

**School Year 2007-2008 Syllabus**  
**Advanced Placement English Literature and Composition**

**Meeting Times:** The Advanced Placement English Literature and Composition course is a two-semester class (thirty-six weeks) that meets from 8:30-9:55 a.m. on “B” days.

**Course Description:**

AP English Literature and Composition is designed for students willing to accept an intellectual challenge and is intended to engage creative and analytical thinking skills. Students will experience, interpret, and evaluate challenging works of literary merit. This course provides a “representative” background in the “deliberate reading and critical analysis” of British and American literature in addition to readings drawn from several genres (poetry, drama, fiction, and expository prose) and cultures dating from the Anglo-Saxon Period to the present. This wide reading will allow students to appreciate the linguistic changes that have occurred with the English language. Readings will be numerous and college-level discussions among the students – utilizing the Socratic Method -- will deepen students’ understanding of the use, structure, and impact of language embodied in literary works. Wide reading will provide students the opportunity to explore and appreciate trends in linguistic styles across time. In addition to reading numerous works, students will get to know a few pieces well from multiple perspectives.

Reading and writing are approached as reciprocal processes in this course, and students will have multiple opportunities to recognize and implement good writing and appreciate exemplary literature. What a student reads lends itself to what a student writes; what a student writes enhances and extends their understanding of literature and the writer’s craft. Students will write to understand, explain, and evaluate literature in a clear and cogent style. Although critical analysis of the literature is the primary focus of this course, students will also have the opportunity to write creatively. Timed responses mirroring the demands of the AP exam will be a frequent form of evaluation.

Though the system has an open enrollment policy, students should understand this is a college class taught in a high school classroom and is designed to culminate in the AP Literature and Composition Exam. Those who are enrolled in AP Literature and Composition may expect a more intense workload; the breadth, pace, and depth of material covered exceeds that taught in regular English classes. This course is the equivalent of an introductory college-level literature class with college-level requirements. It is intended to be both rigorous and challenging.

**Course Purpose and Goals:**

Philosophy

The class is an interactive learning community in which both student and instructor become deeply engaged in the discussion, production, and analysis of literature and writing. Because this is an introductory college-level course, students will read a variety of genres and exchange ideas and understandings with their peers, learn to apply the critical thinking skill of analysis, and integrate this skill into their writing. Identifying and evaluating the components that make a piece of literature whole and meaningful on a personal and academic level will be an integral part of this class. Risk-taking and questioning are encouraged.

Goals

Students will:

Learn a personal and collective process for making meaning of literary works, connect this meaning to other pieces of literature, and recognize the commonality of the human experience as expressed through literature.

Apply the language and vocabulary of the discipline to explain their understanding and interpretation of literary works.

Recognize the environmental and historical values manifested in a piece of literature.

Identify and explain the use of literary devices and elements in a piece of literature.

Actively participate in group discussions and critique writings about literature.

Apply the writing process to interpret, experience, and evaluate literary works leading to the development of “stylistic maturity.”

### Conceptual Organization

The course is organized into four thematic sections: life’s journeys; Shakespeare festival; poetry, prose, and prized novels; and plays and classics. This is described in more detail in the course content outline.

The content includes, but is not limited to, developing an increasingly comprehensive vocabulary in conversation and discussion; developing small group and large group discussion skills; inferring conclusions from a series of oral statements; respecting the presence of dialects and regional variations in speech; writing essays responding to social, political, and literary concepts; writing comprehensive compositions using narration, exposition, and/ or description; writing on-demand essays that closely analyze literature; developing individual criteria for the aesthetic appreciation of literature; recognizing and understanding the use of literary and stylistic devices; dramatizing literature; experiencing a wide range of literary works, including both classic and modern; using the media center research facilities; and reading self-selected books to help students learn to view reading as a useful and pleasurable activity. Although many of the works will be those written by British authors, other notable works will be included in our studies to ensure a full appreciation of all literary genres and time periods.

### **Course Format and Policies:**

Weighted grades are calculated for students completing and taking the requisite exam of an AP Course.

Unweighted Scale A = 4

Weighted Scale A = 5

Unweighted Scale B = 3

Weighted Scale B = 4

Unweighted Scale C = 2

Weighted Scale C = 3

Unweighted Scale D = 1

Weighted Scale D = 2

Unweighted Scale F = 0

Weighted Scale F = 0

### **Teacher’s Grading System:**

Grades are not weighted until after students take the AP exam in May; students should strive to excel throughout the school year. Since I grade and return work quickly, students are responsible for tracking their own grades. There is one basic category for grades; therefore, one’s grade is based on the total number of points accrued divided by those that are possible. I do not round up.

