



Dallas High School Home of the Dragons



Advanced Placement Literature & Composition

2013-2014

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Office Hours: Tues-Friday 3:00-4:00 PM or during 6th Period. Additional times by arrangement.

Course Description:

Welcome to AP English! This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English Literature/Humanities course, with the end goal of preparing you for the AP test in Literature and Composition. It is my goal to give you the skills, tools and confidence you need to pass the test and earn college credit at many colleges and universities. Your commitment to the course content, teacher and your classmates is essential to make the class a success.

Expectations: As this course's focus is the AP Exam, I expect that **every student takes the test in May**. Why else work so hard all year just for a grade? As for workload, you should plan on reading 10-20 pages a night. This is contingent on the genre and complexity of the work. This is a college-level course; therefore, the workload is higher, and the burden of responsibility and organization rests fully with the student. We will be working at a fast pace. Reading ahead is always encouraged.

NOTE: Our class is LARGE. As juniors and seniors, you should now fully understand the value and importance of ADVOCATING for yourself. My door is always open to you. Please see me for any questions or help EARLY...like, when you have the question. With so many students, I cannot guarantee that I will fully know of your level of individual confidence per unit of study. Just like your health, act preventatively before you really feel overwhelmed and in the dark.

Recommended Supplies

- 3-ring or spiral notebook. You will be receiving many materials. I will provide folder, but you might want to keep them in a binder.
- Flash drive (always back up data on hard drive at home!)
- Highlighters (Different Colors) for annotation and paper revision

- Mini-sticky notes for annotation

Texts:

Selected Short Fiction and Poetry

The Road, by Cormac McCarthy

Frankenstein, by Mary Shelley

The Heart of Darkness, by Joseph Conrad

The Tragedy of Hamlet, Prince of Denmark, by William Shakespeare

The Stranger, by Albert Camus OR *Waiting for Godot*, by Samuel Beckett

Films: *Apocalypse Now*, *The Road*, *Stranger Than Fiction*, *Hamlet*

I recommend purchasing a new or used copy of each text, in order to annotate and highlight on the page. Class copies are provided otherwise.

Course Outline

| UNIT TOPIC | READING STANDARDS ASSESSED (Based on College Board Standards for Literature) | SUMMATIVE ASSESSMENT |
|--|--|---|
| Unit 1: Close Reading Poetry and Prose. Tone, Mood, and Style. (6 Weeks) | <p>R4.2-2.6 & R4.2-1.6 SWBAT use annotation skills to close-read, as well as use reading strategies such as TPSFASTT and DIDLS.</p> <p>R1.1-2.6 and R1.1-3.6 SWBAT clarify meaning using DIDLS, looking at word choice and structure to differentiate among multiple possible meanings of words, and resolve ambiguity.</p> <p>R1.2-6.6 SWBAT analyze figurative language, imagery, symbols, and allusions to deepen comprehension.</p> <p>R1.3-4.6 SWBAT analyze themes, key ideas, main ideas, and supporting ideas, and write a critique of the ideas presented by the author through style.</p> <p>R2.2-1.6 SWBAT identify and defend the author's attitude (TONE) towards his or her subject; they will be able to relate themes to larger historical, cultural, or social context.</p> <p>R2.3-2.6 & R3.2-1.6 SWBAT assess the use of language, diction and structure, and its affect on the reader (Mood). This includes positive and negative connotations, as well as unintended meanings.</p> <p>R3.1-1.6 SWBAT assess the author's intentions upon the reader, and how the text meets that expectation.</p> <p>R3.2-2.6 SWBAT interpret and assess the use of literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone) and analyzes how literary devices and figurative language are used to reinforce key</p> | <p>Poetry: Free Response Essay (Timed)</p> <p>Prose: Free Response Essay on random excerpt; Free Response Essay on <i>The Road</i>.</p> |

