

SYLLABUS

Mr. Cooper's AP Literature and Composition

QSI Virtual School

2022

Instructor Information

Instructor: Geoff Cooper

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Preferred Method of Communication: Email

Course Description

"In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings." (AP College Board)

Your QVS delivered AP Lit class will involve a lot of reading and a lot of writing! Given that you are learning over an online platform, the expectation is that you will take the required initiative to keep up with readings, participate in seminar discussions and complete all of the written assignments on time. Further, you will revise written assignments as needed to master the TSWs to at least a B level.

Course Credit Equivalency: 10 QSI credits are equal to 1 Carnegie credit.

Course Prerequisites

AP Literature is considered the equivalent of a first year college course and the material is challenging and the expectations high. Students who are successful in this course are typically strong readers and writers who are self-motivated and organized. It is recommended that students who take AP English courses have completed at least secondary II English (grade 10) or equivalent.

Technology Information and Requirements

Computer with internet access

Microphone and webcam

Course Grading

QVS is a mastery learning school where students must demonstrate that they meet certain criteria (The Student Will, or TSWs) before closing a unit and receiving credit for it. The assignments for each unit are designed to give students a chance to meet the TSW criteria for either B Level Mastery or A Level Mastery (see below). You will find the TSW criteria in the unit description document on the course Moodle page.

Assignments may be graded as follows:

Attempted /NOT Completed - the student has attempted the assignment but it is not done correctly or completely.

Completed - the assignment in question is not being used to evaluate mastery and is marked as complete.

Mastery "B" - the student has met the TSW criteria covered by the assignment for B Level Mastery.

Above Mastery "A" - the student has exceeded the TSW criteria covered by the assignment for B Level Mastery and meets the criteria for A Level Mastery. This is also referred to as "Above Mastery."

Please note in order to remain consistent with AP grading, I will grade all essays using the AP scoring guides and award mastery according to the following:

AP Scoring out of 6	Mastery Level
0,1,2	Attempted/NOT complete
3,4	B Level Mastery
5,6	A Level Mastery

Units may be graded as follows:

B "Mastery" - the student has met all of the required criteria (TSWs) for B Level Mastery as demonstrated in the assignments.

A "Above Mastery" - the student has exceeded all of the required criteria (TSWs) for B Level Mastery for the unit as demonstrated in the assignments and has met the criteria for A Level Mastery. This is also referred to as "Above Mastery".

D "Deficient" - a D may be assigned to the unit if the student has not submitted one or more assignments on time and has fallen behind (typically 10 or more days late) OR if the student has plagiarized material. In the event of late work, a D may be entered into the QVS gradebook and QMS until the work is done. In the case of plagiarism, a D will be entered until the matter has been resolved.

It is important to note that a "D" is not in itself a grade or a punitive measure but rather an indication that the student is not performing as required.

H “On Hold” – for whatever reason, the student is unable to complete a unit and it is put on hold.

Teacher feedback and revision of work:

- The instructor will endeavor to return work within 24 hours, excepting weekends and holidays.
- If a student does not receive feedback within 48 hours, the student should contact the instructor.
- The student will endeavor to revise any assignment that requires it within 48 hours.

Progression through course units:

- Students must close a unit with at least a B before beginning the next (unless a unit is intended to remain open for the duration of a term or the entire year, or an “H” was assigned to the unit). The teacher will work closely with students to ensure they attain B level mastery on a unit, regardless of the time it takes.
- The instructor may allow students to ‘upgrade’ their results on an assignment or on a unit from B to A level mastery. Since this is an English course, major assignments are typically essays that require drafting and there will be an opportunity to work towards an A during this process. **However, outside of this, the ability to upgrade from B to A hinges upon the ability of the student to keep up with progression through units and therefore, upgrades to A for units and assignments may not be possible if a student is behind in the course.**
- Students should complete all course work before the exam in May.

Course Activities, Content and Structure

Activities

Readings

Readings consist of poems, short stories, novellas, novels, short and long drama written in or translated into English. You will also read sample literary analysis essays and reader responses. The selection of primarily fiction is intended to expose you to a wide range of perspectives, and through analysis, improve your understanding of key literary elements as described in the AP course curriculum. Texts are chosen from different time periods.

Seminars

Seminars are an important part of your course because they give you an opportunity to showcase your understanding of poetry and prose and enrich that understanding through discussion with both the instructor and peers. You must participate in one seminar discussion per unit. Depending on the number of students enrolled in the course and their geographic locations, seminars will be one on one with the instructor or in a small group.

