

Broken Arrow High School

AP Literature



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Course Description: **Taken from The College Board's English Literature and Composition: Course Description, Effective Fall 2010:**

“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 as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one’s fellow students.”

Taken from the *Broken Arrow Public Schools High School Course Planning Guide:*

The literature portion of this course stresses the analytical/critical study of four genres: narrative fiction, verse, drama, and the essay. The composition portion stresses a mastery of the skills for application through evaluation, namely, ordering ideas into logical patterns and developing these ideas with pertinent and valid detail. Students write analytical and documented essays. Students will expand their familiarity with research techniques by developing a documented research project, using the media center and other sources. In May, students should plan to take the Advanced Placement Literature and Composition exam for possible college credit (college determines credits earned).

Course Objectives:

This course will enable you to:

1. Analyze literature by identifying and recognizing the effect of writing structure, syntax, figurative language, imagery, symbolism, tone, and other literary techniques.
2. Establish a broad reading base to prepare for future humanities courses at the college level.
3. Write clear, concise expository essays as literary response.
4. Describe and apply literary theory through the various critical lenses employed by scholars and literary critics.
5. Enhance discussion skills through structured class discussion and peer review.
6. Develop an understanding of the AP test format, content, and expectations in order to improve chances for success on the exam.

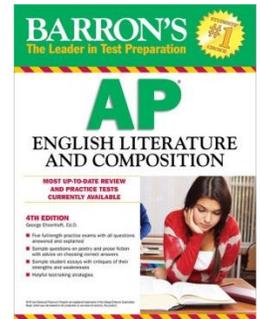
Textbooks:

McDougall Littell *British Literature*

Thomson Wadsworth *Literature: Reading, Reacting, Writing*, 6th ed.

* *Barron's AP English Literature and Composition*, 4th Edition, ISBN: 978-0764146961

***You must purchase a copy of this book by September 17, 2012**



Outside Reading Assignment As a component of the required research paper first semester, students will be required to choose a book from the list of frequently tested AP novels. They will complete the reading within a specified time frame then connect it to other cultural texts through extensive research.

During the study of Shakespeare, students will be required to read an additional Shakespearean play from a selected list then create a selected project for presentation.

Additionally, all texts selected as part of the curriculum will be read and annotated outside of class time.

Units of Study Each unit will include outside reading of a wide range of representative texts. Additionally, test preparation and a final writing project will be assigned. The requirements for the writing component will be detailed and assigned in advance of the due date. In correlation with the Common Core standards, each unit will incorporate extra readings to accompany the fiction selections taken from professional journals, primary source critiques, and editorial reviews.

Unit I: Short Stories & Introduction to Literary Analysis

“Hills Like White Elephants” Ernest Hemingway

“Happy Endings” Margaret Atwood

“The Story of an Hour” Kate Chopin

“Araby” James Joyce

“The Yellow Wallpaper” Charlotte Perkins Gilman

“Metamorphosis” Franz Kafka

Unit II: Medieval Texts

Beowulf

Grendel, John Gardner

Canterbury Tales, Geoffrey Chaucer

Unit III: Renaissance Drama & Existentialism

Hamlet, William Shakespeare

Rosencrantz & Guildenstern Are Dead, Tom Stoppard

The Stranger, Albert Camus

Petrarchan & Elizabethan Sonnets

Unit IV: Research

MLA documented research paper that thematically examines one canonical work of student's choice (novel or play) accompanied by two cultural texts such as a poem, short story, film, or musical piece. Using outside literary criticism, students will analyze the three works in light of a major theme.

Unit V: Sixteenth Century Metaphysical Poets

Selected Poetry of: John Donne

Ben Jonson

Unit IV: Romantic Era Poets

Selected Poetry of: William Blake

William Wordsworth

Samuel Taylor Coleridge

Percy Bysshe Shelley

John Keats

Unit VI: The Victorian Era

Jane Eyre, Charlotte Bronte

Picture of Dorian Gray, Oscar Wilde

Unit VII: Twentieth Century

Heart of Darkness, Joseph Conrad

Things Fall Apart, Chinua Achebe

The Awakening, Kate Chopin

Portrait of the Artist as a Young Man, James Joyce

The Handmaid's Tale, Margaret Atwood

For in-class timed writings, please use the following rubrics to understand the numeric score assigned to your essay.

The score assigned by an AP reader reflects his/her judgment of the writing as a whole. Writers are rewarded for what they do well in response to the question, taking into account the time limit students write under. These essays are thus evaluated as comparable to essays produced in final exams, not judged by standards appropriate for out-of-class writing assignments. Even essays scored with an 8 or 9 are likely to exhibit occasional flaws in analysis or in prose style and mechanics; such lapses enter into the reader's holistic judgment of the essay's quality. In no case, however, will an essay with many distracting errors in grammar and mechanics be scored higher than 2. Essays will be thought of as above or below 5. A 5 essay doesn't say very much, but it says it rather well. Essays below 5 make significant errors in interpretation. A student cannot get above 5 with a significant error in interpretation.

