



AP English LITERATURE and COMPOSITION



Respectable Senior,

Welcome to AP English Literature and Composition ('AP Lit'). This is a challenging class, but you may already know that by reputation. You could enroll in 'Comp' and pick up the same college credit, but you know that universities smile most kindly on students who don't shy away from AP courses. In fact, the single most reliable predictor of college success (according to UF's Office of Admissions) is a high school student's performance in AP courses; a B or higher in 3 or more AP courses makes you highly desirable to universities. While you could be doing anything else with this portion of your pivotal senior year, you choose to challenge yourself as a learner by enrolling in AP Literature. For that, I respect you.

By the way, **bentonenglish.com** is the class website. Despite its silly name, it's designed to be quite useful to you. Feel free to visit it this summer if any unforeseen tragedy befalls this packet. Once school starts up, weekly schedule updates, downloadable handouts, e-texts, and other resources shall be at your disposal.

I am strict in a few ways; papers need to be at school by the due date even if you are not. My definition of "cheating" is also very broad. If you write something, you are personally guaranteeing that it is an idea of your own creation. Even closely imitating another human's language, thoughts, ideas, or expressions and representing them as your own original work is an intellectual, academic, and moral failure. Zeros, referrals, banishment from honor societies, a general fall from grace, and blacklisting by legitimate universities are all reasonable (and probable) consequences for an individual who sins in this way. Approach this course with a teachable mindset: as an opportunity to improve your academic writing.

If you endured AP Language (not at all necessary in order to succeed in this course, though many concepts do carry over quite well), you recall that course's exam focusing on rhetoric: specifically non-literature. The AP Literature exam is a wholly different beast. To succeed – that is, to avoid wasting your time – you'll need to be comfortable reading challenging literature on a very analytical level. No matter the text, you must be capable of considering its structure, style, figurative language, imagery, symbolism, tone, and themes. I will help with this.

That said, you *must* do the assigned reading to succeed in this class. I truly mean that. Once we start on new texts by the third week of class, you'll receive a detailed reading schedule that asks you read about 20 minutes a day. As helpful as Google and all the digitized collective ideas of the human race are, you will never finish this race if you shoot yourself in the foot with the starter's pistol.

You've (hopefully) read all sorts of literature already in your academic career. For this year's class, there are about a dozen diverse works that I've selected to add to your literary arsenal; all of them require unhurried, careful reading. You will truly reap what you sow.

Within this packet you will find the College Board's **Curricular Requirements** for this course, a **Course Description**, a **Wish List** of supplies I am shamelessly begging for, and a mandatory **Student Contract**. After reading this packet thoroughly, please detach and return the **Syllabus Form** by Friday, August 24th, or within three days of your receipt of this packet.

Mr. Benton

Curricular Requirements

C.1 - The teacher has read and will fully abide by the most recent *AP English Course Description*, available as a free download on the AP English Literature and Composition Course Home Page.

C.2 - The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition, he or she will have studied during high school literature from both British and American writers as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

C.3 - The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual detail, considering the following:

- The work's structure, style, and themes
- Social and historical values that the work reflects and embodies
- Elements of the work such as the use of figurative language, imagery, symbolism, and tone

C.4 - The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers)
- Writing to explain: expository, analytical, essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text.
- Writing to evaluate: analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

C.5 - The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:

- A wide ranging vocabulary used appropriately and effectively
- 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 emphasis through diction and sentence structure

Course Description

Welcome to your senior year and to Advanced Placement English Literature and Composition. You will find this course to be a challenge to your thought process, your writing skills, and probably to your time management, but I feel sure you will all rise to the occasion and prove yourselves to be true AP scholars.

The focus of this course is the reading and analysis of good literature. The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description (C.1). We will cover all genres of literature and will deal with works that are from different periods of time, from the sixteenth century to modern day (C.2). You will be asked to write interpretations of the literature based on careful observation of textual detail and will be asked to consider the work's structure, style, and themes. We will also focus on such elements as figurative language, imagery, symbolism and tone (C.3).

You will do extensive journaling on topics related to the works we study and the standard journal is a requirement of the class. You will also write several formal, 1200 word papers in the class (C.4). These must be typed and in proper MLA format. You will also be given ample opportunity to write timed responses in class to AP prompts as you prepare for the test in the spring. We will focus on developing an effective vocabulary with which to discuss literature, on using a variety of sentence structures, including the proper use of subordination, on using logical organization, and on the effective use of textual quotation (C.5).

While it is not always mandatory that you buy your own copy [some lenders are available], it is highly recommended so that you can highlight text, make marginal notes, and tab sections (C.2). Lender copies are available upon request. The following texts will be used in class this year:

- | | |
|---|---|
| <input type="checkbox"/> Edith Hamilton – <i>Mythology</i> | <input type="checkbox"/> Arthur Miller – <i>Death of a Salesman</i> |
| <input type="checkbox"/> Herman Hesse – <i>Siddhartha</i> | <input type="checkbox"/> Samuel Becket - <i>Waiting for Godot</i> |
| <input type="checkbox"/> Charlotte Brontë – <i>Jane Eyre</i> | <input type="checkbox"/> Albert Camus - <i>The Stranger</i> |
| <input type="checkbox"/> Mary Shelley – <i>Frankenstein</i> | |
| <input type="checkbox"/> William Shakespeare – <i>Hamlet</i> | |
| <input type="checkbox"/> Alan Moore – <i>Watchmen</i> | |
| <input type="checkbox"/> Toni Morrison – <i>Beloved</i> | |
| <input type="checkbox"/> Joseph Conrad – <i>Heart of Darkness</i> | |