Writing Assignments

There will be several different types of written assignments:

- **Reader response.** This is an open form writing task designed to elicit the student's reaction to an entire text. There is no prompt and rather asks that the student communicate what he or she finds important. The task does require the use of textual evidence.
- **Annotation and question sets for short fiction and poems.** The instructor will ask students to annotate texts keeping in mind key elements (character, plot, setting, comparison, narration, figurative language diction, etc.) and also their own reader reactions.

Note: the above two assignment types will be completed in the same Google Document titled "Reading Journal". This will allow you to keep a record of everything that we have read in one place and assist with exam preparation.

- **Reading logs for longer fiction and drama.** Reading logs require students to select and comment on passages that inform them about the author's use of key elements (character, plot, setting, comparison, narration, figurative language diction, etc.) on a chapter by chapter/scene by scene basis.
- **Literary analysis assignments.** These are prompt based and may be about a passage or an entire text. Answers should be written in paragraph form with a clear claim about the prompt and supporting evidence in the form of quotations should be given. They do not require any revision.
- **Literary analysis essays.** These are prompt based and may be about passage or an entire text. They may also involve comparing two or more texts. The student will develop a fully supported argument over several paragraphs. Discussion with peers and/or instructor and multiple drafting is essential for these.
- **Timed writes.** These are prompt based and may be about a passage or an entire text. They are important practice opportunities for the exam. They will always involve the student making a claim about a prompt based on a poem, passage from short or long fiction or drama.
- **AP Progress Checks.** We will be making use of the online AP Classroom unit progress checks. These include practice multiple choice questions (MCQ) and free response questions (FRQ).

Note: the above five assignment types will be completed in separate Google Documents, titled as indicated in the assignment.

Bear in mind that you are taking an AP course offered through Quality Schools International's Virtual School and this course must adhere to both the AP and QSI curricular requirements. Therefore, the TSWs listed in the eight QSI essential units and one selective unit will cover the nine AP units with a tenth, selective unit added for exam preparation. This will be made clear in the introduction to each unit on your QVS course Moodle page and is also included below.

Course Content and Structure

Unit One: Short Fiction I (E01 AP Intro and Review) ~ 3 weeks

“Understanding character, setting, plot and narrator are fundamental to interpreting fiction. Unit 1 builds on student understanding of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text” (AP).

Our first unit begins with a review of the elements of fiction and relevant writing techniques. You will begin a glossary of terminology which will be a work in progress throughout the year and develop your close reading skills through annotation and discussion questions as well as analyses assignments.

Texts to be studied:

- Faulkner’s “A Rose for Emily”
- Chai’s “Saving Sourdi”
- Hemingway’s “Soldier’s Home”
- Chekhov’s “The Lady with the Pet Dog”
- Oates’ “The Lady with the Pet Dog”

Assignments:

Formative

- Review of elements of fiction
- Glossary of literary terms
- Close reading annotation and questions to develop unit skills
- Reader response (practice, with teacher feedback and if needed, revision)
- Seminar (class discussion of texts, responses and analyses)
- Analyses assignments (practice, with teacher feedback and if needed, revision). What is the author focusing on here? Students will be given passages from the texts and will be asked to write a paragraph explaining what key element (s) the author is developing in it. The student must support his or her answer with evidence from the text.

Summative

- Analysis assignment.

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit one.

Unit Two: Poetry I (E03: Intro to Poetry--Metaphysical) ~ 3 weeks

"Poetry and prose differ in a variety of ways with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structure of poetry contributes to meaning and interpretations" (AP).

This unit focuses on character which we will study in depth as we read the poems. Students will also begin a glossary of common terms used to describe structure, elements and techniques relevant to poetry. In doing so you will review and further develop your ability to conduct a close reading of a poem and report on that reading through a poetry response. We will also compare poems by different authors on the same topic. Our seminar for this unit will be a discussion of one or more of the poems on the reading list.

Texts to be studied:

- D.H. Lawrence's "Snake"
- W.H. Auden's "The Unknown Citizen"
- Andrew Marvell's "To His Coy Mistress"
- John Donne's "A Valediction: Forbidden Mourning" and "Holy Sonnet 10"
- Mary Robinson's "London's Summer Morning"
- William Blake's "London"
- William Wordsworth's "London"

Unit Assignments:

Formative

- Glossary of terms relevant to poetry
- How to scan a poem
- Poetry analyses assignments x3
- Poem comparison assignment

Summative

- Poetry analysis
The summative assignment is written and revised independently by the student and submitted for consideration for the unit grade.

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit two.

Unit Three: Longer Fiction or Drama I (E02: The Big Novel) ~ 3 weeks

“Unit 3 focuses on one or more extended narratives of the teacher’s selection, exploring the development of characters, conflicts and plots and how these relate and contribute to the representation of values” (AP).

