

### Course Description

AP Literature and Composition is designed as a college-level course that complies with the curricular requirements described in the AP English Course description. Students will read a wide range of texts closely. We will hone our ability to draw conclusions from details, identify author's craft and its effect, as well as develop, present, and argue our interpretations of texts. The big ideas of this course are character, setting, structure, narration, figurative language, and literary argumentation.

### Please Note:

- Since this course is designed as a college-level course, students will be studying works of literature that deal with mature and adult subject matter.
- Registration for the AP Exam for this course is due by October 4th, 2019. Students are expected to take the AP Exam for this course; it will be given on May 6, 2020. The exam costs \$94, and I will work with anyone with financial hardships to ensure they are able to take the exam.

### Priority Common Core State Standards

**RL.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.12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

**RI.12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**W.12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

accurately through the effective selection, organization, and analysis of content.

**W.12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**SL.12.1 1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**L.12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or

Speaking.

[Big Ideas, Enduring Understandings, and Skills](#)

## Reading

The reading in an AP English course is wide-ranging and complex. The expectation in AP Literature and Composition is that you do all required reading thoughtfully, thoroughly, and deliberately. The reading pace for this course is consistent with a typical undergraduate university English literature course; therefore, students should plan to adjust their study schedules to include reading time. Most reading assignments are **active**; that is, students are asked to question, reflect, interpret, analyze, synthesize, and evaluate as they read.

## Writing

Throughout this course, students will be offered opportunities to practice their writing skills. Regardless of the formality of the writing assignment, students will be expected to exercise their best writing skills, paying close attention to syntax, diction, tone, voice, and organization. Writing assignments will include, but are not limited to the following:

- Style imitation — poems, narratives (creative)
- Timed writes (essay tests, AP exam prompts)
- Informal “In Class” essays (explorations of characterization, setting, structure, narration, figurative language, etc.)
- Formal (or “process”) essays (literary argumentation)
  - All formal essays will go through the following writing process: brainstorming, drafting, revising, editing, and publishing. Teacher feedback on student writing will occur during writing workshop sessions and in one-on-one conferencing with the teacher. After an essay has been assessed and returned, students have the opportunity to revise their writing, but only after a one-on-one conference with the teacher.

### ANNUAL COURSE STUDY AND SCHEDULE OVERVIEW

**Daily Interactive Notebook:** Students are expected to keep a 5-subject spiral notebook for organizing literature units, daily activities and general protocols and strategies for reading and writing about literature. By the end of the year, students will have compiled a “textbook” and study tool for the AP English Literature Exam.

**Units** — All literature units will include:

- Author Profiles
- An overview of social/cultural values and historical context
- Vocabulary in context
- Class discussions
- Reading to experience, interpret and evaluate literature
- Quizzes and essay tests
- Informal and formal writing assignments
- Online Personal Progress Checks (required but ungraded)

Unit and Timeline	Text(s)	Assessments
<b>Short Fiction I: James Joyce and Flannery O’Connor</b> , September 4th - September 18th	“Araby” by James Joyce (pp. 381-386) and critical essay by J.S. Atherton (pp.399-403) “Eveline” by James Joyce (pp. 386-391) and critical essay by Clive Hart (pp.403-407) “The Boarding House” by James Joyce (391-397) and critical essay by Fritz Senn (pp.407-410) “A Good Man is Hard to Find” by Flannery O’Connor (412-425) and Flannery O’Connor’s essay “A Reasonable Use of the Unreasonable” (pp.465-467) and Madison Jones’ critical essay (pp.468-472) “Good Country People” by Flannery O’Connor (426-443) and Sarah Gordon’s critical essay (pp.472-474)	55 Minute Timed Write (Prose Fiction Analysis)  Personal Progress Check 1: Multiple choice and Contemporary Prose

