* and *why* certain syntactical choices impact meaning. Students practice analyzing poetry through frequent class and group discussion, modeling written analyses on the overhead, and through independent written practice and revision with teacher conferencing. By analyzing professional poets' writing, students learn to apply similar stylistic choices to their own writing in order to convey meaning.

After practice with the language of Renaissance poetry, the focus shifts to Shakespearean tragedy with *Macbeth* and *Hamlet*. Students continue to concentrate on the language itself but begin to analyze character, conflict, setting, theme, and structural devices as well. Students frequently annotate passages (in groups and independently) and practice interpreting the literature with emphasis on supporting ideas and textual evidence. Further, students practice expressing ideas both concisely and precisely. Consequently, oral and written vocabulary development is both cumulative and recursive. The goal is to replace vague, trite, and bland wording with specific diction in class discussions and written work.

**Second Semester (9) weeks:**

This semester begins with **Restoration and Eighteenth Century** literature focusing on nonfiction and satirical pieces. Students begin by reading Jonathan Swift's *A Modest Proposal*. Working in groups, they explicate different sections of the work and explain how Swift uses satirical elements to shock his audience. In addition, the rhetorical persuasive devices are defined, identified, and discussed (logical, ethical, emotional ect...).

Along with Swift, students read lighter satire in excerpts from Alexander Pope's *The Rape of the Lock*, and modern non-British works like newspaper columns and editorials. We also study and analyze Pope's heroic couplets and *An Essay on Man*. From these works, students must be able to explain how the works reflect the characteristics of the historical period and how the literature contrasts with that of the Renaissance.

**The Romantic Period** follows with poetry selections from Wordsworth, Coleridge, Keats, and Percy Shelley. Our focus will be on poetic devices, terms and analysis of structure, rhyme scheme and literal versus figurative meaning. These elements will be discussed as they relate to the poets' purpose in conveying theme.

In the **Victorian Period**, students read Oscar Wilde's *The Importance of Being Earnest* aloud. With this work, they revisit satire and explain how it exposes the weaknesses of the upper class Victorian society. They practice recognizing and explaining the effects of irony (verbal, situational, and dramatic), understatement, hyperbole, and other satirical elements. Through close reading of shorter excerpts from Dickens and other Victorian novelists, students practice annotating, analyzing, organizing, and writing for the prose style-analysis essay on the AP test. The study of poetry continues with Robert Browning's dramatic monologues and Tennyson's elegies.

In the **Modern Period**, we will tackle two novels of great literary significance, Joseph Conrad's *Heart of Darkness* and George Orwell's *1984*. In analyzing the modern features particular to these works, such as the modernistic settings, subverted imagery, and nontraditional narrative techniques, students continue to recognize the literary tools utilized to convey a more contemporary message.

Finally, students analyze and discuss modern poetry, with such poets as T.S. Eliot, Dylan Thomas, Richard Wilbur, Seamus Heaney and others through direct classroom discussion and written AP style analyses. In addition, students will compare and contrast modern poets' themes, structures, and styles with poets and poems we have already studied. This is in preparation for the poetry style-analysis question on the AP Literature and Composition Exam which often contains a compare/contrast essay question over two poems.

#### **Teaching Strategies:**

##### **Close Reading and Annotation:**

Close reading and detailed annotation of the all selected works is integral to learning AP writing skills. Annotation is introduced with Mortimer Adler's "How to Mark a Book." Based upon Adler's assertion that a reader must interact with a book through annotation, students are taught to "mark up" the literature and make detailed notes about literary devices such as: theme(s), motif(s), figurative language, rhetorical patterns, authorial purpose(s), and other literary and/or poetic devices. Students will work with mnemonic reminders such as SOAPS, TPCASTT, and DIDLS as foundational building blocks for appropriate annotation.

##### **Vocabulary:**

The overall goals in vocabulary development are: (1) to enhance reading comprehension and (2) to give students more choice in using strong, precise diction for specific purposes in their own speech and writing. Students are expected to utilize appropriate college-level vocabulary in spoken and written analyses throughout the course. The vocabulary lists given are generated from two sources: (1) AP College Board released materials and (2) SAT word lists specific to the novels and/or texts being read at that particular time. Students are expected to know the definition(s) of the word(s) and to recognize their meaning in the context of a given sentence. Vocabulary quizzes are given every two weeks and generally consist of 25-50 words depending upon the length of the literary piece.

**Writing Assignments:****Student Writing Expectations:**

- develop and organize ideas in clear, coherent, and persuasive language;
- display growth and development in stylistic maturity;
- utilize a wide range of vocabulary both connotatively and denotatively;
- implement a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- present a logical organization, enhanced by specific techniques such as repetition, transitions, and emphasis;
- display an effective use of tone control, maintain a consistent voice, and achieve emphasis through parallelism and antithesis.

