

AP English Literature and Composition 2021-2022

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Essential Questions

Whether discussing class goals and expectations, reading, or writing an essay, the following questions will guide our thinking toward work that is challenging, purposeful, and enriching.

- Why AP?
- Why read literature?
- What does effective writing look like?
- To what extent can we learn about ourselves by studying literature?

Enduring Understandings

- An effective AP course prepares students not only to pass the AP exam in May, but it also prepares students to read and write at a college level and to think critically and creatively in a variety of contexts.
- Literature offers timeless insights into the human condition; as we study literature, we study ourselves.
- Writing is a craft that meets the intellectual, creative, and analytical needs of writers and readers.

Major Concepts / Content

This course prepares students for the AP English Literature and Composition exam. At the same time, students experience the environment of a college class through individual study, class discussions, and writing assignments that focus on analysis, literary appreciation, and critical thinking. Moreover, the curriculum and grading system are consistent with the College Board AP course description and scoring guides. In terms of rigor and workload, this course is comparable to college- or university-level classes. To that end, students scoring a 3 or above on the exam receive college credit at most colleges and universities throughout the United States.

Prerequisites

AP English Literature and Composition does not require prerequisite courses, though a background in the English Honors program is suggested. Students should be able to read and comprehend college-level texts and write grammatically correct sentences.

Course Goals

- To read and critically analyze imaginative literature.
- To understand the way writers use language to provide meaning and pleasure.
- To consider a work's structure, style, and themes as well as the use of figurative diction, detail, syntax, tone, and other literary elements.
- To study representative works from various genres and periods.

- To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
- To consider the social and historical values a work reflects and embodies (history informs the narrative)
- To write critical analysis of literature; expository, analytical, and argumentative essays; and creative works to sharpen understanding of literary artistry.
- To become aware of various modes of communication of the resources of language: connotation, metaphor, irony, syntax, and tone.
- To develop AP testing skills through study and practice during the year.

Performance Tasks

- Timed in-class essays based on past AP prompts
- Formal literary analyses that include expository, analytical, and argumentative essays (outside of class)
- Personal essays (e.g. college application essays)
- Close reading
- Reader's Responses
- Poetry analysis and explication
- Presentations - group and individual
- Quick responses (emphasis on impromptu thesis claim)
- Practice multiple choice questions
- Mock exams
- Dialectal journals
- Peer Review

Expectations for the AP Literature Student

- The will and courage to embrace your own unique perspective...and back it up.
- The ability to read closely...to "notice that, and to wonder why"
- Commitment and adherence to out-of-class reading
- Active and consistent engagement in discussion involving active listening and constructive speaking
- Embrace personal and social responsibility sufficient to maintain an individual workload as well as group responsibilities
- Willingness to accept and incorporate feedback from teacher and peers.
- An open mind that embraces the ambiguity of literature and considers the unresolved questions starting points for further thinking and exploring
- A basic command of language, composition, and grammar and/or willingness to accept extra help.
- Knowledge of MLA style guide

Homework

To prepare for the exam in May and to realize success in this class, it is imperative that students perform work outside of class and come to class prepared to work with the assigned text. Discussing varying aspects of literature, structure, style, theme and the author's argument will be a daily practice. In preparation, for these discussions, students are asked to write their thoughts, questions, and discoveries as they move through the work. Plan to read every night. In addition to assigned reading, students will write out-of-class essays, various Reader's Responses, Close Reading forms, and other work of analysis, as appropriate. As this is a college-level course, college-level behavior and a college-level work ethic will be the norm.

CRITICAL: If a student is absent the day a major assignment is due, **OR IF AN ASSIGNMENT IS DUE A WEEK OR MORE PRIOR TO THE DUE DATE**, that student must still submit the completed assignment **via an email attachment** by the due date and by the time the student's class period begins (the first bell). If the work appears any time after that (even one minute), it will be considered late and not accepted.

Grading and Attendance

Inconsistent attendance always results in anxiety, loss of continuity, and the inability to successfully participate in discussions. Showing up is essential. This course adheres to the El Segundo High School code on absences and tardy arrivals. Students make up missed tests due to an excused absence at a mutually agreed upon time.

Students are graded on the items outlined in the Performance Tasks section of this syllabus. All written work, presentations, and other assessments will follow this guide. In doing so, students will learn to perform according to a set standard and develop the ability to self-assess.

