



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: <b>AP Literature and Composition</b>		
Instructor Name: Jordan Souza	Contact Info: jsouza@pps.net	
Grade Level(s): 12		
Credit Type: (i.e. "science", "elective") ELA	# of credits per semester: 1.0	
Prerequisites (if applicable): N/A		
<b>General Course Description:</b>  AP Literature and Composition is designed as a college-level course that complies with the curricular requirements described in the AP English Course description. Students will read a wide range of texts closely. We will hone our ability to draw conclusions from details, identify author's craft and its effect, as well as develop, present, and argue our interpretations of texts. The big ideas of this course are character, setting, structure, narration, figurative language, and literary argumentation.		
<b>Please Note:</b> <ul style="list-style-type: none"><li>• Since this course is designed as a college-level course, students will be studying works of literature that deal with mature and adult subject matter.</li></ul>		
<b>Prioritized National/State Standards:</b>  <b>RL.12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <b>RL.12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <b>RL.12.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). <b>RI.12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>RI.12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>W.12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		



**W.12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**SL.12.1 1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**L.12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Course Details

#### Learning Expectations

#### Materials/Texts

Five subject notebook, writing utensils, highlighters, access to a computer.

*Beloved* by Toni Morrison

*Perrine’s Sound and Sense*

*Perrine’s Story and Structure*

#### Course Content and Schedule:

Unit and Timeline	Text(s)	Summative Assessments
Unit 1: Short Fiction  <i>Seeing More Clearly with Critical Lenses</i>	<p>“A Temporary Matter” Jhumpa Lahiri</p> <p>“Cell One” by Chimamanda Ngozi Adichie</p> <p>“Woman Hollering Creek” by Sandra Cisneros</p> <p>“Sonny’s Blues” by James Baldwin</p> <p>“The State” by Tommy Orange</p> <p>“Girl” by Jamaica Kincaid</p>	A literary argumentative essay using <b>one the texts and the critical lens document</b> ; focus on interpretation rather than summary. 1,000 words
Unit 2: Poetry	We will read and analyze a wide variety of poems ranging from the 16th	A literary argumentative essay <b>using at least three poems</b>

<b>Poetry as Connection</b>	century to today; we will focus on becoming familiar with strategies that help us analyze various forms of poetry as we deepen our understanding of literary periods, thesis formation, and poetic devices.	that are connected by theme or author and at least one historical (literary criticism or primary document). 1,500 words.
Unit 3: Longer Fiction  <b><i>Beloved by Toni Morrison</i></b>	<i>Beloved</i> by Toni Morrison Historical texts and primary documents Literary Criticisms Contemporary texts	Assessment: Formal Literary Argumentative Essay using multiple sources and a Presentation. 2,000-2,500 words
<p>Two Long Term Projects:</p> <ul style="list-style-type: none"> <li>- The Literary Devices Glossary Project</li> <li>- The Long Term Novel Project</li> </ul> <p>Both due at the end of the course and earning a summative assessment score.</p>		

**District Adopted Materials and Supplemental Resources:**

- *Beloved* by Toni Morrison
- *Perrine’s Sound and Sense: An Introduction to Poetry, Eleventh Edition*
- *Perrine’s Story and Structure, Eleventh Edition*

**Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):**

In general, there are many aspects of AP English Literature that lend themselves to differentiation for students with a variety of skill levels and needs. Open-ended writing assignments, graphic organizers, small group work, and opportunities to revise assessments allow students equal access to learning and equal opportunity to demonstrate what is known.

● **Students receiving Special Education services:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents/guardians. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

● **Students receiving English Language Development services:**

Strategies used in this class to address the needs of students receiving English Language Development services

Include:

- Posting clearly defined language and content learning targets
- Emphasizing key vocabulary using visuals and total physical response
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)

- Providing frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking, and listening
- Providing regular feedback

- **Students identified as TAG:**

AP English Literature and Composition is designed as a college-level course that lends itself mostly to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended writing prompts, flexible grouping, and Socratic seminar.

Safety issues and requirements (if applicable): N/A

### **Classroom norms and expectations:**

Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:

- Adhere to Franklin’s STRONG behavioral matrix (see Student Handbook).
- Attend each class punctually.
- Stay engaged throughout synchronous class meetings and contribute to discussions. When possible, have your camera on. Complete assignments, including readings.
- Keep cell phones, work from other classes, and other distractions away during our synchronous classes.
- Be honest in all matters of scholarship. It is painfully obvious when students borrow ideas from online sources. Be brave enough to make your own literary interpretations. Please review and sign the Academic Honesty Policy as plagiarism of any kind will not be tolerated.
- Ask for help.
- Be respectful to others, their ideas, and their right to learn.

### **Classroom Norms:**

- Mic off when not talking
- Camera on ENCOURAGED– (but as works for you)
- Use chat for on topic communication
- Raise your hand if you have a question (emoji or physically)
- Be present (limit multi-tasking like phone use)
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- **Hold space for multiple perspectives & lived experiences**
- **Be patient and flexible**

Assessment of Progress and Achievement:

80% **Summative Assessments**

Summative Essays and Timed Writes will be scored using AP English Literature Scoring Rubrics (Poetry Analysis, Prose Fiction Analysis, Literary Argument). You will earn a score for each of the following components:

- Thesis 0-1
- Evidence/Commentary 0-4
- Sophistication 0-1

The Literary Devices Glossary Project and the Long Term Novel Project will each have their own four point rubric.

20% **Formative Assessments**

- Discussions and Presentations
- Notebook
- Processing Assignments
- Quizzes/Reading Checks
- In-formal writing and practice essays

Progress Reports/Report Cards (what a grade means):

Formative and Summative Assessments will be grades on a 4 point rubric. Grades in Synergy will translate to this:

4.0-3.6 = A

3.5-3.0 = B

2.9-2.5 = C

2.4-2.0 = D

1.9 or Below = F

Career Related Learning Experience (CRLEs) and Essential Skills: N/A

**Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

Email, messages through Parentvue, Studentvue, or Canvas.

**Personal Statement and other needed info**

**I commit to making this historic moment an opportunity to grow as an educator and learner.** This class has been designed to uproot the “Western literary canon.” For too long, white voices have been centered in the English classroom and this is a function of systemic racism. We will be *focusing* our study on works by writers of color and will continually ask ourselves the question of whose story is being told and from whose perspective.

**I commit to meeting you where you are at.** This pandemic exposes our humanity and vulnerability. I hope to offer you grace and understanding.

**I commit to relationships, relevance, and rigor.** I know that real learning happens when students feel a sense of belonging and my goal is to help foster that kind of environment. I also know that what we learn in the classroom is most meaningful when it is relevant to our lives; I will aim to relate our study of literature back to our experiences in the real world. Rigor is that perfect moment in learning when you feel challenged and inspired all at the same time. When a text or assignment is rigorous, it is never dull because it is pulling you into more authentic understanding of a fundamental idea. I will do my best to provide you with rigorous texts and assignments, and I am looking forward to helping you become better readers, writers, speakers, and thinkers.

I look forward to this adventure with you. Please reach out to me with any questions, concerns, or ideas.

- Ms. Jordan Souza

CONTACT:

[jsouza@pps.net](mailto:jsouza@pps.net) or Canvas messaging