Silveri’s AP Literature
Syllabus
2013-2014

Instructor:  Shekema Silveri (www.shekemasilveri.com)
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Email:  shekema.silveri@clayton.k12.ga.us
Course Blog:  http://ssilveri.edublogs.org
Main Office:  404-362-3890
Classroom Location:
Tutorial Hours:  T/Th 3:05pm—3:45pm

Goal of the Course

Advanced Placement courses offer a student the opportunity to work at an accelerated pace with other peers who have similar interests and academic goals. This class will explore different modes of discourse with an intense study on tone, diction, imagery, details, language, and style. The students will read modern essays as well as selections from world and British literature. The course focuses on the study of literary analysis and composition. Students will read various genres, including nonfiction, fiction, poetry, drama, essays, etc. Students will be able to discuss their ideas openly and without prejudice. Heavy emphasis on reading and literary analysis is a mandated part of this curriculum, with the focus on fiction analysis and synthesizing. Also, students are given ample opportunities for revision and improvement. We validate sources and explore the concept of literature through an analytical exploration of poetry and prose. We examine literature with the following literary devices in mind: style, tone, theme, symbolism, characterization, and plot structure. We read sources carefully and learn to analyze and criticize the knowledge we gain from those sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), and the American Psychological Association (APA). With a thorough study of the characteristics of the different modes of discourse, students will learn terminology necessary to allow them to express their ideas with the language of literature. Through the exploration of different writers’ and works’ cultural contexts, students will become globally conscious literary critics and authors.

Objectives

By the end of this course, you should be able to:

- identify the stylistic devices that affect a piece of literature;
- understand the structure of different literary genres and modes of discourse;
- analyze how literary devices influence the meaning of a work;
- employ your own rhetorical strategies as you develop your voice as a writer;
- evaluate pieces of poetry and prose cogently;
- write effective analytical, persuasive, reflective, and descriptive essays;
- create and sustain coherent passages based on readings and observations;
- formulate a thesis statement and support it with specific, relevant evidence;
- demonstrate competence with research paper techniques;
- follow the writing process, with special emphasis on constructive revision; and
- use appropriate grammatical conventions including subordination, coordination, coherence, transitions, and emphasis.
Course Overview

Students in this introductory college-level course read and carefully analyze a broad and challenging range of fiction prose selections, deepening their awareness of how literary conventions work. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composition abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. Summer reading and writing are required. Because students live in a highly visual world, we also study the rhetoric of visual media. Students will prepare for the AP English Literature and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

Additional Comments:

In addition, we are mandated by the standards set forth by the State. The AP curriculum far exceeds those standards. All AP students must do outside reading, and the homework load is heavier than an honors or college preparatory class. Students must be dedicated to reading and writing. Reading materials used for this class are often for a mature audience. A thorough study of readings and the use of literary techniques are major components of this class. Because writing is a critical component of this course, feedback (Notes on Writing) is provided in a timely manner. Furthermore, students are given ample opportunities to rewrite essays and to improve writing. These opportunities are given over at least 90% of the writing assignments. Peer editing and one-on-one writing conferences with me are also major components of the class.

Required Textbook:


**Additional novel reading requirements will be assigned as needed. See attached AP Literature 2013-2014 Required Reading List.**

Sample Writing Assignments: (See Syllabus Appendix for specific details)
Informal—Major Works Data Sheets, Dialectical Reading Log, and Current Events Journal/Blog
Formal—Multigenre Research Project, Critical Analysis Essays, College Application Essay, Scholarship Essays

Plagiarism Policy:

Plagiarism is using another person’s thoughts and accomplishments without proper acknowledgement or documentation. It is an unconscionable offense and a serious breach of honor. Students will receive a zero for the plagiarized work. This includes unauthorized collaboration with another student in which you both submit the same or similar document. It should be assumed that all assignments are independent unless specifically stated by the instructor. For more information or further explanation of my academic honesty policy, please visit this link to Georgia State University’s website: [http://www2.gsu.edu/~wwfhb/sec409.html](http://www2.gsu.edu/~wwfhb/sec409.html).
Assessment: Grading System:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90</td>
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<tr>
<td>B</td>
<td>80</td>
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<tr>
<td>C</td>
<td>74</td>
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<tr>
<td>D</td>
<td>70</td>
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<tr>
<td>F</td>
<td>69 or below</td>
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</tbody>
</table>

- Writing 50% *(includes timed writing, process writing, dialectical journals, and your blog entries)*
- Tests & Multi-genre Projects 20%
- Final Exam 15%
- Daily Work & Quizzes 10% *(includes daily journal responses, Word of the Day, and Daily Language Builders)*
- Homework 5%

+++Note: Any assignment not turned in at the beginning of a class is late and will be marked down one letter grade. Late work is accepted only up until one week past the due date for extenuating circumstances. Extra credit is not an option in AP Literature.