### **Homework:**

Students should anticipate about 45 to 60 minutes of homework nightly and at least one essay per week. Some essays will be on-demand and completed in class (they appear as ODE on your calendar); others will be completed outside of class.

**Avoiding plagiarism:**

Our age of instant information has made copying and pasting from Web sites as simple as a mouse click; however, passing off someone else's thoughts as your own is dishonest. You must document any ideas that are not uniquely yours by following the Modern Language Association guidelines. If it is necessary to internally cite sources -- regardless of the length of your paper -- you must include a Works Cited page in the appropriate format. **Failure to do so will result in a zero for the assignment and a formal charge for plagiarism that will go into that student's file.**

**Assignment calendars and attendance:**

Students will receive a monthly calendar indicating most daily and long-term assignments. This should assist students with time management. Late work is *not* accepted. Attendance is essential to success, so students should limit absences. Many college professors only permit three absences per term. Although there is some latitude for excused absences, note that it does not give one carte blanche for missing deadlines.

**Additional assistance:**

If you need help or advice to ensure success, I am available before and after school most days and during seminar. You or your parents may also contact me through my school-based e-mail or phone for an appointment through the school office.

**Discipline:**

Since this is a college-level course, I expect a level of maturity one would expect from college students. Respect is the key. You must respect yourself, your classmates, and your instructor. You must also respect school policies and property.

**Textbooks, Materials and other Resources:**

**Adopted text**

Schwiebert, John E. Reading and Writing from Literature. 2<sup>nd</sup> ed. Boston: Houghton Mifflin Company, 2001.

**Supplemental text**

The Language of Literature, British Literature. Ed. Arthur N. Applebee et al. Evanston, IL: McDougal Littell, 1997.

**Supplemental books and plays**

Austen, Jane. Pride and Prejudice. New York: Random House Inc., 1996.

Beowulf. Trans. Seamus Heaney. New York: W.W. Norton and Company Inc., 2000.

Bronte, Charlotte. Jane Eyre. New York: Penguin Putnam Inc., 1997.

Bronte, Emily. Wuthering Heights. New York: Penguin Putnam Inc., 2003.

Chaucer, Geoffrey. The Canterbury Tales. 1999, ELF Advanced Texts Project, <<http://www.canterburytales.org>>.

Covey, Steven R. The Seven Habits of Highly Effective People. New York: Simon and Schuster Inc., 1989.

Heller, Joseph. Catch 22. New York: Simon and Schuster, 1994.

Hosseini, Khaled. The Kite Runner. New York: Riverhead Books, 2003.

Kidd, Sue Monk. The Secret Lives of Bees. New York: Penguin Putnam Inc., 2003.

Kingsolver, Barbara. The Poisonwood Bible. New York: Harper Collins Publishers, 1998.

Morrison, Toni. Song of Solomon. New York: Plume Publishers, 1987.

O'Brien, Tim. The Things They Carried. Boston: Houghton Mifflin Company, 1990.

Seabold, Alice. The Lovely Bones. New York: Hatchette Book Group, 2004.

Shakespeare, William. Four Tragedies. Ed. Sylvan Barnet et. al. New York: Bantam Books, 1988.

Shelley, Mary. Frankenstein. New York: Simon & Schuster Inc., 2004.

Steinbeck, John. East of Eden. New York: Penguin Putnam Inc., 2002.

Stoppard, Tom. Rosencrantz and Guildenstern Are Dead. New York: Grave/Atlantic Inc., 1967.

Tan, Amy. The Joy Luck Club. Oxford: Ivy Books, 1990.

U.S. National Park Service. The Virtual Wall. 25 Oct. 2006. 12 Jan. 2007 <[www.virtualwall.org](http://www.virtualwall.org)>.

**Course Content Outline:**

This syllabus reflects the most current information available from the most recent Advanced Placement English Literature and Course Description Booklet.

Following is a breakdown of the year, both quarterly and thematically.