**Composition:**

Students will enhance their writing through the use of sophisticated sentence structure (parallelism, subordination, and coordination). To this end, we will work with Don Kilgallon's *Sentence Composing* exercises. His rationale, based upon the mimetic theory of oral language acquisition is applied in these exercises to written language acquisition, allowing students to move toward the use of more elevated sentence structure in their own writing by continual exposure to the structures used by professional writers. The appropriate integration of SAT vocabulary words generated from the assigned literature is expected.

Students are expected to write in a variety of forms. These include the following: narrative, analytical, expository, and argumentative. In addition, they should address multiple subject areas: literature/poetry, personal experience(s), public policy, and social, historical, and/or cultural values (including popular culture). Writing will be viewed as an ongoing and organic process that will continue throughout the semester. The student will be required to write organized, coherent, and in-depth essays over poetry, fiction, and non-fiction texts in accordance with the guidelines set forth in the AP College Board Handbook.

The specific writing assignments for the semester are as follows:

**Timed Writings:**

Students will complete at least five AP style time writings each nine weeks. These will include several AP Literature and Composition prompts from past exams and will be integrated thematically with the literature as we progress through the semester. These will be given under timed conditions in order to simulate the actual test-taking environment of the exam as closely as possible.

The timed writings will address the literary and rhetorical devices/strategies within a passage or poem from the reading list. Periodically, students will work collaboratively to annotate the given passage, compose thesis statements, introductory paragraphs, and/or thematic statements pertaining to the passage. Students will conference with the teacher about their progress and development with AP style analysis writing at least two times per semester.

**Process papers:**

The process paper is defined as a long term writing assignment that involves prewriting, teacher conferencing (before and after final copy), multiple drafts, peer-editing/revision exercises, teacher-guided editing, and a polished final copy.

Process paper assignments include the following:

**1. Personal Narrative-** The purpose of the personal narrative, process paper is to have seniors prepare their college essay, thus it will be assigned at the very beginning of the semester. The student will begin with two in class writing samples (twenty and thirty minutes respectively) in an attempt to narrow their focus and discover a topic. After both samples are complete, each student should have three experiences from which to choose. They will then conference with the teacher individually in order to discuss which particular topic would best suit their college essay prompt(s). The grading rubric for this assignment requires students to include the following in their essay: figurative language, dialogue, sensory details, and an interesting narrative structure. The final copy will be turned in with both writing samples, a rough draft, and a peer editing sheet. Oftentimes, students will be asked to have a post assignment conference with the teacher in order to review and discuss the final narrative product.

**2. Persuasive Essay: argumentation and synthesis-**The purpose of the argumentation/synthesis paper is to help students develop, organize, and present a well-constructed argument utilizing appropriate rhetorical strategies, while incorporating outside sources according to the Modern Language Association's documentation guidelines. After reading and discussing Joseph Conrad's *Heart of Darkness*, Chinua Achebe's *An Image of Africa*, and Cedric Watts' *A Bloody Racist: About Achebe's View on Conrad*, students will write a five to seven page argumentative paper in which they defend, refute, or qualify Chinua's Achebe's claim that Joseph Conrad, in the context of his novella *Heart of Darkness*, is a "bloody racist." This assignment will include the following: several progressive prewriting strategies/exercises, an outline of their thesis and major points of their argument(s), a rough draft, a peer editing sheet, a teacher input sheet, and a final copy with a Works Cited page. This paper requires not only the appropriate implementation of Advanced Placement rhetorical strategies, but also written, detailed analysis and understanding of Conrad's literary purpose and style.

**3. Poetry Analysis: compare and contrast-** The purpose of this analytical essay is to aid students in developing an awareness of how particular literary elements or features contribute to the overall meaning of the chosen work. In addition, this essay is designed to enhance the student's recognition of, and appreciation for, the elements of style. Students will write an extended analysis in which they compare and contrast two poems. When writing this paper, the student will consider the following elements as they are applicable to the poems' overall style and theme(s): figurative language, rhyme scheme and other rhythmical patterns, tone, symbolism, allusion(s), meter and scansion, syntax, and imagery. Students will recognize, identify, and discuss the differences and/or similarities within each poem and construct a well-organized and cohesive analysis in an academic voice. The final product will include: a detailed annotation of each poem, a rough draft, a peer editing sheet, and an edited final copy.

**4. Personal response: mini-papers-** Throughout the semester, students will be required to write five to seven mini-papers (about 2,000 words) in response to current issues. These topics may include: politics, popular culture, current controversial issues, and literary reviews/opinions.