Grading Guide (Based on Writing Traits, AP exams, and Understanding by Design)

Signs of an "A":

- Mature understanding of a given topic (offers fresh and insightful analysis; understands subtleties; can see several sides of an issue)
- Thorough, organized work
- Creative, well-supported ideas
- Critical-thinking clearly present
- Effective at communicating (superior control of language and ideas)
- Applies previous knowledge and concepts to new situations and problems with skill and insight
- Meticulous attention to style guide (where appropriate)

Signs of a "B":

- Solid understanding of a given topic (starts to take basic ideas to deeper levels)
- Skilled work, but limited in the care and detail of an "A"
- Ideas supported, for the most part

- Competent organization overall
- Communication hindered by some flaws in spelling, punctuation, etc.
- Solid attention to style guide (where appropriate)

Signs of a “C”:

- Basic understanding of a given topic (gets the main ideas, but does not go beyond the surface)
- Work is done adequately
- Ideas are over-generalized and/or lack support in places
- Should re-organize work to make it more effective
- Quite a few errors and problems with spelling, punctuation, etc.
- Five to six errors to style guide (where appropriate)

Signs of a “D”:

- Limited understanding of a given topic (struggles to grasp main ideas, let alone more sophisticated aspects)
- Ideas are vague and rarely supported
- Lacks organization
- No evidence of proofreading or rethinking of ideas in order to communicate effectively.
- Overall inattention to style guide.

Signs of an “F”:

- Does not grasp even the basics of a given topic
- Incomplete, unsupported, and sloppy
- Seems thrown together at the last minute; overall, misses the assignment’s goals
- Does not participate in class discussions, group work and peer editing.
- 0 awareness of style guide.

Additionally, students will write according to specific AP scoring guides (e.g.: 6, 5, 4, 3. etc.). Not only will students evaluate writing samples based on these guides, but they will also write, evaluate, and revise their own work based on these guides as well as feedback from peers and the instructor.

Note on grammar and usage: Seniors in AP Literature and Composition are expected to have a sound command of standard written English. Mini-lessons and individual work will may be assigned to help individual writers.

Success in this Class

Students will impress me and enhance their academic standing if they practice these habits of mind:

- Ask probing questions
- Demonstrate engagement
- Exhibit curiosity
- Make academic mistakes
- Challenge your beliefs

- Do *your* best! Do not compare yourself, doubt yourself, or shortchange yourself
- Think outside the box, take chances and generate ideas
- Know class protocols and never plead “not knowing.”

Classroom Rules:

- Bring an Ipad to every class period
- Show up on time (in your seat when the bell rings).
- Treat yourself, your classmates, instructors, and visitors with respect.
- Practice courteous and ethical behavior.
- Hoodies down.
- No completing work for other classes during AP Lit.
- Inappropriate use of technology
- NO CELL PHONES IN CLASS.
- Yes...you CAN eat in class. Let’s keep it neat people.

Use of Technology in Class

Technology is a part of some assignments in this class, so students should always carry fully charged iPads to class. Outside of these assignments and on a daily basis, use of the iPad is your choice.

If students do choose to use this tool, students must follow the policy and know the procedures for the 11 Honors classroom.

- Students will use the iPad as a learning device.
- Appropriate use of the iPad primarily includes note taking and accessing course content through the teacher website or various apps. Additionally, research, writing, vocabulary, test taking will be available through the iPad at the teacher’s direction.
- Students must ask permission before recording audio, using video or taking pictures of classmates or staff.
- Students will not use photos in place of notes EXCLUSIVELY.
- Students will not text, listen to music or play games during instructional time.
- Working on anything other than the assigned English work will result in lost Gangstuh points. Repeated violations of this policy will result in further disciplinary action.

Course Text and Materials

Course Textbook: *LIT Literature and Interpretive Techniques* by Wilfred L. Guerin, Michael L. Hall, Lee Morgan et. al.

A selection of works in handout form, posted on Schoology.

Outside Reading

To round out their literary repertoire and to prepare for the open-ended essay (Q3), students will select and read ONE work outside of class about every ten weeks. I will supply a list of choices based on a particular theme. Students are assigned a reading group or an outside “book club” to enhance understanding and enjoyment of the work.

