

# ADVANCED PLACEMENT

## English Literature & Composition

S ♦ Y ♦ L ♦ L ♦ A ♦ B ♦ U ♦ S

### Course Overview

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding and appreciation of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery and symbolism. Students will also devote themselves to developing an understanding of how literature reflects and comments on a wide range of experiences, institutions, and social structures. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

In May, students will take the AP Literature and English test. A score of 3.0 will earn credit at *most* universities and colleges throughout the United States.

### College Course Equivalent

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. Students should be prepared to meet the intellectual and workload challenges typical of a literature or humanities course at a university.

### Prerequisites

There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

### Course Goals

- To read with developing fluency, using a variety of effective strategies to construct meaning and demonstrate understanding.
- To demonstrate the skills of close and contextual literary reading.
- To communicate in speech, writing, and multimedia using appropriate content, form, voice, and style.
- To develop and use tools of inquiry and research.

### Big Ideas & Enduring Understandings

#### CHARACTER

Characters allow readers to study and explore a range of values, beliefs, assumptions, biases and cultural norms represented by those characters.

#### SETTING

Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

## STRUCTURE

The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

## NARRATION

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

## FIGURATIVE LANGUAGE

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

## LITERARY ARGUMENTATION

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

# ASSESSMENTS

**FORMATIVE ASSESSMENTS** will be used to evaluate learning while it is developing; it centers around the teacher and student actively providing feedback to adjust instruction and close gaps in learning.

- questioning
- text annotation
- graphic organizers
- reflections
- 'dipstick' activities and tasks
- group activities and tasks
- journals and other writings
- self-assessment and peer-assessment
- low-stakes quizzes (and pop quizzes)
- rough drafts and practice writings
- conferencing with peers and instructor
- various modes of discussion
- participation
- low-stakes timed essays and multiple-choice exams (from AP)
- checkpoints for Summative Assessments - i.e. rough draft
- other tasks designated by the instructor as formative

NOTE: If you are not completing formative tasks, you are electing not to take part in the feedback loop. This minimizes student achievement and affects engagement.

**SUMMATIVE ASSESSMENTS** are used to evaluate student learning, skill acquisition, and academic achievement - they typically occur at the end of a unit or period of instruction.

- quizzes
- tests
- timed writings
- essays
- projects
- presentations
- other tasks designated by the instructor as summative in nature

## WRITING EXPECTATIONS

You will write daily to make conversations and discussions tangible, explore ideas, synthesize, evaluate, reflect and respond. You will need a 1" three-ring binder, tabs and loose-leaf college ruled paper for your writing notebook. Your notebook will be used for in and out of class notes, and writing exercises, responding to *New York Times* opinion pieces, collecting mentor sentences, building vocabulary, and much, much more.

We will write major formal essays throughout the year, spending an extended amount of time on writing instruction, idea development, research, feedback, and revision.

## READING EXPECTATIONS

You will read widely and deeply across different genres, complementing your study of imaginative writing with literary criticism and quality nonfiction excerpted from magazines or books. You will read daily both inside and outside of class, and always with some critical purpose that you achieve by taking notes, completing graphic organizers, annotating texts, or writing.

You may wish to purchase texts for your individual use. This enables you to annotate and mark up the text - I love being able to write in the book! It also ensures your text is only being used by you - virtually eliminating the chance of contamination by others. I am listing them in order of 'importance.'

**Literature & Composition: Reading, Writing, Thinking** (Jago, et al)

ISBN-13: 978-0-312-38806-5

Availability: Thriftbooks, Abe, Amazon

\* Select like new or very good condition and do not pay more than \$15 including shipping! \*

**Kindred** - Octavia Butler - ISBN 13: 978-0807083697

**The Handmaid's Tale** - Margaret Atwood - ISBN 13: 978-0385490818

**Frankenstein** - Mary Shelley - ISBN: 9780743487580

Availability: Amazon, Thriftbooks, Abe, and many more!

\* The words are the same in used texts as new - so do as you wish! \*

## GRADES

**FORMATIVE ASSESSMENTS (25%)**  
**SUMMATIVE ASSESSMENTS (70%)**  
**PROFESSIONALISM & PARTICIPATION (5%)**

Your quarter grades will mainly be based on summative assessments. This grade reflects what you know and are able to do. Summative assessments take place after learning and low-risk assessments - at the end of a unit. Effort will be made to equalize summative assessments within unit design, so no single unit becomes more 'valuable' than another.

Formative grades will be indicated in Skyward with a check mark. Zeroes will be entered when a student does not complete the work or does not meet the minimum criteria for the assignment.

Late work is accepted IF it is due to an absence or summative in nature. If you have an unexpected or extended absence, you should speak to me regarding a reasonable timeline for completion of missed work. Students experiencing difficulties or hardships that necessitate an extension of grace should initiate that conversation sooner rather than later.

## COURSE AT A GLANCE

FEEDBACK FROM ADVANCED PLACEMENT LITERATURE TEACHERS WHO HAVE ALREADY STARTED THE ACADEMIC YEAR IS THAT EVERYTHING TAKES A LOT LONGER. ADJUSTMENTS WILL LIKELY NEED TO BE MADE.

