

Course Syllabus

AP Literature and Composition B Course Syllabus

Course Description:

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well as those secondary critical essays assigned for each unit. Emphasis will be placed on thoughtful and cogent analysis of the text using a variety of theoretical frameworks and devices.

The course is intended to provide students with an academic experience parallel to that of a college level literature course. This course will also include a writing component that focuses on expository, analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion.

This course also prepares students who do all the coursework for the Advanced Placement Literature and Composition Exam in May. Students will read, write and discuss poetry, fiction, and drama at an advanced college level while using online resources to develop skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing college-level analytical essays, preparing and writing timed essays, and advanced use and mastery of standard English.

Learning Outcomes:

At the completion of AP English: Literature and Composition, the student will be able to:

- Analyze and interpret good writing, while successfully identifying an author's use of rhetorical strategies and techniques
- Apply effective rhetorical and writing strategies in their own writing both in discussion threads and in essay form
- Apply literary terminology to fiction, drama, and poetry,
- Annotate a literary text,
- Analyze different genres of literature, particularly short stories, novels, drama, and poetry,
- Read, summarize and explain secondary critical essays in conjunction with the primary texts
- Read, understand, and answer timed analytical literary essays,
- Recognize and assess the elements of different literary genres,
- Read, draft, edit, and format analytic and research essays,
- Answer multiple-choice questions similar to those on the Literature and Composition exam, and
- Use computer technology and the Internet to complement their understanding of literature.

Throughout the course, students will be provided instruction and feedback on writing assignments, both before and after the revision of their work that helps them develop:

- A variety of sentence structures, including appropriate use of subordination and coordination.
- Logical organization, enhanced by specific techniques to increase coherence, such as

- repetition, transitions, and emphasis.
- A balance of generalization and specific, illustrative detail.
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Content Standards:

AP English: Literature and Composition is written to the content standards adopted by the [California State Board of Education](#) and the [CollegeBoard](#).

Required Texts:Primary Texts:

Title: Sula

Author(s): Morrison, Toni

ISBN: 1400033438

Title: A Passage to India

Author(s): Forster, E.M.

ISBN: 0156711427

Title: Frankenstein

Author(s): Shelley, Mary

ISBN: 0553212478

Publisher: McGraw Hill

Title: Literature, 5th Edition

Author(s): DiYanni

Year published: 2004

Student edition text: ISBN 0072426179

Publisher: McGraw Hill

Title: Poetry to My Ear: CD-ROM and User's Guide

Author(s): Camp and Nimchinsky

Year published: 2000

Student edition text: ISBN 0072295430

Prerequisites:

English 9, English 10, and English 11

Course Methodology:

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, and asynchronous discussions with students and their instructor, interactions with online tutorials, online and hands-on simulations, and iLinc chats.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings

- and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Unit	Topics	Objectives	Text(s)
1	Introduction Novel Literary Terms Writing Assignment Discussions	Students will have: <ul style="list-style-type: none"> Familiarized themselves with the basic literary terms outlined in the general lectures Critically read and discussed one novel Applied specific frameworks of analysis to understanding the novel Completed a comparison writing assignment Explored and read secondary critical essays in conjunction with the novel Responded to focused discussion questions surrounding both the novel and secondary readings Completed an essay based quiz 	Morrison
2	Short Stories Literary Terms Exam Secondary Essays Discussion Writing Assignment	Students will have: <ul style="list-style-type: none"> Critically read and discuss three short stories Familiarized themselves with the basic literary terms discussed in the unit lectures Read and summarized a variety of secondary, critical literary essays Applied specific frameworks of race to writings by African American writers Made thematic connections between the short stories Completed an analysis essay on the readings Completed an essay quiz on the readings Responded to focused discussion questions Revised Unit One Writing Assignment for Review 	DiYanni
3	The Novel Literary Terms Exam Secondary Essay Discussion	Students will have: <ul style="list-style-type: none"> Familiarized themselves with the basic literary terms outlined in the general lectures Critically read and discussed one novel Applied specific frameworks of analysis to understanding the novel Completed literary analysis writing assignment Explored and read secondary critical essays in conjunction with the novel Responded to focused discussion questions 	Forster

	Writing Assignment	<p>surrounding both the novel and secondary readings</p> <ul style="list-style-type: none"> Completed an essay based quiz 	
4	<p>Short Stories</p> <p>Literary Terms</p> <p>Exam</p> <p>Writing Assignment</p> <p>Secondary Essays</p> <p>Discussion</p>	<p>Students will have:</p> <ul style="list-style-type: none"> Critically read and discuss three short stories Familiarized themselves with the basic literary terms discussed in the unit lectures Read and summarized a variety of secondary, critical literary essays Applied specific frameworks of race to writings by African American writers Made thematic connections between the short stories Completed an analysis essay on the readings Completed an essay quiz on the readings Responded to focused discussion questions Revised Unit Three Writing Assignment for Review 	DiYanni
5	<p>Novel</p> <p>Literary Terms</p> <p>Exam</p> <p>Writing Assignment</p> <p>Discussion</p>	<p>Students will have:</p> <ul style="list-style-type: none"> Familiarized themselves with the basic literary terms outlined in the general lectures Critically read and discussed one novel Applied specific frameworks of analysis to understanding the novel Completed a comparison writing assignment Explored and read secondary critical essays in conjunction with the novel Responded to focused discussion questions surrounding both the novel and secondary readings Completed an essay based quiz 	Shelley
6	<p>Short Stories</p> <p>Literary Terms</p> <p>Exam</p> <p>Secondary Essays</p> <p>Writing Assignment</p> <p>Discussion</p>	<p>Students will have:</p> <ul style="list-style-type: none"> Critically read and discuss three short stories Familiarized themselves with the basic literary terms discussed in the unit lectures Read and summarized a variety of secondary, critical literary essays Applied specific frameworks of race to writings by African American writers Made thematic connections between the short stories Completed an analysis essay on the readings Completed an essay quiz on the readings Responded to focused discussion questions Revised Unit Five Writing Assignment for 	DiYanni

		Review	
7	Poetry Literary Terms Exam Writing Assignment Secondary Essays Discussion	Students will have: <ul style="list-style-type: none"> Familiarized themselves with, learned, and discussed basic literary terms, Applied literary terms and techniques to poetry, Practiced the multiple-choice component of the Literature exam, Written Dialectical Journal entries, Read critically and discussed several poems, Explored the online resources for several poems, Reinforced their knowledge of poems through online discussion, Listened to poetry in an online form 	Poetry/DiYanni
8	Drama Literary Terms Exam Secondary Essay Writing Assignment Discussion	Students will have: <ul style="list-style-type: none"> Familiarized themselves with, learned, and discussed basic dramatic terms, Responded to critical essays exploring thematic content of poetry Written Dialectical Journal entries, Read critically and discussed a drama, Completed a semester of work in Literature. 	DiYanni

Assessment:

Type of Assessment	Points
Discussion Questions (5 pts each)	160
Dialectical Journal (10 pts each unit)	80
Writing Assignments (25 pts each)	200
Essay Quizzes (15 pts each)	120
Revision Assignments (10 pts each)	30

Grading Scale:

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at helpdesk@myonlinelogin.com or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

Time Required For This Course:

For a course scheduled for eight-weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams. It is highly recommended that students organize themselves around the course schedule.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

NUVHS Expected Schoolwide Learning Results (ESLRs)

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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