Assignments that accompany the outside reading are a formal essay and practice with the Q3 question. Expect Socratic Seminars and informal debates that focus on character and them.

Proposed Course Outline

| Unit Title | Skills | Readings |
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| <p>Week 1: Startup Nonsense (3 class periods)</p> <p>Introductions Expectations Building classroom pact</p> | <p>Building Understandings Introductions Class outline/syllabus Sign up for AP Intro to AP Classroom</p> | |
| <p>Week 2 -3: College (7 class periods)</p> <p>College Personal Statements Review</p> | <p>LAN 7.D Counselor visit: walk through the portals Finding subject and voice. Writing to audience and purpose Drafting Counselor visit: walk through the portals</p> | <p>College Board examples Packets for review</p> |
| <p>Writing: Draft 1 for peer review Draft 2 for teacher review</p> | | |
| <p>Week 3-5 (10 class periods)</p> <p>Building Understandings Keeping it “Slant”</p> | <p>Identify, discuss and model basic tools for the class: Successful English Students Lit Terms Taboo Close Readings Diction, Detail, Imagery, Syntax, Tone Absolute Taco</p> <p>Review AP Rubrics</p> | <p><i>How to Read Literature Like a Professor</i></p> <p>Microfiction: Points of Entry “Chapter V” by Ernest Hemingway “Widow’s First Year” by Joyce Carol Oates “Give it Up” by Franz Kafka “Sticks” by George Saunders “Taylor Swift” by Hugh Behm-Steinberg “Untitled” by Adhiraj Singh “Gator Butchering for Beginners” by Kristen Arnett</p> |
| <p>Writing: Diagnostic Writing Dialectical Journals on material AP Prep: AP Rubrics Measure diagnostic with rubric Outside Reading: Other:</p> | | |

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| | | Video: The Danger of a Single Story |
| <p>Weeks 5-7: Building a Literary Toolbox (10 class periods)</p> <p>Review Big Ideas: Literary Argumentation</p> <p>How we read Archetypes, Patterns, Allusions Biblical/mythological study</p> | <p>LAN 7.A LAN 7.B LAN 7.C LAN 7.D</p> <p>How and why we read in AP Lit: Align summer readings to archetypes and conventions in How to Read Biblical/mythological study</p> <p>The purpose of story</p> | <p><i>How to Read Literature Like a Professor</i> <i>Frankenstein</i> <i>A Lesson Before Dying</i></p> |
| <p>AP Prep: Prog Check 1 Introduce Multiple Choice with 1 set of 5 questions. Outside Reading:</p> <p>Other:</p> | | |
| <p>Weeks 8-9 Unit 1 Short Fiction I (10 periods)</p> <p>Big Ideas: Character, Setting, Structure Narration, Literary Argumentation</p> <p>Focus: Reading: active reading Analysis: entry points and evidence) Writing: see below</p> | <p>CHR 1A SET 2.A STR 3.A STR 3B NAR 4A NAR 4B LAN 7A</p> <p>Introduce Paper #1 outside of class reading and essay. Assignment Prompt: TC</p> | <p>“The Birthday Party” by Katherine Brush “The Vendetta” by Guy de Maupassant “The Yellow Wallpaper” by Charlotte Perkins Gilman</p> <p><i>The Awakening</i> by Kate Chopin (outside of class reading)</p> |

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| <p>AP Prep: Dissecting the Prompt Working the claim 1 set MC of 5 questions 1 FRQ: paragraph only Progress Check 1: FRQ Thesis Work Grading Student Models Outside Reading: <i>The Awakening</i></p> <p>Other:</p> | | |
| <p>Weeks 10-11 Unit 2 Poetry I (10 periods)</p> <p>Big Ideas: Intro to poetry: Open and closed forms Character, Figurative Language, Literary Argumentation</p> | <p>CHR 1.A STR 3.C STR 3.D FIG 5.B FIG 6.A FIG 6.B LAN 2.A</p> | <p>“For Julia, in the Deep Water (Modeling) “The Lanyard” “Theme for English B” by Langston Hughes “The Sun Rising” by John Donne</p> |
| <p>AP Prep: Progress Check #2 MC: 1 set in class FRQ 1: Move to commentary Review for thesis and topic sentences together Student samples with commentary</p> <p>Outside Reading: <i>The Awakening</i></p> <p>Other: Week 10: Paper #1 topic due</p> | | |
| <p>Weeks: 11-13 Unit 3 Drama/Short Fiction (17 periods)</p> | <p>CHR 1A CHR 1B CHR 1C CHR 1D CHR 1E</p> | <p><i>Hamlet by William Shakespeare</i></p> |