Course Blog Requirement:

An integral component of any AP English course is a substantial amount of collegiate level writing. As such, each student is required to compose a course blog submission twice per week. The initial post will consist of each student’s responses to the week’s research requirement. All initial posts are due by 10:00pm each Wednesday. Additionally, each student must respond to at least two of their classmates’ initial posts by 10:00pm each Sunday. Each week’s blog posts are worth a total of 20 points each and will be included in the course Writing grade total (50% of the final course grade). Late posts will be penalized. For additional information, please refer to the attached Course Blog Rubric.

Seven Months of Service Requirement:

All AP Literature students need to do far more than prepare for the AP Lit exam. Because this is final year of high school, and this is the last time students get to focus primarily on themselves. Part of being a scholar is gaining an understanding of the purpose of knowledge—knowing that knowledge should not be used selfishly.

As such, service learning initiatives will be incorporated into the course and service learning reflections will be placed in the Senior Exit Portfolio. Each student has to contribute a minimum of one hour of service per month from (September through March) and complete a 1-2 page reflection, during each of the seven months leading up to graduation in May 2014. To help students accomplish this task, we will also be completing class projects, which may count towards their seven total projects. In April 2014, our seven months of service will culminate with the completion of a school-wide service learning initiative to be held on the National Youth Service Learning Day.

Senior Exit Portfolio Requirement:

Throughout the academic year, AP Literature students will assemble assignments, tasks, writings and assessments to complete their digital Senior Exit Portfolio. The following are the required components. Teachers should set periodic due dates according to the suggested due dates to ensure students meet the final requirement of a portfolio representing best work and learning experiences. Teachers should also decide the digital resource students will use to store, update and present their digital portfolio. For additional information, see the AP Lit Senior Exit Portfolio Guidelines handout.
AP Literature 2013-2014 Required Reading List

Note: This schedule is Tentative and subject to change at instructor’s discretion.

AUGUST 2013

Beowulf (Beowulf Poet)
The Canterbury Tales (Geoffrey Chaucer)
Frankenstein (Mary Shelley)

SEPTEMBER/OCTOBER 2013

Macbeth or Hamlet (Shakespeare)

NOVEMBER 2013

*A Lesson Before Dying (Ernest Gaines)
*The Lovely Bones (Alice Siebold)

DECEMBER 2013

1984 (George Orwell)

JANUARY 2014

*The Road (Cormac McCarthy)
Death and the King’s Horseman (Wole Soyinka)

FEBRUARY 2014

*Beloved (Toni Morrison)
As I Lay Dying or A Light in August (William Faulkner)

MARCH 2014

*Fences (August Wilson) or *The Glass Menagerie (Tennessee Williams)
*The Alchemist (Paulo Coehlo) or *Ceremony (Leslie Silko) or *The Color Purple (Alice Walker)

APRIL/MAY 2014

*Invisible Man (Ralph Ellison)

*Novels you must purchase and/or download on your own.
**Return this page of the AP Literature 2013-2014 Syllabus to Mrs. Silveri on or before Friday, August 16, 2013.**

### AP Literature Student Skills Inventory

On a scale of 1-5, please rate your level of comfort with the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Reading for enjoyment/personal pleasure</td>
<td>___</td>
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<tr>
<td>Reading for class assignments</td>
<td>___</td>
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<tr>
<td>Academic research</td>
<td>___</td>
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<tr>
<td>Social Networking (Twitter, Facebook, Instagram, etc.)</td>
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<tr>
<td>Time Management (personal)</td>
<td>___</td>
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<tr>
<td>Study Skills</td>
<td>___</td>
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<td>Test Taking</td>
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<td>Writing essays</td>
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<td>Writing poetry</td>
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<td>Writing online/blogging</td>
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<tr>
<td>Literary Analysis (Poetry/Prose)</td>
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<tr>
<td>Time Management (Long-term projects)</td>
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<tr>
<td>Personal Goal Setting</td>
<td>___</td>
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<tr>
<td>Community Engagement/Volunteering</td>
<td>___</td>
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### AP Literature Opt-in Certification

I, _______________________________, have read and reviewed the AP Literature Syllabus Snapshot and hereby understand the necessary course components and requirements. Furthermore, I understand that a copy of this course syllabus (including the AP Literature Required Reading List and course schedule) can be found online at the course blog (http://ssilveri.edublogs.org).

**Acknowledgement of Receipt:**

<table>
<thead>
<tr>
<th>Student Name (Printed)</th>
<th>Student Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent Name (Printed)</td>
<td>Parent Signature</td>
<td>Date</td>
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**Contact Information:**

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<thead>
<tr>
<th>Student Email Address</th>
<th>Student Contact Number</th>
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<tbody>
<tr>
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