<b>Advanced Placement Literature and Composition</b>	
<b>Quarter One</b>	
<b>Standards Addressed</b>	<b>E1 (reading), E2 (writing), E3 (listening, speaking, and viewing), E4 (grammar and English usage), and E5 (literature)</b>
<b>Theme</b>	<b>Life's Journeys</b>
<b>Unit I</b>	<b>nine weeks</b>
<b>Content:</b> The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence so that, by the time the student completes AP English Literature and Composition, she or he will have studied literature from both British and American writers, as well as works written in several genres from the Anglo-Saxon Period to contemporary times.	<b>Major works:</b> <u>The Things They Carried</u> and selected summer reading choices (see handout), <u>Beowulf</u> (translation by Seamus Heaney), and <u>The Canterbury Tales</u> (selected tales)*  <b>Minor works:</b> Miscellaneous lyric poems and ballads  <b>Additional:</b> Emphasis on the hero's journey and archetypes, tools for being successful in life, analytical writing and extension activities, MLA style, rhetorical devices, vocabulary, grammar, writing college essays, on-demand essays, and modeling various poetic forms  *See supplemental texts for bibliographical information.
<b>Writing Focus:</b> Students are required to write to understand, explain, and evaluate. Students will write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone. On-demand essays mirroring the demands of the AP exam are included.	Writing includes the following: <ul style="list-style-type: none"><li>• Writing to Understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading;</li><li>• Writing to Explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text;</li><li>• Writing to Evaluate: Analytical, argumentative essays in which students</li></ul>

	<p>draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.</p>
<p><b>Writing Process:</b> Students are required to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. The AP teacher provides instruction and feedback on students' writing assignments, both before and after students revise their work, that help the students develop:</p> <ul style="list-style-type: none"> <li>• A wide-ranging vocabulary;</li> <li>• A variety of sentence structure;</li> <li>• Logical organization, enhanced by specific techniques to increase coherence;</li> <li>• A balance of generalization and specific, illustrative detail;</li> <li>• An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are provided with a list of 50 vocabulary words on which they are tested. They are also expected to use these words on a regular basis in their writing to ensure mastery.</li> <li>• Students are taught the Six Traits of Writing (idea development, organization, sentence structure/fluency, word choice, conventions, and voice). They are provided Six Traits rubrics; students practice peer and self-assessment utilizing this rubric.</li> <li>• In addition to teacher feedback, students work cooperatively to peer-edit.</li> </ul>
<p><b>Vocabulary/Literary Terms:</b></p>	<p>Students are required to learn and identify rhetorical devices commonly found in literature. Students are also provided with a list of 50 vocabulary words each quarter on which they are tested.</p>
<p><b>Other Instructional Materials</b></p>	<p>Beyond the materials, both adopted and supplemental, students utilize the World Wide Web. After reading <u>The Things They Carried</u>,* students visit the Virtual Wall.* They research this site to find one hero they feel could have fit into one of O'Brien's vignettes. They then write their own vignette modeling O'Brien's style. Students are also assigned a Web version of <u>The Canterbury Tales</u>.* It is interactive and provides the tales with side-by-side versions in Modern English and Middle English. Students are also encouraged to use the plethora of resources on the Internet</p>

	to hone skills in which they are lacking. *See supplemental texts for bibliographical information.
<b>Major Assignments:</b>	Students are assigned reading (listed above) outside of class and are tested on the material in a variety of ways. Works chosen are based on suggested reading lists from the AP Web site and from a list of works most commonly referenced on AP exams. Other major assignments include writing (see the listing above) and participation in Socratic seminars.  *See supplemental texts for bibliographical information.
<b>Assessments:</b>	<b>Routine Assessment:</b> Students are assessed by various methods to include, but not limited to, reading logs and response journals, reading comprehension quizzes, vocabulary and rhetorical devices quizzes, editing practice, extension activities, participation in Socratic seminars, and on-demand essays. <b>Exam:</b> The quarter exam is a comprehensive assessment of all material covered.
<b>Quarter Two</b>	
<b>Standards Addressed</b>	<b>E1 (reading), E2 (writing), E3 (listening, speaking, and viewing), E4 (grammar and English usage), and E5 (literature)</b>
<b>Theme</b>	<b>Shakespeare Festival</b>
<b>Unit II</b>	<b>nine weeks</b>
<b>Content:</b> The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence so that, by the time the student completes AP English Literature and Composition, she or he will have studied a wide variety of literature. Unit II will emphasize works from William Shakespeare and other Elizabethan poets. We will also examine poems that allude to <u>Hamlet</u> and that are linked thematically.	<b>Major works:</b> <u>Hamlet</u> , <u>Macbeth</u> , <u>Rosencrantz and Guildenstern Are Dead</u> plus one Shakespeare play of students' choice from <u>The Four Tragedies</u> *  <b>Minor works:</b> These include, but are not limited to, miscellaneous sonnets, "To My Coy Mistress," and "The Love Song of J. Alfred Prufrock"