The first unit dealing with long fiction will see you independently read a novel of your choosing. You will develop your close reading skills by keeping a reading log that is designed to have you note the author’s use of the elements of fiction. You will submit several passage analyses. The seminar for this unit will be a presentation of your interpretation of the novel you selected to the instructor and other students, followed by discussion. Finally, you will write a literary analysis essay to convey your ability to make an argument based on a prompt.

Texts to be studied:

Choose one of the following novels that you HAVE NOT read:

- F. Scott Fitzgerald’s *The Great Gatsby*
- Mary Shelly’s *Frankenstein*
- Emily Bronte’s *Wuthering Heights*
- George Orwell’s *1984*
- J.D. Salinger’s *The Catcher in the Rye*

Unit Assignments:

Formative

- Reading log that includes passage analyses and reader reactions.
- Student discussion seminars

Summative

- Students will use the skills they have developed writing paragraph length answers in unit one and two and apply them to a full length literary analysis essay. The essay will undergo peer and instructor revisions.

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit three.

Unit Four: Short Fiction II (E07: Women's Literature) ~ 3 weeks

"Characters, plots and dramatic situations—like people and events in the real world—are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts" (AP).

The selection of texts will provide you the opportunity to analyze complex characters, conflicts between them as well as develop your understanding and interpretation of how an author uses character, point of view, setting and plot to build meaning. This unit will have a special focus on women's literature. You will add to your glossary of terms related to prose fiction, further develop close reading skills through discussion questions, and work on your literary argumentation through timed writes. This unit's seminar will focus on a group discussion of one of the selected texts.

Texts to be studied:

- Margaret Atwood's "Lusus Naturae"
- Alice Munro's "Shining Houses"
- Alice Munro's "Boys and Girls"
- Jamaica Kincaid's "Girl"

Unit assignments:

Formative

- Build glossary of literary terms pertaining to fiction
- Close reading and question sets to develop unit skills
- Timed writes

Since this is the second short fiction unit, students are asked to work at similar tasks to the first unit but under time constraints. The timed write is to specific prompts; again, designed to give students an opportunity to practice skills. For example, the prompt for the timed write to *Shining Houses*, by Alice Munro, asks the student to make a claim concerning the function of comparison in character and setting.

Summative

- Timed write

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit four.

Unit Five: Poetry II (E05: Romantic & Victorian Poetry) ~ 3 weeks

“In this unit students will continue to practice their interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text” (AP).

While unit two introduced the building blocks of poetry, unit five will provide for an in depth study of poetic technique. The QSI equivalent unit asks that we consider Romantic and Victorian poetry which we will do in an effort to explore a poet’s use of extended metaphor, imagery, personification and allusion. You will expand your glossary of poetic terminology, further practice your ability to scan a poem quickly and effectively and you will complete the first full poetry analysis essay. The seminar for this unit will involve sharing your interpretation of the poet’s intent and technique in discussion with either the instructor and/or another peer about their own interpretation.

Texts to be studied:

- Shakespeare’s “My Mistress’ Eyes are Nothing Like the Sun”
- John Keats’ “On First Looking into Chapman’s Homer”
- Percy Bysshe Shelley’s “Ode to the West Wind”
- William Blake’s “The Lamb” and “The Tyger”
- Algernon Charles Swinburne’s “Sestina”
- Mathew Arnold’s “Dover Beach”
- Alfred Tennyson’s “Break, Break, Break”
- Emily Dickinson selected

Unit assignments:

Formative

- Expand glossary of poetic devices
- Scan poems for structure
- Close reading questions
- Seminar discussion of selected texts – focus on structure.

Summative

- Prompt-based poetry analysis essay (multiple revisions)
- Timed prompt-based poetry analysis essay

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit five.

Unit Six: Longer Fiction/Drama II (E04: Shakespeare's plays) ~ 3 weeks

"Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruptions in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and effect interpretation" (AP).

In unit six we study Shakespeare's *Hamlet* with an eye toward grappling with some of the inconsistency and confusion that often arises from not only a complex full length drama, but also one written in an older style of English that is chock full of metaphor, allusion and word play. You will keep a reader's log that will include your responses to questions, notes about dramatic and literary technique and passage analysis exercises. The summative evaluation for this unit is a literary essay that will require you to make a fully supported argument about a prompt. The seminar for the unit will be a discussion of the required viewing of Kenneth Branagh's production of *Hamlet*.

Texts to be studied:

- Shakespeare's *Hamlet*

Unit assignments:

Formative

- Reading log to complete discussion questions, record reactions and passage analysis assignments.
- Seminar discussion of Kenneth Branagh's *Hamlet*

Summative

- Timed writes
- Literary analysis essay (multiple revisions)

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit six.