Textbook:

Carol Jago ed. - *Literature & Composition: Reading, Writing, Thinking* (Bedford/St. Martin's, 2011)

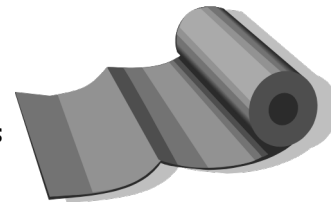
Wish List

There are some supplies that are useful for the classroom and teacher that are not supplied by the school. Some of these needs are:

- HP #21 and 22 print cartridges
- hand sanitizer
- disinfecting wipes



- paper towels
- 5-hour Energy Shots



Student Contract

As a student of Mr. Benton's AP Literature course, I agree to the following class policies regarding absences, late work, tutoring, completion of assignments, required supplies, computer access, and academic honesty:

Absences

It is completely the **student's responsibility** to obtain "make-up work" and to set up with Mr. Benton a time before or after school to make up quizzes, in-class essays, tests, notes, or to receive any other information missed due to an absence. If a student has missed a class, he/she should refer to the class schedule available in class, in his or her planner, and on bentonenglish.com. However, if the student has questions about the assignment, has missed notes, or has missed a quiz or test, he/she will have to talk with Mr. Benton before or after (but not during) class or contact him via email. If a student is absent for a quiz, he/she has exactly one school week to make it up before that assignment's grade is entered as a zero.

Lateness

Assigned homework must be turned in within the first few minutes of class. Assignments that are one day late will receive a **50%-off** penalty. Work that is over one day late will not be awarded a grade. The exceptions to this rule are some long-term assignments (e.g. journal assignments, typed papers) for which 15-40% (varying at the teacher's discretion) will be deducted for each late day. Tuesday (the day this class does not meet) certainly counts as a day of school and should not be ignored by the student. If a student arrives to school late, it's expected that he/she turn in any assigned work to Mr. Benton during the school day as soon as is humanly possible.

Major assignments such as these (journals, papers) must be turned in on the due date **regardless** of whether or not the student is present. In these cases, work may be emailed in on the due date if the student is absent.

Tutoring

Mr. Benton is available **Tuesday, Thursday, and Friday** after school specifically for tutoring in regards to this course. By signing this syllabus, the student acknowledges the availability of tutoring and agrees to make use of the teacher's time if this course causes academic concern.

Completion

An AP student is expected to fully complete each assignment issued with an honest level of effort, focus, and time. It is not an option to simply skip an assignment or to choose to “take a bad grade” on shoddy or incomplete work. If an assignment is not turned in or if it is deemed unacceptably incomplete, the student may be issued an **academic referral** (for violating the terms of this syllabus) to SPHS administration. In this case, the student will fully complete the work for no grade.

Supplies

While other items that do not appear in this list may be required intermittently throughout the course by teacher request, the following materials are required of all AP Literature students on a daily basis:

- Composition book** (college rule preferred)
- Notebook paper** (college rule preferred)
- Blue or black pens** (pencils are frowned upon)
- Highlighters** (multiple colors are helpful for marking texts)
- Folder/binder** (to store handouts, notes, graded work, etc.)
- Currently assigned text(s)**
- Student planner** (any organizer or agenda)

Computers

Throughout the school year, students will be producing several college-style papers and typed journal responses. These assignments must be turned in typed or successfully submitted digitally (by a teacher-approved method) on the due date. If a computer is not currently available at home, the student must notify the teacher of this reality within the first week of the course. Students are encouraged to access the class website at bentonenglish.com for immediate access to the class schedule and downloadable handouts. Mr. Benton’s email address is bentonro@pcsb.org, and students are urged to make use of his expedited priority responses to AP students should any question arise outside of school hours.

Honesty

Academic dishonesty includes all forms of cheating (giving or receiving) and plagiarism as outlined in SPHS’s AP Honor Code. If a student turns in an assignment, it is a personal guarantee that it is an idea of his/her own creation. Even closely imitating the language, thoughts, ideas, or expressions of another human (whether they be a classmate or an anonymous denizen of the internet) and representing those words as one’s own original work without giving due credit or using proper MLA citation is an intellectual, academic, and moral failure. See plagiarism.org and the Plagiarism Notes provided in the first week of class for more information. Aside from possible removal from this AP course, the following consequences are also considered reasonable and will be the **expected results** in any case of a student’s academic dishonesty (as it is defined in this packet):

- a **zero** on the assignment
- academic **referrals** (see “Completion” on the previous page)
- blacklisting by legitimate **universities**
- probation/banishment from **NHS**

Student Info

Email address:

Cell phone:

() - -

Who was your English teacher last year?

What's been the most frustrating aspect of your high school English classes thus far?

Why are you enrolled in AP Literature & Composition?

What clubs/organizations/teams are you currently involved with at SPHS?

What are your current education plans after graduation?

What do you hope to get out of this class (aside from a nice grade and passing the AP exam)?

What is your biggest motivation to do well in school?

Do you have reliable access to an internet-connected computer at least once a week? (If not, please explain.)