	<p><b>Additional:</b> Analytical writing and extension activities, writing sonnets, MLA style, rhetorical devices, vocabulary from our reading, analogies, grammar, and on-demand essays</p> <p>*See supplemental texts for bibliographical information.</p>
<p><b>Writing Focus:</b> Students are required to write to understand, explain, and evaluate. Students will write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone. Timed responses – on-demand essays -- mirroring the demands of the AP exam are included.</p>	<p>Writing includes the following:</p> <ul style="list-style-type: none"> <li>• Writing to Understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading;</li> <li>• Writing to Explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text;</li> <li>• Writing to Evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values.</li> </ul>
<p><b>Writing Process:</b> Students are required to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. The AP teacher provides instruction and feedback on students’ writing assignments both before and after the students revise their work, that help the students develop:</p> <ul style="list-style-type: none"> <li>• A wide-ranging vocabulary;</li> <li>• A variety of sentence structure;</li> <li>• Logical organization, enhanced by specific techniques to increase coherence;</li> <li>• A balance of generalization and specific, illustrative detail;</li> <li>• An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are required to develop their own list of words found in the Shakespearean works from this quarter. They are expected to use these words on a regular basis in their writing to ensure mastery.</li> <li>• Students are encouraged to use the Six Traits of Writing (idea development, organization, sentence structure/fluency, word choice, conventions, and voice). They are provided Six Traits rubrics; students practice peer and self-assessment utilizing this rubric.</li> <li>• In addition to teacher feedback, students work cooperatively to peer-edit.</li> </ul>

<b>Vocabulary/Literary Terms:</b>	Students are required to learn and identify rhetorical devices commonly found in literature. Students develop a list of vocabulary words encountered in their reading.
<b>Other Instructional Materials</b>	Students are encouraged to use the plethora of sources on the Internet to hone skills in which they are lacking.
<b>Major Assignments:</b>	<p>Students are assigned reading (listed above) outside of class and are tested on the material in a variety of ways. Works chosen are based on suggested reading lists from the AP Web site and from a list of works most commonly referenced on AP exams.</p> <p>Other major assignments include writing (see the listing above), a writing portfolio, developing note cards for troublesome vocabulary and rhetorical devices as well as characters, themes, and significant information about works of literary merit they have read. Students also participate in Socratic seminars.</p> <p>*See supplemental texts for bibliographical information.</p>
<b>Assessments:</b>	<p><b>Routine Assessment:</b> Students are assessed by various methods to include, but not limited to, reading logs and response journals, reading comprehension quizzes, vocabulary and rhetorical devices quizzes, editing practice, extension activities, participation in Socratic seminars, portfolios, note cards, and on-demand essays.</p> <p><b>Exam:</b> The semester exam is in two parts; it simulates the AP exam and also assesses understanding of the works we've read.</p>
<b>Quarter Three</b>	

<b>Standards Addressed</b>	<b>E1 (reading), E2 (writing), E3 (listening, speaking, and viewing), E4 (grammar and English usage), and E5 (literature)</b>
<b>Theme</b>	<b>The Triple Threat: Poetry, Prose, and Prized Novels</b>
<b>Unit III</b>	<b>nine weeks</b>
<p><b>Content:</b> The choice of works for the AP course is made by the school in relation to the school’s overall English curriculum sequence so that, by the time the student completes AP English Literature and Composition, she or he will have studied a wide range of literary works. Unit III will emphasize a classic Jane Austen novel plus one other classic that students may choose for themselves. Poetry reading will emphasize the skills necessary for explication. A research project will require examining the life and works of one author of merit.</p>	<p><b>Poetry:</b> Metaphysical poetry, Romantics (Blake, Coleridge, Wordsworth, Byron, Shelley, and Keats), Victorians (the Brownings and George Eliot)</p> <p><b>Prose:</b> Works from Virginia Woolf, James Joyce, D.H. Lawrence, Franz Kafka, and Flannery O’Connor</p> <p><b>Prized Novels:</b> <u>Pride and Prejudice</u>* and <u>Frankenstein</u></p> <p><b>Additional:</b> Students will be responsible for researching and presenting a literary research project. We will continue to concentrate on analytical writing, MLA style, rhetorical devices, grammar, practicing multiple choice test-taking strategies, analogies, and writing on-demand essays.</p> <p>*See supplemental texts for bibliographical information.</p>
<p><b>Writing Focus:</b> Students are required to write to understand, explain, and evaluate. Students will write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work’s structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone. Timed responses – on-demand essays -- mirroring the demands of the AP exam are included.</p>	<p>Writing includes the following:</p> <ul style="list-style-type: none"> <li>• Writing to Understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading;</li> <li>• Writing to Explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text;</li> <li>• Writing to Evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality, and its social and cultural values.</li> </ul>