9: Essays earning the score of 9 meet all the criteria for 8 papers and, in addition, are particularly well-reasoned and insightful, rich in content, or demonstrate particular stylistic command or finesse.

8: Essays earning the score of 8 effectively evaluate the argument, work, or tasks through a carefully reasoned critique of the strategies of the work. These essays are in-depth (at least two pages and often more), show a significant understanding of literary techniques and terminology and relate all observation to the meaning of the work. These essays show strong detail and elaboration. Their prose demonstrates their writer's ability to control a wide range of the elements of effective writing, but need not be without flaws.

7: Essays earning the score of 7 fit the description of 6 essays, but are distinguished from them by fuller analysis or stronger prose style. They are significantly more than competent.

6: Essays earning the score of 6 adequately evaluate the argument, work or tasks. They present the views accurately, and their comments on important elements are generally sound. They do not have the depth, the elaboration, or the detail which must be related to the meaning of the work that essays which earn higher scores do. Yet they are logically ordered, well developed, and unified around a clear organizing principle. A few lapses in diction or syntax may be present, but, for the most part, the prose of 6 essays convey their writer's ideas clearly.

5: Essays earning the score of 5 evaluate the work, argument, or tasks adequately, but their own reasoning is limited or unevenly developed. A few lapses in diction or syntax may be present, but for the most part the prose of 5 essays conveys their writer's ideas clearly. A 5 essay doesn't say much though it makes no significant errors of interpretation, and it says what it does rather well. These essays are generally competent but superficial.

4: Essays earning the score of 4 respond inadequately to the question's tasks or argument. They may misrepresent or misinterpret a significant part of the work, or they may represent accurately but evaluate through a presentation that does not make the writer's views of the argument clear or convincing. The prose of 4 essays usually conveys the writer's ideas adequately, but may suggest inconsistent control over such elements of writing as organization, diction, and syntax.

3: Essays earning the score of 3 are described by the criteria for the score of 4 but are particularly unsuccessful in their attempts to evaluate the work, the tasks, or the argument or particularly inconsistent in their control of the elements of writing.

2: Essays earning the score of 2 demonstrate little or no success in evaluating the question. Some may substitute another related task. The prose of 2 papers may reveal consistent weaknesses in grammar or another of the basics of composition. These essays are characteristically brief.

1: Essays earning the score of 1 are particularly simplistic in their response, inadequately short in length, and may reveal consistent weaknesses in grammar or other elements of composition.

0: Essays which have no response or whose response is unrelated to the question.

Expectations: **BE RESPONSIBLE!**—Come to class prepared each day.

This means you will have the books, paper, writing instruments, and any assignments that are due every time you come to class.

Respectful

BE RESPECTFUL!—Not only to the instructor, but also to other students. This means not interrupting class with tardiness or outbursts, as well as being respectful of others' ideas and opinions.

Responsible

Other words to live by: **POLITE, PRODUCTIVE, PREPARED, PUNCTUAL, AND PROUD!**

For any other questions pertaining to dress code, cell phone use, tardies, etc., please refer to your Student Handbook.

Consequences: As we are all mature people, I do not anticipate or expect any problems in our class, but if for some reason, our expectations or procedures are not met, we have a five-step plan to regain focus and maximize student success. The plan is as follows:

1. *The Unspoken Warning:* can consist of a table tap, a stern look, or a variety of other warnings
2. *The Verbal Warning:* a polite vocal request to end all behaviors detracting from our learning
3. *The Frank, Candid, Blunt, Uninhibited, Unreserved, Downright Lay-It-All-On-The-Line Discussion:* occurs during lunch, before or after class—or if the offense is serious enough, during class—often, this consequence is met with other consequences that will be completed outside of class time (i.e. detention)
4. *The Call or E-mail Home:* when in-class interventions fail to work, it is necessary to contact a higher power—The Parents
5. *The Referral:* When other interventions have failed, a principal, coach, guidance counselor, or other adult with greater power will be called in to handle the situation

Depending on severity of the incident, the instructor reserves the right to modify and/or skip any of the steps on the consequence plan.

Grading Policy: Grades will be determined on a total points scale. The final exam will be worth 15% of your total grade, as per school policy.

Tests and Quizzes: 30-50 points

Projects and Papers: 30-60 points

Minor Daily Assignments: 5 points

Other assignments are at the teacher's discretion

For major assignments rubrics and expectations will be provided. For general reference, however, here are five similes to represent my expectation for assignments:

	90-100% Like a banana split with all the toppings and some original ingredients, A work goes above and beyond expectations. It not only demonstrates an understanding of concepts discussed in class, but also takes risks and presents additional insights.
	80-89% Like homemade vanilla ice cream, B work demonstrates understanding of the concepts presented in class and shows thought and effort, but it doesn't take any risks or offer fresh insight.
	70-79% Like yogurt or fat-free ice cream, C work is solid but doesn't pack the punch of A or B work. It's competent but not dazzling.
	60-69% Like freezer-burned ice cream on a soggy cone, a D paper is there but leaves a bad taste. D work just doesn't hang together and probably show lack of thought and effort.
	0-59% Like a half-eaten ice-cream cone that has fallen on the floor, F work is definitely better than zero, but it is clearly not up to snuff. It is the result of careless work and poor planning.