Unit Seven: Short Fiction III (S02 Genre Study) ~ 3 weeks

"Unit 7 looks at how texts engage with a range of experiences, institutions or social structures. Students come to understand the literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations" (AP).

In terms of content, unit seven is designed as a genre study of gothic fiction. You will be reading work by Poe, Hawthorne and Kipling and supporting your interpretation of the writing with careful referencing of techniques that the author uses to build meaning. Our seminar for this unit will be a comparative discussion of the way the author's develop their own version of the gothic.

Texts to be studied:

- Edgar Allen Poe's "The Pit and the Pendulum"
- Edgar Allen Poe's "The Tell Tale Heart"
- Edgar Allen Poe's "The Black Cat"
- Nathaniel Hawthorne's "The Minister's Black Veil"
- Nathaniel Hawthorne's "The Birth Mark"
- Rudyard Kipling's "The Phantom Rickshaw"

Unit Assignments:

Formative

- Annotation and close reading questions
- Reader response
- Seminar discussion
- Literary analysis assignments that focus on narrator. For example, students will be asked to comment on how the reader might interpret the narrator of Poe's "Tell Tale Heart." Specifically, is the narrator insane or a calculated killer? How might the student support his or her interpretation?

Summative

- Comparative literary analysis essay. Multiple revisions.

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit seven.

Unit Eight: Poetry III (E08: British WWI Poetry and 20th Century Poetry) ~ 3 weeks

"Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony and paradox in a poem may contribute to understanding complexity of meanings" (AP).

Our last poetry unit gives students some choice in texts and the focus is on practicing timed writing.

Texts to be studied:

WW I Poetry

- Wilfred Owen's "Disabled"
- Isaac Rosenberg's "Break of Day in the Trenches"

Focused study of poetry wherein students choose one author

- Robert Frost's poetry
- Julia Alvarez's poetry
- D.H. Lawrence's poetry
- Margaret Atwood's poetry

Unit Assignments:

Formative

- Annotation/close reading
- Seminar discussions
- Timed writes

Summative

- Poetry analysis essay (multiple revisions)

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit eight.

Unit Nine: Longer Fiction or Drama III (E06: Modern Drama) ~ 3 weeks

"Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a variety of experiences, institutions and social structures. The way a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced elements among literary elements in a text ultimately contribute the complexity of the work" (AP).

Our last content unit looks at modern drama and revisits longer narratives. We focus on bringing everything together. Your glossary of literary techniques should be full and you should be able to locate and explain their function in a text in so far as they support one element or another and contribute to overall meaning. You will be keeping reading logs for your selections which will feature notes about key passages and author's techniques. There will be two seminars and you will do two timed writes.

Texts to be studied:

Choose one of:

- Fyodor Dostoevsky's *Notes from Underground*
- John Steinbeck's *Of Mice and Men*
- Ernest Hemingway's *The Old Man and the Sea*
- J.D. Salinger's *Franny and Zooey*

Unit assignments:**Formative**

- Reading logs with passage analyses
- Two discussion seminars

Summative

- Two literary analysis essays.

AP Classroom MCQ/FRQ progress check

- Students will complete the progress check for AP unit nine.

Unit Ten: Review and Prep (S06: Exam Prep) ~ 3 weeks

During the last three weeks leading up to the AP exam, we will review materials, discuss exam strategies and finally, complete a mock exam. You will have an opportunity during this unit to upgrade previous units should your written work warrant above mastery (A) level.

Attendance Policy

- Students are expected to attend scheduled seminar discussions which occur approximately every three weeks.
- Students should expect to spend 5-7 hours per week on this course.

Classroom Behavior Expectations

For synchronous communication:

- School appropriate attire.
- Camera on at all times.
- Microphone muted on login.

For asynchronous communication:

- Be polite and respectful in responses to forum posts of other students, bullying will not be tolerated.

- Upload only appropriate material.
- Write formally in email communication with instructor.

Submit work on time and inform the instructor if you need an extension. Extensions will only be granted on occasion for exceptional circumstances.

Academic Honesty

Plagiarism is not accepted in this or any other QVS course. Prior to taking a QVS course, students must complete the **plagiarism contract** which specifies the QVS policy on plagiarism.

Regardless of whether a student has intentionally or unintentionally borrowed someone else's work without acknowledging it correctly, plagiarism will be dealt with as follows:

First offence: The student must redo the assignment(s) in question. The instructor will make sure the student understands how the plagiarism came about and will give strategies to avoid it going forward. If it appears the plagiarism was intentional, parents and the director will be informed. A "D" may be assigned for the unit in question depending on how the matter is resolved.

Second offence: The QVS director and the parent/guardian will be informed. A "D" will be assigned until the student has redone the assignment(s) in question.

Third offence: The instructor will refer the matter to the QVS director for further action.