	“Greenleaf” by Flannery O’Connor (444-463)	
<b>Poetry I: Elements of Poetry I</b> , September 20th - October 4th	<p>Selected poems from chapters one through seven of <i>Perrine’s Sound and Sense</i> including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Tennyson, “The Eagle”</li> <li>2. Shakespeare, “Winter”</li> <li>3. Owen, “Dulce et Decorum Est”</li> <li>4. Shakespeare, “Shall I compare thee to a summer’s day?”</li> <li>5. Bishop, “One Art”</li> <li>6. Olds, “35/10”</li> <li>7. Browning, “Meeting at Night”</li> <li>8. Browning, “Parting at Morning”</li> <li>9. Hopkins, “Spring”</li> <li>10. Williams, “The Widow’s Lament in Springtime”</li> <li>11. Frost, “The Road Not Taken”</li> <li>12. Whitman, “A Noiseless Patient Spider”</li> <li>13. Blake, “The Sick Rose”</li> <li>14. Heaney, “Digging”</li> <li>15. Herbert, “Peace”</li> </ol>	<p>In-Class Essay (Poetry Analysis)</p> <p>Personal Progress Check 2: Multiple choice, 20th Century/Contemporary Poetry</p>
<b>Drama I: Elements of Greek Tragedy</b> , October 8th - October 30th	<i>Oedipus the King</i> translated by Robert Fagles	<p>50 Minute Timed Write (Literary Argument)</p> <p>Personal Progress Check 3: Multiple choice, 20th-Century/Contemporary Prose, Literary Argument</p>
<b>Short Fiction II: Pre-20th-Century</b> , November 4th - December 2th	<p>While some of the below texts can be found in <i>Perrine’s Story and Structure</i>, others will be handouts.</p> <ol style="list-style-type: none"> <li>1. “Gooseberries” by Anton Chekov (pp.144-153)</li> <li>2. “The Devil and Tom Walker” by Nathaniel Hawthorne (handout)</li> <li>3. “The Parvenue” by Mary Shelley (handout)</li> <li>4. “Young Goodman Brown” by Nathaniel Hawthorne (pp.241-252)</li> <li>5. “The Old Nurse’s Story” by Elizabeth Gaskell (handout)</li> <li>6. “The Yellow Wallpaper” by Charlotte Perkins Gilman (handout)</li> </ol>	<p>In-Class Essay (Prose Fiction Analysis)</p> <p>Personal Progress Check 4: Multiple choice, 20th Century/Contemporary Prose</p>
<b>Poetry II: Elements of Poetry II</b> , December 4th - December 20th	<p>Selected poems from chapters eight through sixteen of <i>Perrine’s Sound and Sense</i> including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Frost, “Out, Out--”</li> <li>2. cummings, “In Just--”</li> <li>3. Eliot, “Journey of the Magi”</li> <li>4. Atwood, “Siren Song”</li> <li>5. Emerson, “The Rhodora”</li> <li>6. Keats, “On the Sonnet”</li> <li>7. Donne, “The Indifferent”</li> <li>8. Arnold, “Dover Beach”</li> <li>9. Angelou, “Woman Work”</li> <li>10. Olds, “Rite of Passage”</li> <li>11. Stafford, “Travelling Through the Dark”</li> <li>12. Shakespeare, “That time of year”</li> </ol>	<p>45 Minute Timed Write (Poetry Analysis)</p> <p>Personal Progress Check 5: Multiple choice, Pre-20th-Century Poetry</p>