Course Materials: You are expected to bring the necessary supplies to class each day. In addition, you are required to bring any homework that is due or assignments we are working on in class. You should also bring the book we are currently reading.

Required Supplies:

- Flash Drive
- 3 ring binder with dividers
- Notebook paper
- Pencil or pen
(blue or black only)

YOU PICK TWO:

- Box of Kleenex
- Hand Sanitizer
- Index Cards
- Post-It Notes
- Construction Paper
- Highlighters

Classroom Procedures:

Absent Work	Each student is responsible for his or her own make-up work. He or she must come in before/after school to make up tests or to get copies of assignments or notes. Check your class's designated folder for your missing assignments and consult your class's dry erase board for the weekly agenda. In addition, many assignments will be posted on the class website (www.lambBAHS.weebly.com). As stated in the Student Handbook, you will have two days for every one day that you are absent to turn in make-up work.
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Dismissal	Class will be dismissed when all materials have been returned and students are in their seats. Individuals who disrupt class will meet with the teacher after the bell rings.
Electronic Devices	Occasionally, you may be permitted to use a cell phone or portable music player in class. <i>Do not abuse this privilege.</i> Apart from those designated times, electronic devices should not be seen or heard. Because of changes in the district's policy, you may use the time between classes to socialize and play games on your phone. If your phone is being used in class, it needs to be at an instructed time as well as pertaining to the task at hand. If this becomes an issue, we will not use our phones in class. Calling is not permitted.
Entering Class	Upon entering the classroom, each student will prepare for class by finding his or her seat and beginning the warm-up that will be posted in the room BEFORE the bell has rung. Students are considered on time when they have the appropriate supplies and are working on their warm-up.
Passes	Students may only leave when absolutely necessary and only during independent work time, per instructor's discretion. Only one student may be out of the room for any reason at any time and each student must sign in and out at the clipboard by the door.
Late Work	Late work will be accepted until the dates listed below, however 5 percentage points will be deducted each day the assignment is late, to a maximum of 50 percent. Late work MUST be turned in by: <ul style="list-style-type: none"> • First Quarter: OCTOBER 12, 2012 • Second Quarter: DECEMBER 14, 2012 • Third Quarter: MARCH 8, 2013 • Fourth Quarter: MAY 24, 2013 (subject to school calendar changes)
Plagiarism	Plagiarism is a federal crime! Never copy, steal, or cheat at any time no matter how difficult an assignment is. All cases of copying, stealing, or plagiarizing will be reported. If you are having difficulty with anything at anytime, please come see me.
Tardy Policy	Although you will all be eager to come to class on time every single day, sometimes tardies are unavoidable. If you are late, you will be asked to sign in at the tardy log on the door to the classroom. Multiple tardies will result in Miss Lamb notifying your parents, and per the school policy, your fourth tardy will result in an office referral.
Turning in Work	Work will be turned in to your class's designated basket on time. The heading of your papers should consist of the following items in the upper left corner: NAME, HOUR, DATE, ASSIGNMENT NAME.
Warm-Ups	When students enter class each day, they are expected to begin the daily warm-up, which will either be on the dry erase board or SmartBoard. Students are expected to keep Warm-Ups and other quick writes in their Composition Notebooks. In the event of an absence, it is the student's responsibility to get the warm-ups they missed, either from a classmate or from the class website.

QR Code for Miss Lamb's Website:

Scan the image to the right using your smartphone to automatically be directed to Miss Lamb's Class Website (www.lambbahs.weebly.com).



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Please sign and complete this form, detach it from the syllabus, and have your student return it to Ms. Lamb.

I, _____ have read the syllabus and understand what is expected of me in this class.

(Student Signature) (Date)

As the student's parent or guardian, I have read the syllabus and understand what is expected of my child in this class.

(Parent/Guardian Signature) (Date)

Contact Information

Parent/Guardian Name: _____

Address: _____

Daytime Phone: _____ Evening Phone: _____

Cell Phone: _____ Email: _____

Which is the best way to contact you? (Check one)

- E-mail Daytime Phone Evening Phone Cell Phone

What should I know about your child to improve his/her learning experience?

BROKEN ARROW HIGH SCHOOL
Talent Release Form
Student/Parent Permission Form for
Release of Student Work and /or Information

Broken Arrow High School desires to help students display their talents in the public arena through publications, video, Art display, and other media and means. The intent of BAHS is to spotlight the students of our school in an appropriate and positive manner. The student and parent(s) are requested to provide BAHS permission to release the student's work, talent, and other information before such release is made. You will find below a description of the student's work, talent, or information that will be released with the permission provided by this form.

Name of Student _____ Home Phone _____

Name of Parent/Guardian _____

Address _____

Approximate date for Release of talent, Work, and/or information _____

The student's talent, work, and/or information will be released in the following manner:

For publication on Miss Lamb's website (www.lambbahs.weebly.com) _____

I approve the release of talent, work, and/or information as described above.

Student Signature _____ Date _____

Parent Signature _____ Date _____