<p><b>Writing Process:</b> Students are required to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work, that help the students develop:</p> <ul style="list-style-type: none"> <li>• A wide-ranging vocabulary;</li> <li>• A variety of sentence structure;</li> <li>• Logical organization, enhanced by specific techniques to increase coherence;</li> <li>• A balance of generalization and specific, illustrative detail;</li> <li>• An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their own list of vocabulary words they encounter while reading, listening, or viewing. They will maintain a log and should use these words on a regular basis in their writing to ensure mastery.</li> <li>• Students will continue to utilize the Six Traits of Writing (idea development, organization, sentence structure/fluency, word choice, conventions, and voice). They will practice peer and self-assessment utilizing provided rubrics.</li> <li>• We will scrutinize essays released by the College Board from previous AP exams to assess the caliber of writing for which readers are looking and to become familiar with the AP rubric.</li> <li>• In addition to teacher feedback, students work cooperatively to peer-edit.</li> </ul>
<p><b>Vocabulary/Literary Terms:</b></p>	<p>Students are required to learn and identify rhetorical devices commonly found in literature. Students will generate a vocabulary log of words they encounter while reading, listening, and viewing.</p>
<p><b>Other Instructional Materials</b></p>	<p>Students will be given an overview on research methodology and permitted to utilize the Internet for their research. Students are encouraged to use the plethora of sources on the Internet to hone skills in which they are lacking. Research projects will be word-processed.</p>
<p><b>Major Assignments:</b></p>	<p>Students will be assigned reading (listed above) outside of class and will be tested on the material in a variety of ways. Works chosen are based on suggested reading lists from the AP Web site and from a list of works most commonly referenced on AP exams. Other major assignments include writing (see the listing above), a research project, and participation in Socratic seminars.</p>

	*See supplemental texts for bibliographical information.
<b>Assessments:</b>	<p><b>Routine Assessment:</b> Students will be assessed by various methods to include, but not limited to, reading logs and response journals, reading comprehension quizzes, vocabulary and rhetorical devices quizzes, editing practice, extension activities, participation in Socratic seminars, on-demand essays, and a research project.</p> <p><b>Exam:</b> The quarter exam will be in two parts; it will simulate the AP exam and also assess understanding of the works we've read this quarter.</p>

<b>Quarter Four</b>	
<b>Standards Addressed</b>	<b>E1 (reading), E2 (writing), E3 (listening, speaking, and viewing), E4 (grammar and English usage), and E5 (literature), E6 (functional documents), and E7 (public documents)</b>
<b>Theme</b>	<b>Four for Closure: Plays and Final Touches</b>
<b>Unit IV</b>	<b>nine weeks</b>
<p><b>Content:</b> The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence. It is our goal that, by the time the student completes AP English Literature and Composition, she or he will have studied a wide range of literary works. Unit IV will emphasize classic plays and how to adequately evaluate them, one classic novel of students' choosing, and the continued work of explicating poetry.</p>	<p><b>Plays:</b> <u>The Importance of Being Earnest</u> and selected plays from our primary text</p> <p><b>Novels:</b> Students may choose a novel of literary merit from a selected list.</p> <p><b>Poetry:</b> Assorted poems by Allen Ginsberg, T.S. Eliot, Seamus Heaney, and more contemporary authors of merit</p> <p><b>Additional:</b> Multiple choice practice, review and preparation for the AP exam, final project, analogies, scrutinizing public documents, and creating functional documents</p> <p>*See supplemental texts for bibliographical information.</p>
<p><b>Writing Focus:</b> Students are required to write to understand, explain, and evaluate. Students will write an interpretation of a</p>	<p>Writing includes the following:</p> <ul style="list-style-type: none"> <li>• Writing to Understand: Informal, exploratory writing activities that</li> </ul>