### Summer Homework

#### Complete by August 31

You will begin orienting yourself to the 'culture' of an advanced class and lay the foundation for your year-long literary inquiry and the corner high school writers must turn to be ready for college writing.

### UNIT 0 – College Essays

### UNIT 1 – Short Fiction: HOME & FAMILY

- Skills:
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
  - Identify and describe specific textual details that convey or reveal a setting
  - Explain the function of a particular sequence of events in a plot
  - Identify and describe the narrator or speaker of a text
  - Identify and explain the function of point of view in a narrative
  - Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself

### UNIT 2 - Poetry: HOME & FAMILY

- Skills:
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
  - Explain the function of structure in a text
  - Explain the function of contrasts within a text
  - Explain the function of specific words and phrases within a text
  - Identify and explain the function of simile
  - Identify and explain the function of metaphor
  - Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself

### UNIT 3 – Drama: FENCES (AUGUST WILSON)

- Skills:
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
  - Explain the function of a character changing or remaining unchanged
  - Identify and describe specific textual details that convey or reveal a setting
  - Explain the function of a significant event or related set of significant events in a plot
  - Explain the function of conflict in a text
  - Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself
  - Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
  - Develop commentary that establishes and explains relationships along textual evidence, the line of reasoning, and the thesis
  - Select and use relevant and sufficient evidence to both develop and support a line of reasoning
  - Demonstrate control over the elements of composition to communicate clearly

### WHOLE CLASS NOVEL: *Frankenstein* (MARY SHELLEY)

## UNIT 4 – *Short Fiction*: IDENTITY & CULTURE

- Skills:
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
  - Explain the function of contrasting characters
  - Explain how textual details reveal nuances and complexities in characters' relationships with one another
  - Explain the function of setting in a narrative
  - Describe the relationship between a character and a setting
  - Identify and describe how plot orders events in a narrative
  - Explain the function of contrasts within a text
  - Identify and describe the narrator or speaker of a text
  - Identify and explain the function of point of view in a narrative
  - Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective
  - Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
  - Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
  - Select and use relevant and sufficient evidence to both develop and support a line of reasoning
  - Demonstrate control over the elements of composition to communicate clearly

## UNIT 5 – *Poetry*: IDENTITY & CULTURE

- Skills:
- Explain the function of structure in a text
  - Distinguish between the literal and figurative meanings of words and phrases
  - Explain the function of specific words and phrases in a text
  - Identify and explain the function of an image or imagery
  - Identify and explain the function of a metaphor
  - Identify and explain the function of personification
  - Identify and explain the function of an allusion
  - Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
  - Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
  - Select and use relevant and sufficient evidence to both develop and support a line of reasoning
  - Demonstrate control over the elements of composition to communicate clearly

## WHOLE CLASS NOVEL: *Kindred* (OCTAVIA BUTLER)

## UNIT 6 – *Longer Fiction*: THE HANDMAID'S TALE (MARGARET ATWOOD)

- Skills:
- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives
  - Explain the function of contrasting characters
  - Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities
  - Identify and describe how plot orders events in a narrative
  - Explain the function of a particular sequence of events in a plot
  - Explain the function of contrasts within a text
  - Identify and describe details, diction or syntax in a text that reveal a narrator's or speaker's perspective
  - Explain how a narrator's reliability affects a narrative
  - Identify and explain the function of a symbol
  - Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
  - Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
  - Select and use relevant and sufficient evidence to both develop and support a line of reasoning
  - Demonstrate control over the elements of composition to communicate clearly

## UNIT 7 – *Short Fiction*: TRADITION & PROGRESS

### Skills:

- Explain the function of a character changing or remaining unchanged
- Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- Explain the function of setting in a narrative
- Describe the relationship between a character and a setting
- Identify and describe how plot orders events in a narrative
- Explain the function of a particular sequence of events in a plot
- Explain how a narrator's reliability affects a narrative
- Identify and explain the function of a symbol
- Identify and explain the function of an image or imagery
- Identify and explain the function of a simile
- Identify and explain the function of personification
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning

## UNIT 8 – *Poetry*: LIVING POETS

### Skills:

- Explain the function of structure in a text
- Explain the function of contrasts within a text
- Explain the function of specific words and phrases in a text
- Identify and explain the function of a symbol
- Identify and explain the function of a metaphor
- Identify and explain the function of an allusion
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
- Develop commentary that establishes and explains relationships among textual evidence, the line or reasoning, and the thesis
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning
- Demonstrate control over the elements of composition to communicated clearly

## UNIT 9 – *Longer Fiction*: LITERATURE CIRCLES

### Skills:

- Explain the function of a character changing or remaining unchanged
- Explain how a character's own choices, actions, and speech reveals complexities in that character, and explain the function of those complexities
- Explain the function of a significant event or related set of significant events in a plot
- Explain the function of conflict in a text
- Identify and describe details, diction, or syntax in a text that reveals a narrator's or speaker's perspective
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning
- Develop commentary that established and explains relationships among textual evidence, the line or reasoning, and the thesis
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning

## UNIT 10 – *Test Preparation*

## UNIT 11 – THE *Big Question* INQUIRY PROJECT & PRESENTATIONS

## UNIT 12 – *Film as Literature*