**2018-19 AP Literature and Composition Syllabus**

**Ms.** **Tozzi**

**Course Description**:

Advance Placement English Literature is a rigorous, college-level course designed to provide students with a broad learning experience equivalent to a college undergraduate, introduction to literature class. Through close reading of a variety of texts, students will understand how writers use language to provide meaning and to answer the larger questions of life. In both class discussions and in assignments we will examine the value of literary art—and we will attempt to determine the qualities of great literature.

Our focus is on literary scholarship; our analysis will examine rhetorical strategies, figurative language, diction, imagery, tone, syntax, style and structure. Students will concentrate on a mastery of literary terminology and a range of vocabulary, as they are integral to the explication of literature.

In addition to the credit you may earn for college, you will master skills that enhance your college experience and your life.

**Course Outcomes:** Students will:

               develop accurate, perceptive reading skills through close study of major texts representing various literary genres.

              recognize written works for their literary merit.

              enhance their vocabulary skills to cope with unfamiliar language.

              understand the techniques of poetry as they impact the meaning of each work.

              generate independent, analytical discourse during class discussions.

* hone their college-level writing skills with focus on organization and analysis, while incorporating sophisticated, clear and precise language.

**Formal Writing Assignments:**

               Students will write a variety of Advance Placement style essays over the course of the year to understand, explain and evaluate a variety of literary works; each essay will have a particular thematic or analytical focus.

               Students will analyze a variety of critical timed writings in order to gain insight into the writing process.

               The AP Rubric will be used for scoring student essays.

* Rewritten essays with substantial revisions are necessary to improve both writing and analytical skills

**Student Expectations:**

               To be open-minded in their pursuit of advanced literary analysis and writing skills.

               To read texts actively and thoroughly (to annotate, to read more than once when necessary, and to look up unfamiliar words in the dictionary).

               To enthusiastically participate in class discussions and group activities.

               To complete each assignment to the best of their ability and to hand in each assignment by the specified due date.

               To work on more than one assignment at a time (students will have long-term work and daily assignments).

**Methods of Instruction:**

Our class will focus on class discussion, as discussion is an important way students come to understand complex texts. There will also be some lectures and several group/individual presentations.

Students should be prepared to take notes each day. Quizzes and tests will cover notes and reading assignments, for detailed notes will provide valuable ideas/support for student essays. Socratic Seminars and cooperative learning groups will also be used, yet projects/assignments will be done individually.

**Course Materials:**

               A class binder

               Pens (please note that assignments MUST be completed in blue or black ink or they will not be accepted)

* Access to computer for rewrites/revised copies of essays

               Students must bring their required texts to class

**Assessment: Students’ grades will be based on the following formula:**

Quarter One:

30% Portfolio  
30% Tests and Quizzes  
30% Homework and Class Assignments  
10% Class Participation

100%

Quarter Two:

30% Portfolio  
20% Tests and Quizzes  
20% Homework and Class Assignments  
10% Class Participation  
20% Midterm

100%

**Writing Portfolio**

For quarters one and two, essay assignments will be graded by portfolio. Portfolio assessment is structured so you have more control and choice in your writing and final grades; although all essays must be completed; only those essays selected by you will be graded. Course work includes all essay styles found on the AP Exam. When an assignment is due, you will hand it in on time for comments; you will then revise your assignment so will have the option of choosing it as a part of your graded portfolio.

Each quarter, your portfolio will contain rough drafts, revisions and peer critiques of all essays. The pieces you choose for the graded portion of your portfolio must be “clean” copies, not copies marked by proofreading marks. Revised drafts must reflect revisions based on all teacher comments from the previous drafts. Revisions will help improve your writing. All drafts and critiques must be stapled to the final copy, with the final copy on the top and a rubric on the back. All assigned essays must be included in the portfolio. Incomplete portfolios will not be accepted. Remember, you cannot earn a passing grade without a portfolio. Keep all of your essay drafts.

Before the portfolios are due, I will distribute the sheet describing the specific directions and due dates.

**Make-up and Late Work:**

**1.** All assignments are detailed on weekly calendars - plan your time carefully. Extensions are available for some assignments. Submit your request in writing at least one week prior to the assignment due date. Please let your teacher know if you have major projects in other courses due on the same day. **Our goal is to help you produce high quality work, so please keep us informed!**

2.                  Students are expected to make up all work missed during their absences from school; make sure you have the phone numbers of at least two other students to be sure you will be able to return to school with any work you have missed. The weekly sheets will help you, but you are ultimately responsible if any assignments printed on them change in class.

3.                  On days where you are in school but you do not attend our class (for example, for field trips in other classes), you are still expected to turn in any assignments due that day (bring them to the main office to be placed in your teacher’s mailbox).

4.                  Quizzes and tests must be made up promptly—you have one week to make up missed tests/quizzes. It is **your responsibility** to approach your teacher to arrange make-up work. Students will complete numerous timed writings in class, so these also will need to be made up if you are absent.

5.                  The assessment of writing assignments is partially dependent upon the timeliness of these assignments. This means that students must hand in assignments on time to receive full credit; ten percent will be deducted from an assignment for each school day the assignment is late. Assignments more than one week late will not be accepted.   
  
Ms. Tozzi is available after school for extra help—or please email me at[ekamrass@newpaltz.k12.ny.us](mailto:ekamrass@newpaltz.k12.ny.us) .

**Thank you—let’s have a great year!**

**☺**

Dear Students and Parents/Guardians:

Thank you for taking the time to read our curriculum and portfolio guide—if you have any questions or comments, please feel free to contact me:  
Ms. Tozzi **[ltozzi@newpaltz.k12.ny.us](mailto:ltozzi@newpaltz.k12.ny.us)**

**By signing below, both you and your guardian:**

        **Have read and understand the portfolio process / grading system**

        **Accept the curriculum**

        **Understand that all essays and coursework must be turned in on the assigned due dates for full credit**

        **Understand that make up work is allowed for valid absences only**

        **Understand that you are committed to take the AP Literature and Composition Exam in May**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name: [print] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian’s phone number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you!