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| | ideas, events, and themes and create multiple layers of meaning. | |
| Unit 2: <i>The Heart of Darkness</i> (6 Weeks) | <p>SWBAT identify and assess plot points, 2.6-R1.2 2.6-R1.2 and uses of foreshadow and flashback. How do these plot psychological rnal conflict (e.g. POV) andpoints create inte .SWBAT connect to social and historical conflicts .dilemmas</p> <p>SWBAT categorized the functions of the narrator, 3.6-R1.2 Marlow, Kurtz and other characters, and assess how these cters. Students will relationships create complex chara effectively critique Marlow’s credibility, and Kurtz’s .believability</p> <p>loaded) -SWBAT use historical information (front 1.6-R1.2 to assess significance of the setting. How is the Congo, or r overall London, or the Central Station a metaphor fo ?themes</p> <p>,motifs SWBAT analyze how connections among 4.6-R1.2 setting, character traits, character development, and plot suggest multiple levels of themes; analyzes and critiques themes across texts and within various social, cultural, and .rical contextshisto</p> <p>Student analyzes how multiple characters acting as .5.6-R1.2 narrators, each with a limited and possibly unreliable narrative perspective, influence the interpretation of events, characters, are and themes. Analyzes how narrative perspectives influenced by social, cultural, and historical contexts</p> <p>SWBAT analyze the effect of the novel’s 1.6-R1.3 .(organization (i.e. Frame Story</p> <p>SWBAT identify how Conrad really feels towards 1.6-R2.2 colonialism and racism, amoung other issues relevant to .Century Europe th19</p> | <p>Objective Test on the novel PLUS AP Free Response Essay Test (40 min)</p> |
| Unit 3: <i>Frankenstein</i> | <p>SWBAT identify and assess plot points, and uses 2.6-R1.2 of foreshadow and flashback. How do these plot points psychological l conflict (e.g. POV) andcreate interna ..dilemmas</p> | <p>Objective Test on the novel.</p> <p>Compare/Contrast</p> |

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| (4 weeks) | <p>SWBAT define character relationships and 3.6-R1.2 motivations, and their FUNCTIONS relating to the overall .theme</p> <p>SWBAT argue the value and purpose of the 5.6-R1.2 narrators. They will novel's frame structure, with three n challenge the reliability of each narrator and their interpretation of the events (e.g. Monster's experience vs. .(Dr. Frank's</p> <p>SWBAT identify and defend the themes of the 4.6-R1.3 .rnovel, and the central questions posited by the autho</p> <p>Student applies prior knowledge of 2.6-and R2.1 1.6-R2.1 .historical events and experiences to evaluate meaning</p> <p>attitudes, SWBAT assess the author's 1.6-R3.2 & 1.6-R2.2 perspectives, and beliefs and critiques how these relate to the .cultural, and historical context of the text ,larger social</p> <p>—SWBAT use various filters (Literary Criticism) 2.6-R2.2 to —Feminism, Marxism, Psychoanalytical, and Historical .develop multiple interpretations of the text</p> <p>tive Student will continue to demonstrate effec 2.6-R4.2 .reading-taking skills while close-annotation and note</p> | <p>Take Home Paper</p> <p>Literary Criticism Presentation (Group)</p> |
| Semester Break | | |
| <p>Unit 4: Poetry Analysis</p> <p>(4 Weeks)</p> | <p>R1.2-6.6 Analyzes elements, forms (e.g., lyric, blank verse, epic, sonnet, dramatic poetry), and sound to derive meaning from poetry; analyzes figurative language, imagery, symbols, and allusions to deepen comprehension.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Analyze elements, form, and sound to derive meaning from poetry Analyze figurative language, imagery, symbols, and allusions to deepen comprehension Analyze how form and organizational patterns influence | <p>Test on poetic terminology</p> <p>AP Multiple Choice Test (on poetry)</p> <p>AP Poetry Free Response Essay (40 min)</p> |