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| <p>Big Ideas: Character, Setting Structure Literary Argumentation</p> | <p>SET 2.B STR 2.E STR 3.F LAN 7B-7E</p> | |
| <p>AP Prep: Progress Check #3 MC: 1 Set Introduce Open Ended Thesis review Review Q3 Examples Assign FRQ as homework Outside Reading: <i>The Awakening</i></p> <p>Other: Week 11: Paper #1 Draft due Week 12: Paper #1 due</p> | | |
| <p>Weeks 13-16 Unit 4 Short Fiction II (17 periods)</p> <p>Big ideas: Character Setting Structure Narration</p> | <p>CHR 1.A CHR 1.C CHR 1.D SET 2.B SET 2.C STR 3.A STR 3.D NAR 4.A-4C LAN 7.B-7.E</p> <p>Introduce Paper #2 outside of class reading and essay.</p> | <p>“Little Things” by Raymond Carver Girl by Jamaica Kincaid “Occurrence at Owl Creek Bridge” by Stephen Crane “The Man Who Saw the Flood” by Richard Wright</p> <p><i>The Things They Carried</i> by Tim O’Brien (outside of class reading)</p> |
| <p>AP Prep: Progress Check 4 Working with commentary 2 set MC 1 FRQ: Q3: just intro Grading Student Models Outside Reading: <i>The Things They Carried</i></p> <p>Other: Week 15: Paper #2 topic due Week 16: Paper #2 Draft 1 due.</p> | | |

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| <p>Weeks 16-19 Unit 5 Poetry II (17 periods)</p> <p>Big Ideas: Structure, Figurative Language, Literary Argumentation</p> | <p>STR 3.C FIG 5.A Fig 5.B FIG 5.D FIG 6.B-6.D LAN 7.B-7.E</p> | <p>“On First Looking Into Chapman’s Homer” by John Keats “A Noiseless Patient Spider” by Walt Whitman “Ode to a Grecian Urn” by John Keats Dulce Est Decorum Et</p> |
| <p>AP Prep: Progress Check #5 MC: Three sets of 5/review FRQ: focus on evolving claim Student models Q3: Create an outline Outside Reading: <i>The Things They Carried</i></p> <p>Other: Week 16: Paper #2 due.</p> | | |
| <p>Week 19-21 Unit 6 Drama II (17 periods)</p> <p>Big Ideas: Character, Setting, Structure, Literary Argumentation</p> | <p>CHR 1A-1E SET 2A-2C STR 3A-3F LAN 7B-7E</p> | <p><i>Rosencrantz and Guildenstern are Dead</i> by Tom Stoppard</p> |
| <p>AP Prep: Prog Check 6: MC Practice: 3 sets FRQ group work and storyboarding Q3: intro again Outside Reading:</p> <p>Other: Week</p> | | |

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| <p>Week 21-25 Unit 7 Short Fiction III (17 periods)</p> <p>Big Ideas: Character Setting Structure Narration Figurative Language Literary Argumentation</p> | <p>CHR 1B CHR 1D SET 2B, 2C STR 3A, 3B NAR 4D FIG 5C, 5D FIG 6A, 6C LAN 7B-7D</p> <p>Introduce Paper #3 outside of class reading and essay. Reflections on a theme</p> | <p>“The Bear” by William Faulkner “A Clean, Well-Lighted Place” by Ernest Hemingway “A Worn Path” by Eudora Welty</p> <p><i>The Brief Wondrous Life of Oscar Wao</i> by Junot Diaz</p> |
| <p>AP Prep: Progress Check 7 1 FRQ/1 set MC Outside Reading: <i>The Brief Wondrous Life of Oscar Wao</i></p> <p>Other: Week 24: Paper #3 topic due</p> | | |
| <p>Week 25 -28 Unit 8 Poetry III (17 periods)</p> <p>Big Ideas: Structure Figurative Language Literary Argumentation</p> | <p>STR 3C, 3D FIG 5B, 5C FIG 6B, 6D LAN 7B-7E</p> | <p>Ozymandias by Percy Bysshe Shelley “The Road Not Taken” by Robert Frost “I Am the People, the Mob” by Carl Sandburg “I am Offering this Poem” by Jimmy Santiago Baca “The Fish” by Elizabeth Bishop</p> |
| <p>AP Prep: Progress Check #7 More practice: move toward full experience of taking test.</p> <p>Outside Reading: <i>The Brief Wondrous Life of Oscar Wao</i></p> <p>Other: Week 26: Paper #3 Draft 1 due</p> | | |

