



## SUBSIDIARY COURSE AGREEMENT AND SYLLABUS

**Course: Advanced Placement English Literature & Composition**  
**Subject Teacher: Dr. Kris Rodenberg**

**Course Number: 1653-1654**  
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### DESCRIPTION OF SEMESTER COURSE

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An AP course in English Literature and Composition engages students in becoming skilled, critical readers of prose written in a variety of disciplines and rhetorical contexts and in becoming skilled writers who compose for a multiple purposes. Both writing and reading assignments should make students aware of interactions among the writer's purpose(s), the audience's expectation(s), and the subject and of the way conventions and language contribute to effectiveness in writing.

In this course, students will read a variety of genres, analyzing authors' uses of literary elements from Old English through postmodernist texts. Following close analysis and discussion of texts, students will compose in a variety of forms including: narrative, explanatory, interpretive, and evaluative. They will write on a variety of subjects inspired by the literary cannon, from personal experiences to research on historical contexts of key pieces of "classic" texts.

Students will be encouraged to explore literary analyses, including author's purpose, style and intended audience. Imitation exercises (pastiche), power writing (topic development and story structure), and in-class responses are some types of assignments students can expect throughout this course. In addition, students will read to gain an understanding of the connections between interpretive skills in reading and in writing.

### OBJECTIVES AND METHODS OF STUDY

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Each month, students in this course must complete the following work:

1. Read text selections as described in monthly assignment packets and complete all tasks with care. Additional outside readings may be assigned in conjunction with the textbook or novel.
2. Monthly written work includes writing workshop, responses to text analysis questions, completion of selected language skills worksheets, on-demand writing, and essays reflecting the focal genre or literacy skill of the month. Tasks are designed to guide students in advancing writing proficiency across different genres and for different purposes.
3. Show best effort and progress over the course of the semester. To accomplish this, all work must be original. Plagiarism, or any other form of cheating is grounds for disciplinary action and a zero on the assignment(s).
4. Turn in all parts of the monthly assignment packet each month with the cover sheet attached on time to receive timely feedback on the work.

5. Spend time reviewing vocabulary each month to develop lexical skills. This includes not only knowing definitions of words, but also investigating their roots, etymologies, and derivations.
6. To earn full credit for citizenship, attendance/participation in weekly study sessions is required. You cannot pass a college level course without attending it!

## RESOURCES

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- *Timeless Voices, Timeless Themes: The British Tradition*. Upper Saddles River, NJ Prentice Hall Publishers, 2002.
- Miscellaneous novels -- available in the Mt. Everest Academy, public library, or online
- Weekly class seminars, student-led study sessions, and individual tutoring *by appointment*
- AP Examination information at the College Board  
<http://apcentral.collegeboard.com/apc/Controller.jsp>
- CA Content Standards can be found at <http://www.cde.ca.gov/be/st/ss/>

## MONTHLY TOPICS, CHAPTER CONTENT AND TECHNOLOGY FOCUS

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Month	Reading	Writing Focus
1	Early English – <u>Beowulf</u> (excerpts), <u>Canterbury Tales</u> (prologue + two tales), and <u>Sir Gawain and the Green Knight</u> (from King Arthur’s Tales)	Autobiographical Narrative (college application essay #1) and formal letter of introduction
2	Elizabethan Era – Shakespeare’s <u>Hamlet</u>	Autobiographical Narrative (college application essay #1) and resume
3	Modernism and Gothic genres – <u>Rosencrantz &amp; Guildenstern are Dead</u> and <u>Frankenstein</u>	Analysis of author’s purpose and script writing pastiche
4	Gothic Era – the Bronte sisters – choice of <u>Jane Eyre</u> or <u>Wuthering Heights</u>	Analysis of setting as a character
5	Edwardian Mannerism – <u>The Importance of Being Earnest</u>	Analysis of symbolism and Rhetorical précis
6	Victorian Era – <u>Great Expectations</u> and American Roaring 20’s <u>Great Gatsby</u>	Analysis of character development and theme
7	Romantic Era – <u>Pride &amp; Prejudice</u>	Character analysis through contrasts
8	Postmodernism – <u>Heart of Darkness</u>	Analysis of historical allegory
9	Postmodernism – <u>Brave New World</u>	Connecting modern science from science fiction – white paper proposal
10	Research – Academic White Paper	Presentation of modern issue and peer evaluation
Practice with AP poetry multiple choice and analysis response is interspersed		

## EVALUATION CRITERIA AND METHODS

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Assignments are typical of college coursework in that sometimes readings are assigned and tested, but not discussed during a class session. Due dates are absolute deadlines unless there is documentation of illness. Each month, we practice the AP exam, including time limits, so students are expected to take the end of unit exams during the normally scheduled class period. Taking a test after the class period will result in a 5% grade penalty unless prior authorization was given. Monthly assignments submitted



after the due dates cannot earn full credit and is subject to a 10% point reduction. Academic grades are based on the quality and accuracy of work submitted.

In keeping with the SDUSD procedure #5121, the following grades will be used (there is no extra credit in this college-level course):

- “A” = consistently superior work quality
- “B” = above average work quality
- “C” = satisfactory or average for grade level work quality
- “D” = below average quality or quantity of work
- “F” = failure, credit not granted
- “I” = Incomplete course work.
- “NC” = No Credit

## **SCHOOLWIDE LEARNER OUTCOMES**

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- Communicate effectively through reading, writing, listening and speaking.
- Think and solve problems independently and critically.
- Demonstrate the confidence, resilience, and self-esteem to succeed in life.
- Use resources, including technology, to locate needed information.
- Demonstrate good citizenship and personal integrity.