<p>piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone. Timed responses – on-demand essays -- mirroring the demands of the AP exam are included.</p>	<p>enable students to discover what they think in the process of writing about their reading;</p> <ul style="list-style-type: none"> <li>• Writing to Explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text;</li> <li>• Writing to Evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.</li> </ul>
<p><b>Writing Process:</b> Students are required to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work, that help the students develop:</p> <ul style="list-style-type: none"> <li>• A wide-ranging vocabulary;</li> <li>• A variety of sentence structure;</li> <li>• Logical organization, enhanced by specific techniques to increase coherence;</li> <li>• A balance of generalization and specific, illustrative detail;</li> <li>• An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop their own list of vocabulary words they encounter while reading, listening, or viewing. They will maintain a log and should use these words on a regular basis in their writing to ensure mastery.</li> <li>• Students will continue to utilize the Six Traits of Writing (idea development, organization, sentence structure/fluency, word choice, conventions, and voice). They will practice peer and self-assessment utilizing provided rubrics.</li> <li>• We will scrutinize essays released by the College Board from previous AP exams to assess the caliber of writing for which readers are looking and to become familiar with the AP rubric.</li> <li>• In addition to teacher feedback, students work cooperatively to peer-edit.</li> </ul>
<p><b>Vocabulary/Literary Terms:</b></p>	<p>Students are required to learn and identify rhetorical devices commonly found in literature. Students will generate an additional vocabulary log of words they encounter while reading, listening, and viewing.</p>
<p><b>Other Instructional Materials</b></p>	<p>Students are given an overview on research methodology and permitted to utilize the Internet for their research.</p>

	<p>Students are encouraged to use the plethora of sources on the Internet to hone skills in which they are lacking.</p> <p>Multimedia projects will utilize school-based technology.</p>
<b>Major Assignments:</b>	<p>Students are assigned reading (listed above) outside of class and are tested on the material in a variety of ways. Works chosen are based on suggested reading lists from the AP Web site and from a list of works most commonly referenced on AP exams.</p> <p>Other major assignments include writing (see the listing above), a final project, and participation in Socratic seminars.</p> <p>*See supplemental texts for bibliographical information.</p>
<b>Assessments:</b>	<p><b>Routine Assessment:</b> Students are assessed by various methods to include, but not limited to, reading logs and response journals, reading comprehension quizzes, vocabulary and rhetorical devices quizzes, editing practice, extension activities, participation in Socratic seminars, on-demand essays, and a final project.</p> <p><b>Exam:</b> The final exam will be a comprehensive assessment of concepts covered and a self-analysis of students' accomplishments as they anticipate reaching future goals.</p>

**Standards addressed**

The educational plan of the day (PoD) and standards addressed are written on the board daily so that students will be aware of – and take responsibility for – the daily educational outcome. Below is a more detailed examination of the English standards:

**E1 Reading** – Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole, identifying complexities presented in the structure of the text, and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and use critical and evaluative skills to examine texts.

**E2 Writing** – Writing is a process through which we communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

**E3 Speaking, listening, and viewing** – Speaking, listening, and viewing are fundamental processes people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

**E4 Conventions, grammar, and English usage** – Having control of the conventions and grammar means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, and subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

**E5 Literature** – Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

**E6 Public documents** – A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

**E7 Functional documents** – A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation, and particularly to an audience and the way different audiences will interact with the documents.

**Special Information for AP Literature:**

Instructional activities will be provided in a general classroom setting, in the media center, and in the school and community environment. Student activities will include, but will not be limited to, writing journals or learning logs; writing essays responding to social, political, and literary concepts; writing essays responding to social, political and literary concepts; writing essays using narration, exposition, and/or description; writing resumes and letters of application; responding to each other's writing with helpful suggestions for revision; taking several pieces of writing through a process that includes pre-writing activities, drafting, peer response, revision, proofreading for spelling, punctuation, capitalization, grammar, and usage, and publishing; practicing writing from different points of view for different audiences; developing speaking and listening skills by responding to literature and to each other's writing, and by participating in small and large group discussions and in oral presentations, individual recitations, and dramatizations; studying appropriate major works of British literature intensively in class; reading, viewing, and listening independently to examples of the various genres of literature and responding to that literature; presenting interpretations of literature orally; reading several self-selected books and responding to them in journal entries, letters, group discussions, or oral or written book reports; and increasing vocabulary through the study of words encountered in reading and through work with the dictionary and the thesaurus.

**Supporting Services:**

Students are encouraged to utilize seminar time (eighth period on B days) to work on assignments and to facilitate necessary extensions and correctives. The school utilizes AVID strategies such as Cornell Notes and has several different tutoring programs – with tutors from the local community and other students – available. The instructor is also available before and after school.