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| <p>Weeks 28 - 31 Unit 9 Longer Fiction III (17 periods)</p> <p>Big Ideas: Character, Structure, Narration, Literary Argumentation</p> | <p>CHR 1B CHR 1E STR 3E STR 3F NAR 4C LAN 7B-7D</p> | <p><i>A Streetcar Named Desire</i> by Tennessee Williams</p> |
| <p>Writing: AP Prep: Progress Check #9 Full testing for timing Review examples Outside Reading:</p> <p>Other:</p> | | |
| <p>Last Weeks (10 periods) End of Year Assignments Graduation Speech Film as Literature</p> | <p>N/A</p> | <p>Films and film clips</p> |
| <p>Writing: AP Prep: Outside Reading:</p> <p>Other:</p> | | |

The Skills of AP Lit

The 7 Skill Categories

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| CHR 1: Character | FIG 5: Fig Lang 1: Word Choice, Image, Symbol |
| SET 2: Setting | FIG 6: Fig Lang 2: Comparison (metaphor, personification, allusion ...) |
| STR 3: Structure | LAN 7: Literary Argument |
| NAR 4: Narration | |

The 31 Skills

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| CHR 1.A | Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. |
| CHR 1.B | Explain the function of a character changing or remaining unchanged. |
| CHR 1.C | Explain the function of contrasting characters. |
| CHR 1.D | Describe how textual details reveal nuances and complexities in characters' relationships with one another. |
| CHR 1.E | Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. |
| SET 2.A | Identify and describe specific textual details that convey or reveal a setting. |
| SET 2.B | Explain the function of setting in a narrative. |
| SET 2.C | Describe the relationship between a character and a setting. |
| STR 3.A | Identify and describe how plot orders events in a narrative. |
| STR 3.B | Explain the function of a particular sequence of events in a plot. |
| STR 3.C | Explain the function of structure in a text. |
| STR 3.D | Explain the function of contrasts within a text. |
| STR 3.E | Explain the function of a significant event or related set of significant events in a plot. |
| STR 3.F | Explain the function of conflict in a text. |
| NAR 4.A | Identify and describe the narrator or speaker of a text. |
| NAR 4.B | Identify and explain the function of point of view in a narrative. |
| NAR 4.C | Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. |
| NAR 4.D | Explain how a narrator's reliability affects a narrative. |
| FIG 5 5.A | Distinguish between the literal and figurative meanings of words or phrases. |
| FIG 5 5.B | Explain the function of specific words and phrases in a text. |

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| FIG 5 5.C | Identify and explain the function of a symbol. |
| FIG 5 5.D | Identify and explain the function of an image or imagery. |
| FIG 6 6.A | Identify and explain the function of a simile. |
| FIG 6 6.B | Identify and explain the function of a metaphor. |
| FIG 6 6.C | Identify and explain the function of personification. |
| FIG 6 6.D | Identify and explain the function of an allusion. |
| LAN 7.A | Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. |
| LAN 7.B | Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. |
| LAN 7.C | Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. |
| LAN 7.D | Select and use relevant and sufficient evidence to both develop and support a line of reasoning. |
| LAN 7.E | Demonstrate control over the elements of composition to communicate clearly. |

A Final Word

AP English Literature and Composition is something of a paradox. It is indeed rigorous, but it is also enjoyable. The literature is enormously engaging, the work satisfying, and the class environment vibrant. Students will be challenged, but it is fair to say that if students engage in the work, they will emerge from the course with college credit and skills. More importantly students will garner timeless insights about themselves, the human condition, and the world.

I look forward to a wonderful year with you, the wonderful class of 2022.