The purpose of this assignment is to broaden the students' scope and understanding of the role of the media in the world today. These writing assignments will be completed and discussed in class. They will be placed in the students' writing folders and reviewed at the end of the semester.

**Student Evaluation:**

Students are assessed on such activities as formal essays, AP skill-based exams, reading quizzes, annotated readings, Socratic seminars, and vocabulary quizzes. Since the class is considered a college level course, very few daily grades will be given.

**Assessments:**

- AP style multiple choice tests and quizzes
- Vocabulary and AP Literature and Composition literary terminology quizzes
- Timed writings and other writing assignments
- Tests over assigned readings
- Socratic seminars

**Grading Rubrics:**

Most writing will be graded utilizing a rubric adapted from the Texas Academic Decathlon Association. This rubric is closely aligned with the College Board's AP writing expectations and standards. All process papers will be graded according to a rubric specifically designed to fit the individual requirements for each paper. All rubrics contain elements of the following:

**90-100 = Master Writing**

Students working at this level are fully engaged and self-directed. They demonstrate a willingness to examine their own assumptions and are open to constructive argument. The quality of their writing and discussion extends beyond the obvious and superficial. These students come to class fully prepared to participate in any planned activity. Assignments are submitted on time, and makeup work is managed responsibly. In addition, students at this level state a strong, clear thesis directed at the prompt with clear external structure. Their essay consists of an engaging introduction, appropriate body divisions suited to content, and a conclusion that raises the discussion beyond the summary level. The thesis is supported with rich, concrete, specific details, and contains elaboration with meaningful commentary relative to the thesis. They use the conventions of standard, written English with few or no errors in sentence structure, usage, punctuation, and spelling.

**80-89 = Advanced Writing**

Students working at this level are competently engaged and demonstrate a consistent attempt to examine their own thinking and assumptions. The majority of their work reflects a level of thinking beyond the obvious and superficial. These students come to class fully prepared to participate in any planned activity. Most assignments are submitted on time, and makeup work is managed responsibly. Essays in this category include characteristics of the 90-100 range but in a "thinner" version, lacking details and examples of elaboration, insight, depth, voice, imagination, and/or style. Students commit few errors in sentence structure, usage, punctuation, and spelling without interfering with understanding.

**70-79 = Developmental Writing**

Students working at this level demonstrate less consistency with their engagement in the course. They occasionally are willing to examine their own thinking and assumptions. Only a small portion of their work extends beyond the obvious and superficial. Students come to class minimally prepared to participate in the day's activities. Essays in this category minimally address a thesis or prompt and do not communicate a strong, fully developed message. They do not consistently provide details of elaboration and/or clear transitions. They may adequately analyze some points, but may neglect or superficially analyze others. They generally use appropriate grade-level vocabulary, but diction may be general rather than specific, and ordinary rather than precise. In addition, both the tone and voice of the essay may be inconsistent. These essays contain several errors in sentence structure, spelling, punctuation, and/or usage, but they do not interfere with the overall understanding of the essay.

**Below 70 = Insufficient Writing**

Students working at this level are obviously demonstrating unacceptable habits. Work is often not submitted, or the student may completely ignore the requirements of the class. Assignments are submitted late or may be missing entirely. Makeup work may be missing or ignored. Essays in this category either under-develop the thesis or distort the prompt. They lack precision of organization with adequate external structure, vague or missing topic sentences, inappropriate transitional elements, and/or no closure. In addition, they display little or no progression of ideas and may supply irrelevant details. They may show an attempt to support ideas but with inappropriate or inadequate textual evidence, elaboration, and/or commentary. They contain grammatical and/or mechanical errors that interfere with the essay's overall understanding.

The categories for grading are weighted as follows, according to the Marcus High School English Departments policy:

- Tests-60% (timed writings, tests, process papers)
- Quizzes-30% (vocabulary, reading, and group projects)
- Daily-10% (homework, informal writings, seminars)
- Midterm and final examinations will count as 15% of the semester grade

**Final Thoughts:**

Please remember that the ultimate goal of this course is learn to recognize, understand, and appreciate the significant role of literature and literary analysis in the modern world. In doing so, my hope is that you earn college credit as well. Therefore, the recommended reading list is designed with mature, college-bound, readers in mind.