	<p>13. Thomas, "Do Not Go Gentle Into That Good Night"</p> <p>14. McKay, "America"</p> <p>15. Heaney, "Villanelle for an Anniversary"</p>	
<p><b>Longer Fiction:</b> <i>Pachinko</i>, January 7th - January 24th</p>	<p><i>Pachinko</i> by Min Jin Lee Historical documents and critical essays</p>	<p>Formal Process Essay (Literary Argument)</p> <p>Personal Progress Check 6: Multiple choice, Pre-20th-Century Prose, Literary Argument</p>
<p><b>Short Fiction III: <i>Flying Home</i></b>, January 29th - February 19th</p>	<p><i>Flying Home</i> by Ralph Ellison Historical documents, author profiles, and critical essays</p>	<p>40 Minute Timed Write (Prose Fiction Analysis)</p> <p>Personal Progress Check 7: Multiple choice, Contemporary Prose</p>
<p><b>Poetry III: Further Reading and Poet Focus</b>, February 21th - March 13th</p>	<p>Selected poems from pages 340-420 of <i>Perrine's Sound and Sense</i> Student selected poems</p>	<p>Style Imitation, Poetry Professor Project</p> <p>Personal Progress Check 8: Multiple Choice, Metaphysical Poem</p>
<p><b>Drama II: Elements of Shakespearean Tragedy and Dramatic Conventions</b>, March 17th- April 16th</p>	<p><i>The Tragedy of Hamlet, Prince of Denmark</i> by William Shakespeare</p>	<p>40 Minute Timed Write (Literary Argument)</p> <p>Personal Progress Check 9: Multiple choice, Pre-20th Century Prose, Literary Argument</p>
<p><b>AP Exam Preparation</b>, April 20th - May 4th</p>	<p>Multiple choice and Free Response questions from past AP Exams Daily Interactive Notebook Notes and Processing</p>	

**District Adopted Materials and Supplemental Resources:**

- *Flying Home*, Ralph Ellison
- *Pachinko*, Min Jin Lee
- *Perrine's Sound and Sense: An Introduction to Poetry, Eleventh Edition*
- *Perrine's Story and Structure, Eleventh Edition*
- *The Theban Plays*, Sophocles – (translated by Robert Fagles)
- *The Tragedy of Hamlet, Prince of Denmark*, William Shakespeare

<b>GENERAL CLASSROOM INFORMATION, GUIDELINES AND POLICIES</b>
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**Grading:**

60% Essays, Timed Writes, Major Writing Assignments

Essays, Timed Writes, and Major Writing Assignments will be scored using AP English Literature Scoring Rubrics (Poetry Analysis, Prose Fiction Analysis, Literary Argument). While these scoring rubrics use a six point scale, they will be translated to a four point scale for class grade purposes. Scoring Rubrics will be provided well ahead of time, annotated, and discussed.

AP Scoring Rubric	Class Grade Equivalent
5 - 6	4
4-5	3
3-4	2
2-1	1

25% Daily Class Work (Including Daily Interactive Notebook, homework assignments, group projects)

The Daily Interactive Notebook (DIN) will always be scored using a consistent four point scoring rubric.

15% Tests Quizzes (Reading Comprehension, Vocabulary, Unit Tests, Final Exam)

Points correct on Reading Comprehension, Vocabulary, Unit Tests, and Final Exams will be translated to a four point scoring rubric.

Final Mark	Score Patterns	Notes/Rationale
A	A mix of 4 and 3 marks with 50% or more of the marks being 4. No 2 or 1 marks.	Student consistently exceeds the minimum level of proficiency on determined standards.
B	A mix of 4 and 3 marks with 25% or more of the marks being 4. No 2 or 1 marks.	Student often exceeds the minimum level of proficiency on determined standards.
C	A mix of 4 and 3 marks. No 2 or 1 marks.	Student meets minimum proficiency in all determined standards in order to earn a C in the course.
D	A mix of 4, 3, 2, and 1 marks with no more than 33% of the marks being 1.	Student does not meet the minimum proficiency on all determined standards and may struggle when moving on to the next level.
F	A mix of 4, 3 and 2 marks with more than	Student has not yet gained a minimum level

	33% of the marks being 1.	of proficiency on determined standards and will most likely struggle when moving on to the next level.
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### **Daily Interactive Notebook:**

Part of your Daily Class Work grade will depend on you keeping and organizing work in a spiral notebook. You will keep this notebook for the entire school year and will be organizing literature units, daily activities, and general protocols/strategies for reading and writing. The notebook will be collected after each unit of study and will be worth 25% of a student's grade.

