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AP English Literature and Composition

Year 2012-1013

### **Course Overview:**

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone ([www.collegeboard.com](http://www.collegeboard.com)).

The students will create written works that demonstrate a deep understanding of the material read. Using reading skills, discussion, peer editing, and teacher/student conferences, the students will write a variety of pieces using the AP essay scoring rubric, as other written assignments using the Madison High School grading scale.

**Course Prerequisites:** The student should have successfully completed sophomore English.

### **Course Goals:**

1. To carefully read and critically analyze imaginative literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) but to know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies.
7. To write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. To become aware of, through speaking, listening, reading, and chiefly writing, the resources of language: connotation, metaphor, irony, syntax, and tone ( AP Lit. syllabus ex. 4 [www.collegeboard.com](http://www.collegeboard.com))

### **General Expectations:**

Since this is an advanced class, students *will* strive to do the following:

- **read** a wide range of challenging works of **recognized literary merit** and understand the nature of literature in an artistic sense and in its historical and universal sense;
- **write** analysis of various pieces of literature exemplifying characteristics of the following historical time periods

- **write** critical analyses of literary works using a confident personal voice and style, a wide-ranging vocabulary, a variety of sentence structures, logical organization, and a balance of insightful assertions with supportive and illustrative details (often under time constraints);
- **think** critically beyond literature itself and raise relevant questions and perspectives that allow insight into personal issues and problem solving;
- **participate** with maturity and insight in the discussion of literature, and pay consistent attention to the comments of others, offering questions, substantive commentary, and/or corroborative evidence from text or other research materials;
- **study** a minimum of four long, richly layered texts as well as read and study poetry that stands alone and poetry that thematically complements the longer works;
- **practice** close reading and preparation using multiple-choice selections from The College Board and other sources;
- **learn** how to recognize and **apply** prose terms and poetry terms (with some overlap)
- **develop** and practice close reading strategies to answer multiple choice and open-ended essay questions such as those appearing on the AP Literature and Composition Exam.

**\*\*\* The class is only as strong as its weakest member. Please take into consideration that not being prepared for each class will affect the rest of the class, not just you.**

#### **South Dakota State Standards:**

#### **Eleventh Grade Reading Performance Descriptors**

##### **Advanced Eleventh grade students performing at the advanced level:**

- analyze cause and effect clues to extend vocabulary;
- modify diction to change the interpretation of the text;
- read fluently to comprehend above grade-level text;
- compare literary devices in two or more texts;
- critique a text within its cultural, geographical, and historical context
- evaluate factors that influence the credibility of informational sources

#### **Text material:**

Elements of Literature: Essentials of American Literature. Holt, Rinehart, and Winston. 2009, Fifth Course.

\*\*The material in this text will be utilized when studying short stories – fiction, nonfiction/rhetoric, poetry, vocabulary, analogies, and test preparation skills.

Roberts, Edgar V. Literature: An introduction to Reading and Writing. New Jersey: Prentice Hall, 2001. Print.

#### **Novels:**

Pride and Prejudice – Jane Austen

Their Eyes Were Watching God – Zora Neale Hurston

Huckleberry Finn – Mark Twain

Mythology – Edith Hamilton

Fahrenheit 451 – Ray Bradbury

One Flew Over the Cuckoo's Nest – Ken Kesey

The Great Gatsby – F.Scott Fitzgerald

Heart of Darkness – Joseph Conrad

**All students will be required to read novels, of literary merit, outside of class. There is a comprehensive list of appropriate novels in my room. You will use the novels in class as discussion material throughout the course.**

**Materials:** Students should have the following supplies for the course:

Textbooks, individual novels, blue or black pens, flash drive, sticky notes, and binder with hand outs

**Grading:**

Grading is based on a point value and includes a variety of assignments. Included, but not limited to:

- Vocabulary
- Discussion modes – live and electronic
- Wordmasters
- AP Writing Prompts
- AP Literature Scoring equivalent:

9 = 98-100

8 = 95-97

7 = 90-94

6 = 85-89

5 = 80-84

4 = 75-79

3 = 70-74

2 = 65-69

1 = 60-64

0 = 0-59

- Close Reading and post reading questions
- Quizzes and tests

**AP College Board Scoring Rubric for Writing – [www.collegeboard.com](http://www.collegeboard.com)**

This is the rubric used by graders of the AP Literature exam essays in June. Read it carefully and review it frequently so that you become familiar with the criteria for each score. Review this rubric every time you are revising a timed writing essay or considering the score you earned on a timed writing.

**9-8**

These well-focused and persuasive essays address the prompt directly and in a convincing manner. An essay scored a 9 demonstrates exceptional insight and language facility. An essay scored an 8 or a 9 combines adherence to the topic with excellent organization, content, insight, facile use of language, mastery of mechanics, and an understanding of the essential components of an effective essay. Literary devices and/or techniques are not merely listed, but the effect of those devices and/or techniques is addressed in context of the passage, poem, or novel as a whole. Although not without flaws, these essays are richly detailed and stylistically resourceful, and they connect the observations to the passage, poem, or novel as a whole. Descriptors that come to mind while reading this essay include: mastery, sophisticated, complex, specific, consistent, and well-supported.

If you work at this level, you have achieved critical thinking at the synthesis and evaluation levels of Bloom's taxonomy. This means you put together the literary elements you have broken the piece into (through analysis), and present to your reader a sophisticated, critical understanding of the literature that indicates you have a clearly developed aesthetic or rhetorical sense regarding the piece. Your inferences are well-reasoned and thoroughly developed, demonstrating that you have been "moved" in some way by the piece and have a powerful response to it.