## English IV -AP/LEAP General Class Information 2013-2014

Mrs. Spurgeon

Visit my website at <http://teacherweb.com/TX/MarcusHighSchool/Spurgeon/spurgeonw@lisd.net>

### I. Classroom Policies:

1. The Marcus High School tardy policy will be strictly enforced. Stay in your seat until the bell rings for dismissal.
2. No food or drink except for bottled water (another Marcus policy).
3. All assignments (unless otherwise specified) must be written in blue or black ink on white, lined notebook paper. All typed papers should be in black, *Times New Roman*, twelve point font. Colored paper and strange fonts make grading difficult.
4. Please remember this is an AP course. Any use of email and/or texting slang are **unacceptable** in formal essays and papers. If this happens repeatedly, your grade will reflect it!
5. In accordance with the new LISD BYOT initiative, students will be allowed to bring and utilize electronic devices such as E readers, I Pads, I Pods cell phones with wireless internet capability, and laptop computers. However, the decision to “power up” and “power down” these devices are solely at the teacher’s discretion. Any abuse of technology (texting, inappropriate web sites, cheating, ect...) will result in a referral to an assistant principal. On testing or quiz days, no technology of any kind will be allowed.
6. Respect the rights and opinions of others. Everyone is entitled to voice his/her ideas in a safe and supportive environment.
7. All essays and process papers will be kept in your writing folder in my room until the end of the semester or year (depending on when you have my class. This is an English Department policy.

### II. Grading Policies:

Daily assignments are worth 10 percent, quizzes 30 percent, and tests 60 percent. Due to the large amount of reading material for this course, you will be responsible for nightly reading passages. Most quizzes given pertain to the assigned readings. Vocabulary quizzes are every two weeks.

1. Per LISD policy, you have the number of days missed to make up any and all work. It is your responsibility to check the assignment folder upon your return and see me for any handouts. Any work due on the day a school sponsored activity occurs, **must** be turned in either the day before or first thing in the morning.
2. If you are absent the day a major assignment is due, **it is your responsibility to either email or get someone to bring it to school. The email MUST be received by 8:15 the morning that the assignment is due. NO EXCEPTIONS!**
3. Any late work will be accepted the following day for a maximum grade of 70 percent. After that it becomes a zero. **This is a district policy and will be strictly enforced. I will not accept late work after the second day without a late work pass. NO EXCEPTIONS!**

4. Missed tests and quizzes are made up by appointment only and will be an alternative test.
5. A grade of 73 or below on your progress report will result in a phone call to your parents.  
All progress reports must be returned signed by a parent/guardian regardless of the grade.
6. Lesson plans, class announcements, and a class calendar are updated weekly to my website.

### **III. Tutoring:**

I am at school between 7:00 and 7:15 every morning. As I have a young child that must be picked up by 4:00 each afternoon, I prefer to schedule tutoring sessions and makeup quizzes/exams before school. I can make advance arrangements for after school sessions on Wednesdays and Thursdays only.

### **IV. Supply List:**

The following supplies are required:

medium-sized three ring binder with pockets	
2-3 colored pens other than blue or black	blue or black pens
lined notebook paper	1 package of 4X6 index cards
post-it notes or tabs	number 2 pencils for test-taking
1one package of tabbed dividers	

If you bring **both** of the items listed below, you will get a late homework pass from me to be utilized any time throughout the semester. The pass will allow you to turn in a homework assignment a day late with no penalty. The optional supplies are due by Tuesday, September 4<sup>th</sup> and are for communal use.

#### **If your last name begins with A-K, please bring:**

1 package of individually wrapped candy  
1 roll of paper towels

#### **If your last name begins with L-Z, please bring:**

1package of individually wrapped candy  
1 large box of tissues.

**English IV-AP/LEAP**

**Mrs. Spurgeon- W107**

[spurgeonw@lisd.net](mailto:spurgeonw@lisd.net)

Visit my website at <http://teacherweb.com/TX/MarcusHighSchool/Spurgeon/>

**(469) 948-7169**

Dear Parents,

I look forward to having your son/daughter in my English IV-AP/LEAP class. Since the College Board requires all AP teachers to be very detailed and specific in the scope and sequence of their syllabus, I have posted it on my website for your convenience. I have attempted to be very thorough so that you and your son/daughter will know precisely what this course entails.

In today's busy world, email is a wonderful way for me to stay in touch with parents. So, please make sure that you include your email address when you sign below. Even though your child is now a senior, if they are failing or having academic difficulties, I will contact you immediately. My goal is for them to have a successful semester, prepare for college, and score well on the AP test next May. Please feel free to email or call with any questions or concerns you may have. I look forward to a great semester!

Sincerely,

Wendi H .Spurgeon

English IV-AP/LEAP

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**Please detach, sign, fill in email addresses, and return by Friday, August 30<sup>th</sup>.**

**Parents: please DO NOT forget to include your email address!**

I have read and understand Mrs. Spurgeon's classroom policies and the course overview for English IV-AP/LEAP

Student signature and email address:

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Parent signature and email address:

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