



LISLE SENIOR HIGH SCHOOL

Advanced Placement Literature

Department Contact Information

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DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication. The curriculum offers the opportunity for students to hone their language potential in courses that are challenging but commensurate with their abilities while preparing them to engage in a complex, dynamic society. Students who successfully complete the required eight credits for graduation will meet the both the career and college readiness standards as outlined in New Illinois Learning Standards (NILS).

COURSE DESCRIPTION

This course is designed to teach the skills outlined by the AP English Literature course description. Students in this course closely read and carefully analyze a variety of poetry and prose written across time periods, starting in the sixteenth century, and genres to increase their understanding of imaginative writing, compare, discuss, interpret and write about literature while building on the skills they learned in APLC. By frequently writing and examining their own writing and that of others, along with close reading and analysis of other texts, students will develop an understanding of how literary devices work to create meaning of the whole. Students will be expected to write in several modes including analytical, explication, and reflective. Students will research various sources and examine lenses and literary theories to write a literary criticism essay based on an AP Literature reading. Throughout the year, students will also practice and develop strategies for taking the AP test and will be engaged in ongoing vocabulary practice. Students also have required summer reading, which will be used on the second full day of instruction as well as incorporated into their writing development throughout the year. While you should have a strong grasp on Standard Written English, we will investigate complex grammar and usage, sentence structures, diction, controlling and developing appropriate tone in your writing. We will focus on these issues both through pieces we read and pieces you write. Part of editing your writing will be a focus on the above topics with a different emphasis for each assignment. Students will be expected to spend at least 5 hours a week on work, including conferencing with instructors.





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COURSE LEARNING STANDARDS

RL.11-12.2 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.

RL. 11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

LATE WORK POLICY

Summative Assignment Submission	%	
On time	100%	of earned grade awarded
Up to 3 weeks late	90%	of earned grade awarded
Deadline	0%	No evidence of mastery

COMMUNICATION WITH COURSE TEACHER(S)

Electronic communication with your teacher must come through google classroom or **your school email**.





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The best way to contact me is through email. If you do not get a response within 48 hours, please call or resend the email, as it might have gone to the spam folder.

OTHER SUPPORT

Check in with the Library for peer tutoring either before or after school or during your study hall.
Make an appointment with your teacher for before or after school.

