## AP English Literature and Composition in

## The Academy for Global Studies, 2015-2016

### Cassandra Troy, Instructor

### Email: Cassandra.troy@austinisd.org

### Room 178, Phone 841-1941

### Tutoring/Office Hours: Tues & Thurs 8:15-8:55, Mon & Wed during lunch

Website: http://aplittroy.weebly.com

**Course Description**:

This course explores the meaning of fiction, drama, and poetry. We will read deeply and broadly, across cultures and time periods, in order to explore literary texts, to analyze their elements, and to draw meanings out of them. We will investigate how the social and political contexts of the texts shape the ideas in literature, and we will further seek the universal, human meanings which transcend these contexts. The selection of major pieces will focus on the Renaissance, the nineteenth century, and the modern period; the short stories and poems will cover far more time periods and world cultures. These pieces must contain sufficient complexity and merit in order to allow us to meet our manifold goals: to find the purposes and meanings of literature; to examine perspectives and ideas around the world; to make connections to the ideas you will study in Economics and U.S. Government; to prepare for college-level reading and writing; to prepare for the AP test; to meet the state’s standards; and to culminate your studies in global literature.

Global Leadership Performance Outcomes:

The International Studies Schools Network asks us to focus on four performance outcomes as we study literature:

* Investigate the World
* Recognize Perspectives
* Communicate Ideas
* Take Action

Almost every piece of literature should provide us with the opportunity to engage in each of these tasks, but we must keep these goals in mind as we think about the literature we study.

**Readings and Thematic Focuses:**

The following works will guide us through the study of literature, but these works are **subject to change** as we explore and refine the interdisciplinary and global connections.

*Major Units and Works:*

* American Literature: Pondering the Illusion of the American Dream
	+ J.D. Salinger’s *The Catcher in the Rye*
	+ Ernest Hemingway’s *The Snows of Kilimanjaro and Collected Stories*
	+ American Poetry
* The Individual and Society
	+ William Shakespeare’s *Hamlet*
	+ Sonnet Study
* Social Contexts in Literature: Wealth, Class, Religion, and Society in the Nineteenth Century
	+ Poetry of the 19th Century
	+ Independent Novels: Choose one.
		- CharlotteBrontë’s *Jane Eyre*
		- Herman Melville’s *Moby Dick*
		- Emily Brontë’s *Wuthering Heights*
		- Bram Stoker’s *Dracula*
* The Continuing Search for Place, God, Nature, and Community
	+ Barbara Kingsolver’s *The Poisonwood Bible*
	+ Poetry of Africa and its People
	+ Philosophy
* Politics, Culture, and Research with Global Literature: The CIP

Independent novel choices **may** include:

* + *1984* (George Orwell) + *A Clockwork Orange* (Anthony Burgess)
	+ Vladimir Nabokov’s *Lolita*
	+ Haruki Murakami’s *The Wind-Up Bird Chronicle*
	+ Chimamanda Ngozi Adichie’s *Americanah*

*Representative Writers of the Shorter Works:* Chinua Achebe, Michael Crummey, Gabriel García Marquez, Haruki Murakami, Pablo Neruda, William Faulkner, Don Delillo, Orhan Pamuk, Rumi, TS Eliot, Ursula K. LeGuin, Theodore Roethke, William Carlos Williams, Raymond Carver

Our Composition Goals:

This course requires the insightful analysis and evaluation of literature and the construction of eloquent, thoughtful, written arguments about literature. To achieve these goals, we will write constantly in class and out of class, formally and informally. We will write in various modes, including exposition, analysis, evaluation, and argumentation. We must develop our ability to organize ideas; support assertions and interpretations; craft complex sentences; and employ effective rhetoric. Doing so will require instruction, study, practice, revision, and, above all, patience.

**Grading Procedures**:

Assignments will be weighted through a level system, which assigns relative weights to assignments based on their magnitude, difficulty, or importance. The weight of each assignment will be announced when the assignment is given.

**Level** **Assignments**

 1 Homework, “pop” quizzes, class participation

2 Announced quizzes, class assignments, annotations, discussion and readiness

3 Exams, essays, projects, presentations

If offered, extra credit will be related to the course curriculum and offered to each student enrolled in the course, and not to AGS students alone.

**Student Expectations:**

The following guidelines should help you be successful in this class and help us create a classroom environment that is safe and productive for everyone.

* Be on time, be prepared, and be present.
* Be courteous and gracious to all. This is especially important for our discussions.
* Be responsible for your own learning and success in this class.
* Be honest—with yourself, with the class, and with me. Our success depends on mutual trust.
* Refrain from texting, tweeting, snapchatting, facebooking, instagramming, and other asinine activities during class. Even when you’re finished with your work. Especially when you should be focused on what is happing in the room.

**Late-Work Policy: See Absences Section**

* Assignments are due at the beginning of the class period on the assigned due date.
* You may submit an assignment up to four days after the original due date with a 10 point penalty per day.
* After four days, you may earn up to a grade of 50 for the assignment if you complete the assignment or a comparable, alternate assignment in the classroom with the teacher. This assignment must be completed no later than one week prior to the last day of the grading period.

**Retesting:**

* If you score a 74 or below on a level 3 assignment, you become eligible for a retest to attempt mastery.
* In order to retest, you must attend tutorials with me to get help on the concept or content. Once you attend the tutorial(s), you may retest and the second score will be averaged with the original score to determine a new score for the assessment, up to a maximum grade of 75.
* You must attend the tutorial and complete the retesting within **one week** of receiving the grade for the assessment.

**Absences/Make-up Work Policy:**

* Daily work assigned prior to an absence is due the day you return to class.
* Make-up exams/quizzes will be administered by appointment only before or after school. It is your responsibility to see me outside of class on the day you return to school to schedule a make-up test or quiz.
* Since essays and other major projects are assigned well in advance of the due date, the assignment is due on the assigned date even if you are not present in class. Please send your work via parent, friend, or email.
* A school field trip or school-related excused absence does not excuse you from work that is due in class. It is your responsibility to turn in any work due, to pick up any work missed during the absence, and to be prepared to take any scheduled quiz or exam **before** the absence. Any work not turned in before the absence will be penalized according to the late work policy. This is especially important for AGS students—we travel a lot and you are busy people! Don’t fail a class because of a missing assignment that you put off until after a trip.

**Service Points and the Full AGS Certification:**

* Log into [www.x2vol.com](http://www.x2vol.com) to review and update your service points right away so that you can plan your service attack/catch-up/Globie plan.
* You need 80 points for the full certification, 120 for the Globie, and they must all be documented with a hard copy of confirmation in the binder in the AGS office.
* Summer service points must be logged in x2vol by October 1st . That means that you have until 11:59 on September 30th to get them in. Summer points are capped at 30.
* No points before May 1, 2015 will be approved. This includes points for trips (Heifer, Costa Rica, Boston) or anything that you forgot to log in before the May 1st deadline last year.