

## Advanced Placement English Literature and Composition: 2019-2020

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Welcome to AP Literature and Composition! I hope you are as excited as I am about beginning this adventure. This course is a challenging, college-level exploration of literature as art. Through critical reading, discussion, and written analysis of novels, plays, and poetry from various literary periods and perspectives, you will develop the reading, thinking, and composition skills necessary for success in college coursework and on the AP exam in English Literature. You need to be passionate about reading and writing in order to endure the pace and expectations of this course.

### Readings:

It is highly recommended that you purchase your own copies of the novels and plays that we read in class so that you can write and annotate directly on the pages (plus, you can start building your personal library of canonical literature which everyone should have!). This is a tentative list that is scheduled to change.

- *Bless Me, Ultima* by Rudolfo Anaya
- *The Catcher in the Rye* by J. D. Salinger
- *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare
- *Song of Solomon* by Toni Morrison
- *The Great Gatsby* by F. Scott Fitzgerald
- *Handmaid's Tale* by Margaret Atwood
- *All the Pretty Horses* by Cormac McCarthy

**\*Do not purchase books until I have told you to. If you are not able to purchase the books please let me know ahead of time.**

### Goals:

- To develop and maintain literacy skills needed, as aligned with the **Common Core State Standards (CCSS)**, which will help you to succeed in your high school career and beyond. These skills include but are not limited to *improving your critical thinking, reading, and writing skills; learning to analyze an author's argument as measured through multiple choice; developing, revising, and editing well-supported literary arguments*. You will have at least one Common Core literacy task for each unit that will meet your college and career readiness standards.
- To expand vocabulary to better describe and understand the literary works studied
- To identify and analyze literary devices and elements
- To promote imagination and improve ability to respond to all literature
- To evaluate the historical, cultural, social, economic, political, religious, psychological, and philosophical influences on the author and his or her work
- To analyze the literary and social impact of the work
- To write an effective essay on a literary topic with a limited period of time

- To develop the skills and knowledge necessary to score well (at least a 3) on the AP exam in the Spring

### Expectations:

As this is a literature and composition course, you will be expected to use every assignment that involves writing and rewriting to practice your best composition skills. Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository, and argumentative).

According to the College Board, “Reading should be accompanied by thoughtful discussion . . . in the company of one’s fellow students.” In order to have fruitful discussion, you must put energy and thought into reading, and come to class with comments and questions; you must also be attentive. Discussions and activities are intended to aid understanding of a work.

### Materials:

1. Composition or spiral-bound notebook (for this course only!)
2. Folder or a section in your binder (for this course only!) Do not throw away any of the course materials I give you or any of your completed assignments either – you will use them to study for the AP exam.
3. **Books:** You should purchase all of your books, so that you can annotate them. See me immediately if you think this will be difficult for you.
4. Black or blue pens, and pencils

### Late/Make-up Work:

Assignments are due at the beginning of the period or when requested by teacher. Assignments turned in late will lose 50% of grade earned.

- No late work will be accepted after 10 calendar days.
- Students who miss class for scheduled school activities (sports, performing arts, etc...) must meet the same assignment deadlines as other students and turn in assignments that are due before a scheduled event. **Participation in a school activity does not extend the due date.**

If an assignment or project was assigned with a specific deadline, that deadline must be met regardless of absences.

- Arriving late or leaving early are not excuses for submitting work late. I will not ask you for your late work – it is your responsibility to hand it in to me.
- I will make exceptions and exercise flexibility if an emergency arises. If a problem should arise where you cannot hand in an assignment on time, see me about it as soon as possible. I will not give extensions the day an assignment is due. The sooner I know, the more likely you are to get an extension.
- Do not email me work unless I have given you permission to do so.
- If a student is on campus for part of a school day, it is the student’s responsibility to turn in their work that day and collect any work from their English class they missed.
- Make up work from an excused absence receives full credit if made up within one school day after the student returns to class, except in cases where the deadline was preassigned.

- Students who have an absence longer than five days are allowed one school day per day of absence to make up work for full credit.
- Students should discuss make-up work with the teacher during his/her office hours or via email, not during instructional time.
- Students who are tardy must make up missed work the same day.
- Student will discuss any missed assignments or gradebook discrepancies within five days after a grade has been posted.

Students who know in advance they will be absent longer than five days should request independent study through the office.

#### Absences:

If you miss a test or timed write, you can only make it up with a valid note and within one week of your return. It is your responsibility to make an appointment for the make-up.

#### Academic Honesty:

- Do your own work. If I collect work that is identical, both students will receive zeros for the assignment, regardless of who did the copying, and the work cannot be made up. Cheating on tests or quizzes will also result in a zero.
- Plagiarism—using another person’s written work from the internet, a book or another publication, without proper attribution—will receive a zero, with **no** opportunity for make-up. Repeated and/or egregious offenses will be reported to parents.
- It is OK to check sites like sparknotes.com once in a while if you get stuck on a particular question, but do not let these sites replace reading our texts, or do your thinking for you.

#### Homework and Time Management:

To succeed in this course, plan to spend between 45 minutes and 1 hour per school night studying, reading and/or writing. Keep in mind that AP courses are designed to be demanding – you must learn how to manage your time effectively.

#### The AP Literature Examination:

The AP English Literature and Composition exam takes place on Wednesday May 6th at 8 am. **The exam takes three hours: one hour for multiple choice questions followed by two hours for 3 essay questions.** The reading, critical analysis, and writing we do throughout the year will prepare you for the challenge of the exam.

#### Class Rules

5 P’s:

Be Prepared

Be Prompt

Be Positive

Be Productive

Be Polite

Remember to follow school policies for technology use. Cell phone use is *not* allowed during class time. All cell phones must be either put away in your backpack, or plugged into the “Phone Spa” by my desk. Be present!

Getting Help:

There’s more than one way!

1. Before/After school: Ask for an appointment
2. At school: at lunch my room is open on Mondays-Thursdays
3. Email: [ramador@psusd.us](mailto:ramador@psusd.us)

*Please allow at least 24 hours for a reply during the week.*

**\*\*Official Tutoring for AP Literature is every Thursday 3:15-4:15 pm in my classroom: 363\*\***

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*Cut at dotted line and return to teacher*

We have read and discussed class rules, expectations and requirements and understand what is required of my son/daughter for this course.

X \_\_\_\_\_ X \_\_\_\_\_  
Student Name and Period Student Signature

X \_\_\_\_\_ X \_\_\_\_\_  
Parent or Guardian Name (Printed) Parent or Guardian Signature

Date: \_\_\_\_\_

Anything else I should know about your student?