**7-6**

These highly competent essays comprehend the task set forth by the prompt and respond to it directly, although some of the analysis may be implicit rather than explicit. The 7 essay is in many ways a thinner version of the 9-8 paper in terms of discussion and supporting details,

but it is still impressive, cogent, and generally convincing. It may also be less well-handled in terms of organization, insight, or vocabulary. Descriptors that come to mind while reading these essays include: demonstrates a clear understanding but is less precise and less well supported than a 9-8 paper. These essays demonstrate an adherence to the task, but deviate from course on occasion. The mechanics are sound, but may contain a few errors which may distract but do not obscure meaning. Although there may be a few minor misreadings, the inferences are for the most part accurate with no significant sustained misreadings. An essay that scores a 6 is an upper-half paper, but it may be deficient in one of the essentials mentioned above. It may be less mature in thought or less well-handled in terms of organization, syntax or mechanics. The analysis is somewhat more simplistic than found in a 7 essay, and lacks sustained, mature analysis. If you work at this level, you have achieved critical thinking at the analysis level of Bloom's taxonomy. This means you have broken the material down into its constituent literary parts and detected relationships of the parts and of the way they are organized. However, your inferences are not as insightful and well-developed as an 8 – 9 essay.

### 5

These essays may be overly simplistic in analysis, or rely almost exclusively on paraphrase rather than specific, textual examples. These essays may provide a plausible reading, but the analysis is implicit rather than explicit. These essays might provide a list of literary devices present in the literature, but make no effort to discuss the effect that these devices have on the poem, passage, or novel as a whole. Descriptors that come to mind when reading include: superficial, vague, and mechanical. The language is simplistic and the insight is limited or lacking in development.

If you work at this level, you have achieved comprehension of the material and some analysis, but your analysis is not sufficiently developed.

### 4-3

These lower-half essays compound the problems found in the 5 essay. They often demonstrate significant sustained misreadings, and provide little or no analysis. They maintain the general idea of the writing assignment, show some sense of organization, but are weak in content, maturity of thought, language facility, and/or mechanics. They may distort the topic or fail to deal adequately with one or more important aspects of the topic. Essays that are particularly poorly written may be scored a 3. Descriptors that come to mind while reading include: incomplete, oversimplified, meager, irrelevant, and insufficient. If you work at this level, you have achieved comprehension of the material but you have not moved into higher level thinking skills. You are not making insightful, developed inferences through careful analysis of the text.

### 2-1

These essays make an attempt to deal with the topic but demonstrate serious weakness in content and coherence and/or syntax and mechanics. Often, they are unacceptably short. They are poorly written on several counts, including numerous distracting errors in mechanics, and/or little clarity, coherence, or supporting evidence. Wholly vacuous, inept, and mechanically unsound essays should be scored a 1.

If you work at this level, you do not adequately comprehend the piece assigned and have not yet begun to work cognitively with this piece of literature.

### 0

A zero is given to a response with no more than a passing reference to the task.

### =

The dash indicates a blank response or one with no reference to the task.

## Course Agenda

### **\*\*\*Ongoing Practice from the following:**

- Identifying Literary Devices and their Effectiveness
- Comprehension skills in annotation, mnemonic devices such as TP-CASTT, DIDLS
- Vocabulary (prefixes, roots, suffixes)
- Grammar/Usage
- Sentence variation with imitation exercises and practice in combining sentences for greater fluency
- Study of diction, detail, imagery, syntax, and voice and its effectiveness in all literary works read this year
- Writing Socratic questions for discussion and understanding

### **Introduction to AP Literature/Summer Reading/College Essay**

- Syllabus overview, materials
- Discussion, Tests, Timed Writing, Daily Work – expectations of the course
- Journal writing expectations and templates.
- Review/discussion of the summer reading list – assignments and assessments
- Work on college application essay – a review of the 5 paragraph writing process

### **The Short Story: Keeping it Brief**

- sub units broken down by reading and writing about fiction
  - Fiction : an overview - Tim O'Brien – *“The Things They Carried”*
  - Plot and Structure – Jamaica Kincaid – *“What have I Been Doing Lately”*
  - Character – William Faulkner – *“Barn Burning”*
  - Point of View – Shirley Jackson – *“The Lottery”*
  - Setting – Joanne Greenberg – *“And Sarah Laughed,”*
  - Style – Mark Twain – *“Luck”*
  - Tone – Kate Chopin – *“The Story of an Hour”*
  - Symbolism and Allegory – Aesop – *“The Fox and the Grapes”*
  - Theme – James Joyce – *“Araby”*
- Deep analysis of literary devices using Literary Reduction worksheets, application to individual novels, and literature notebooks.
- Timed writings and process paper, individual conferences to discuss scores
- Vocabulary, writing mechanics

### **Gender roles in Literature: victims, heroes, survivors.**

- Novels: Pride and Prejudice and Fahrenheit 451
- Various short stories and poems
- Leading discussion
- Timed writings
- 1-2 process papers
- Multiple choice practice
- vocabulary, writing mechanics

### **Figuratively Speaking: A study of Poetry**

- Close study of a multitude of poems and their poetic devices
- Live Poets Society presentations
- Timed writings
- 1 process paper on poet of presentation

- Research
- Multiple choice practice

### **Themes and Literary Devices through Novels**

Their Eyes Were Watching God

One Flew Over the Cuckoos Nest

### **An Introduction to Plays:**

- Study of elements in plays
- Difference between plays and other genres
- *Macbeth*

### **Seriously Funny: A Study of Comedy/Satire:**

- Plays: *Midsummer Night's Dream* as well as various other handouts
- Timed Writing
- Process papers
- Study of the forms of humor/Satire
- Study of non-print materials - rhetoric