### **Due Date and Late Work Policy:**

1. ALL assignments are **due at the beginning of class on the day specified**, unless otherwise indicated. I will not print out student work on my school computer. Please plan ahead.
2. If you are absent on a due date of an assignment due to an absence (sickness, emergency), the assignment is **due on the day you return to class**.
3. If you have a pre-arranged absence (field trip, vacation, etc.) you must still turn in the assignment that day, which can be done in the following ways:
  - a. Send your assignment with a peer.
  - b. Ask a teacher or secretary to place the assignment in my mailbox before you leave.
  - c. Email the assignment to [jsouza@pps.net](mailto:jsouza@pps.net) or upload onto Google Classroom depending on the assignment.
4. If you have an ABSENCE, you have time to make up work for full credit. Stay in the loop by asking for missing work, communicating with peers, and making use of Google Classroom. For any test or quiz, you have three school days to make it up (before or after school, tutorial time).

### **Behavioral Expectations:**

Students are expected to conduct themselves in the classroom with integrity and honesty, including but not limited to:

- Adhere to Franklin's STRONG behavioral matrix (see Student Handbook).
- Attend class daily and punctually.
- Bring all necessary materials.
- Complete assignments, including readings.
- Keep distractions such as food and electronic devices out of the classroom.
- Keep work from other classes put away.
- Be honest in all matters of scholarship. Please review and sign the Academic Honesty Policy.
- Ask for help.
- Be respectful to others, their ideas, and their right to learn.

### **Consequences:**

If minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

1. Warning.
2. Talk to you (privately, if possible).
3. Communicate with Parent/Guardian via email or phone call.
4. Write a Synergy Referral to myself to document the behavior and possibly involve other supports (Climate Dean, Counselors, etc.)
5. Complete an Office Discipline Referral and have a conference with a school administrator.

### **Required Supplies:**

- 5 Subject Spiral Notebook with college-ruled paper (at least 100 pages)
- Blue or black ink pens, pencils
- Glue-sticks
- Sticky notes and highlighters for marking text

### **Differentiation/Accessibility Strategies and Support (TAG, ELD, SpEd, Other):**

In general, there are many aspects of AP English Literature that lend themselves to differentiation for students with a variety of skill levels and needs. Open-ended writing assignments, graphic organizers, small group work, and opportunities to revise assessments allow students equal access to learning and equal opportunity to demonstrate what is known.

- **Students receiving Special Education services:**

Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers, and parents/guardians. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

- **Students receiving English Language Development services:**

Strategies used in this class to address the needs of students receiving English Language Development services Include:

- Posting clearly defined language and content learning targets
- Emphasizing key vocabulary using visuals and total physical response
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Providing frequent opportunities for student interaction (pair-shares, small and large group work)
- Using activities that integrate reading, writing, speaking, and listening
- Providing regular feedback

- **Students identified as TAG:**

AP English Literature and Composition is designed as a college-level course that lends itself mostly to challenging extensions for the gifted or highly capable student. Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended writing prompts, flexible grouping, and Socratic seminar.

The differentiation strategies used in this course are based on the evidence received through multiple formative assessments. Formative assessments include think-pair-shares, oral questioning, Socratic Seminar, informal writing and processing, Progressive Carousels and other small group work. The Daily Interactive Notebook acts as a living document of formative assessments. Summative assessments include, but are not limited to, Timed Writes, In-Class Essays, Formal Process Essays, individual and group projects, and style imitation. Students will track their own progress through Personal Progress Checks designed by the College Board. While these Progress Checks cannot affect a student's class class. They will be assigned after each unit.

### **Questions or concerns?**

By email: [jsouza@pps.net](mailto:jsouza@pps.net)

By phone: 503-916-5140 ext. 84137

Office: S151 (prep during 4th and 5th period)

Classrooms: M218 (Periods 1 and 2) and M219 (Periods 6, 7, and 8)