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| | <p>meaning</p> <ul style="list-style-type: none"> Analyze how themes, main ideas, and supporting ideas both within and between texts Analyze implicit and explicit references to elements of the social, cultural, and historical context Apply the Vendler Method of poetic analysis, with confidence and accuracy. | |
| <p>Unit 5: <i>Hamlet</i> (8 Weeks)</p> | <ul style="list-style-type: none"> R1.2-3.6 SWBAT analyze the different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, foil, tragic hero); analyzes how relationships among character actions, dialogue, physical attributes, thoughts, feelings, and other characters portray nuances of complex multilayered characters (e.g., beliefs, values, social class, and gender roles) and advance the plot. R1.2-4.6 SWBAT connect major motifs to character traits, character development, and plot; able to suggest multiple levels of themes. R1.3-2.6, R2.3-2.6 & R2.3-1.6 SWBAT look at Shakespeare's use of structure—poetry vs. prose, iambic pentameter, etc.—for clues towards meaning and characterization. R1.3-4.6 SWBAT analyze themes, key ideas, main ideas, and supporting ideas within and across complex texts and evaluates and critiques the coherence, validity, and relevance of ideas, evidence, and arguments. R2.2-2.6 (Literary Criticism): SWBAT read the play through various perspectives and filters, such as feminist or psychoanalytical, to gain deeper insight into the meaning and purpose of the work. R3.2-2.6 Critiques how an author achieves specific effects and purposes using literary devices and figurative language | <p>Timed Character Analysis Test</p> <p>Objective Act Tests</p> <p>Formal Paper: Analysis of Hamlet's Soliloquies</p> |
| <p>Unit 6: Test</p> | <p>Review all standards and content.</p> | <p>Practice Exam</p> |

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|---|--|---|
| Review (2 Weeks) | | |
| AP EXAM is on THURSDAY, MAY 8th | | |
| Unit 7: Existentialism (4 Weeks) | WBAT clarify meaning using DIDLS, looking S 3.6-and R1.1 2.6-R1.1 differentiate among multiple possible at word choice and structure to .meanings of words, and resolve ambiguity analyze themes, key ideas, main ideas, and supporting SWBAT 4.6-R1.3 the ideas presented by the author through ideas, and write a critique of .style SWBAT identify and defend the themes of the novel, and the 4.6-R1.3 .central questions posited by the author | Take-home Essay on Existential Critical Lens. |

WRITING STANDARDS for ALL UNITS

SWBAT create a succinct thesis statement/introduction, clearly identifying the CLAIM, GROUNDS and **A1.6-W2.1**
the WARRANT

Drafts a clear and substantive thesis claim, develops a coherent and smooth progression of ideas, **A1.6-W3.1**
eas, supports claims and opinions with evidence (i.e., reasons, examples, and strategically includes supporting id
.facts), incorporates varied source materials, and draws a persuasive conclusion

ages, rhetorical Selects precise vocabulary, compelling verbs, figurative language (e.g., metaphors, im **A1.6-W3.2**
questions, connotation/denotation, irony, wordplay and puns, symbols) to establish credibility and authority, suggest
.an attitude toward subject matter, create mood, and appeal to the audience

ide the generation of content (e.g., close reading of primary text; free Uses a variety of strategies to gu **L2.6-W2.2**
response groups or group discussions; reading of secondary sources; -writing; journaling, talking with peers in reader
phical, and social context; analyzing and addressing situating the text in its political, historical, cultural, geogra
(interpretations of critics

Selects precise literary terminology to establish credibility and authority, to support interpretation of the **L1.6-W3.2**
.text, and to appeal to the audience's interests

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills
essential for success in employment, college, family, and community life. We have integrated the Personal

Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: **80%** of the course grade will be based on the Academic grade and **20%** on the Personal Management grade.

Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.

- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- All PM assignments must be submitted by the date of the final assessment over that unit.
- Students must schedule performance retakes at their teacher's convenience.
- Tardies and Unexcused absences will be reflected in your Personal Management grade.
 - 75% of your PM grade will be based on assignments, participation, and timeliness
 - 25% of your PM grade will be based on being ON TIME, including attendance.
 - For every Tardy, students will lose 10% of this grade
 - For every Unexcused Absence, students will lose 20% of this grade.
 - There is no penalty for Excused Absences.

EXTRA CREDIT

Extra Credit is not available in this course. Extra Credit has been proven to avoid the standards to which the assignments and projects are designed. Students should do the work assigned. BUT...Students may redo ANY major paper, test, or project to earn a higher score. Students must discuss options with the teacher. It is up to the student to advocate for himself or herself

CELL PHONES and TECHNOLOGY

We all have cell phones, which are evermore tantalizing with apps, texting, gaming, etc. I firmly believe that students who cannot go 90 minutes without texting or checking their phones lack the attention and work ethic that are essential for success in the world. As someone equally addicted, I know there's a TIME and a PLACE for cell phones; the classroom is NOT one of those.

I follow the DHS Cell Phone policy:

“Mobile phones are not to be in use or in open view within classrooms, restrooms, locker rooms, or during lockdown situations. Misuse of mobile phone or electronic device will lead to the following consequences:

1st offense - confiscated device is delivered to the main office and returned to the student at the end of the school day.

2nd offense - confiscated device is delivered to the main office where parent/guardian will be contacted to reclaim possession.

3rd offense – discipline referral for “insubordination”, parent contact, and student will no longer be allowed to have the device at school without administrator permission

Be engaged in the class, and save your texting for passing periods and lunch.

Plagiarism/Academic Honesty:

Plagiarism, collusion and academic dishonesty will not be tolerated on any assignments. Downloading previously printed or posted material from the Internet or other electronic means that are claimed as your own or copying another's work is strictly prohibited. Plagiarism, collusion and academic dishonesty will result in the failure of the assignment or project without an opportunity to recover it as well as Administrative actions as prescribed in the Dallas High School Student Handbook. (This is a really, REALLY big deal. In short, if it's not your idea, you need to cite your source.)

In Other Words...Do Your Own Work: Students will follow the school academic honesty policy and refrain from using online materials in lieu of their own analysis. I want *your* ideas, not a paraphrasing of someone else's. Any hint of plagiarism will result in disciplinary action and a zero for that assignment. Although a collaborative environment, students are expected to do their own work. The goal is to pass a major test for college credit using your *own* brain. Challenge yourself and do not use peers or technology as a crutch! They cannot aid you during the AP Exam, after all.

CLASSROOM RULES

I keep it simple.

1. **NO cell phones**, iPods, etc. (See above.)
2. **NO food**. I allow beverages with a lid on. But snacks are a distraction, and messy.
3. **Be respectful**: Don't interrupt. Don't call out. Listen. You know...be a good person.
4. **You break it, you buy it**. You break my trust, you buy my disappointment. This rule applies to ME, too. We need to create a positive environment. Our currency is respect.
5. **Be on time**. Be ready at the bell. Turn in assignments on time. Late is late.
6. **UNLESS**: You ask for an **extension BEFORE deadline**. This applies to summative assessments. Personal Management assignments must be done on time.
7. **Advocate for yourself**. Classes are HUGE this year. Represent yourself. See me for help earlier than later.

BATHROOM/HALL PASS POLICY

Each student will receive a Hall Pass in this class. Students have SIX opportunities per semester to use the pass. Each time, five Extra Credit points are deducted. This means, if you can use the passing periods for bathroom breaks, you can earn 30 EC points at the end of the term. That can bump a grade up nicely!

Parents: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with (Fill in the name of your course here) . If you have questions, please call 503-623-8336 EXT 114, or email using the email address provided in this document.

I acknowledge that I have read this syllabus and agree to its guidelines.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: