

MORENO VALLEY HIGH SCHOOL AP LITERATURE & COMPOSITION

Course Title: Advanced Placement Literature and Composition Course Number: 1013

Department: English/Language Arts ADS Number: 1013

Prerequisites: English 9, Introduction to Seminar, English 10, or by instructor permission

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 11-12

COURSE DESCRIPTION:

This course will engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as such smaller-scale literary devices as the use of figurative language, imagery, symbolism, and tone. (College Board).

SYLLABUS

- I. The Short Story – Reading and discussing short stories examining plot, characterization, theme, symbol, setting, tone, style, and point of view. Students write several essays in which they analyze the various aspects of the short story and how specific authors use such devices for an overall effect.
- II. Poetry – Students study and analyze in class conversation the structure of poetry and literary devices. They also identify important artistic and literary movements, and the connections among them in history and society. Students write several essays exploring the use of poetic devices, including analyses and explications.
- III. Drama – Students read together and seminar several contemporary, classic, and Shakespearean plays
- IV. THROUGHOUT THE SCHOOL YEAR: Test-taking strategies...in-class essays under pressure, multiple-choice exams.
- V. THROUGHOUT THE SCHOOL YEAR: Students read novels on their own time, we discuss them in class, and write essays in response to them. Students write and present critical analyses.

STRATEGIES

Reading novels, plays, poetry, non-fiction writing.

Writing workshop: Gathering ideas, drafting, peer review, revising, editing.

Teacher and peer coaching

Group work

Public speaking and presentation

Socratic seminar

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – On-demand writing, discussion, presentations etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking

COURSE TITLE: AP Literature and Composition

Teacher: Kloeckl

Draft: January 2006

Page 1.

2. SOCIAL SKILLS – Teamwork; Sensitivity/Good manners
 3. PERSONAL SKILLS – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
 - **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The Brothers Karamazov by Dostoevsky

Candide

Crime and Punishment

Poisonwood Bible

The Bible

Mythology by Edith Hamilton

Oedipus plays

Medea plays

Shakespeare: *Othello*, *Twelfth Night*, *The Merchant of Venice*, *King Lear*

Fences

Other contemporary plays

Texts: Perrine's *Sound and Sense*, Abrams' *Glossary of Literary Terms*

Note: To earn AP credit (5.0 grading scale), students must take the AP Literature and Composition exam in May; this course may be offered in alternating years.

SUGGESTED TITLES/AUTHORS WEB SITES

<http://apcentral.collegeboard.com/>

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

<http://www.puzz.com/kimsriddles.html>

http://www.edhelper.com/logic_puzzles.htm

<http://www.wikipedia.com>

<http://www.Bartleby.com>

<http://www.LitVillage.com>

<http://www.pbs.org>

<http://www.shakespeare.org.uk>

<http://www.shakespeare.com>

http://jade.ccccd.edu/jmiller/English_2342_Resource_Links.htm

SEMINAR PIECES OR THEMES

Virtually all class readings are addressed in seminar

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	<ol style="list-style-type: none">Express reflections and reactions to print and non-print texts as well as to personal experience by:<ul style="list-style-type: none">composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideasresponding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author'suse of language and how the writer relates to the subject so that the audience will empathizeAnalyze and critique texts from various perspectives and approaches by:<ul style="list-style-type: none">developing critiques based on establishing and applying clear, credible criteria for evaluationsubstantiating assessments with reasons and evidence	Literary analysis in seminar, almost daily (e.g. In Stendahl's <i>The Red and the Black</i> , how does the backdrop of the Napoleonic era control the novel's direction?)

STRAND I: READING AND LISTENING FOR COMPREHENSION

CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	<ol style="list-style-type: none">Identify and defend research questions and topics that will be important in the future.Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas.Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.	Writing in-class essays in preparation for the AP Lit Exam (e.g. Discuss how Bunyan delivers his message in the excerpt from "Vanity Fair" in <i>The Pilgrim's Progress</i> . Consider such elements as literary type, plot, character, and setting.)

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
<u>STRAND I: READING AND LISTENING FOR COMPREHENSION</u> <u>CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.</u>		

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Research, define, and present issues of public concern by: <ul style="list-style-type: none"> • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection • specifying the nature of an issue, including claims made and the reasoning that supports those claims • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. 2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work. 3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.	Students write and present critical analyses (Dostoevsky's use of religion in <i>Crime and Punishment</i>)

<u>STRAND I: READING AND LISTENING FOR COMPREHENSION</u> <u>CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.</u>		
---	--	--

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Read a wide variety of informational and literary texts and selections to: <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base 2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works. 3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures. 4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).	Students discuss literature daily, write daily reactions to readings (e.g. Consider the oral tradition and how it may influence Faulkner’s telling of <i>As I Lay Dying</i>) Research, write and present ideas formally

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. 2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures). 3. Organize and deliver an argument so that an intended audience will respond by: <ul style="list-style-type: none"> • wording the claim clearly • specifying convincing reasons to support the claim • adopting a stance and appropriate tone toward the issue 4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.	Students practice writing and presenting critical analyses (e.g. How does Iago’s need for vengeance drive the events in the plot of <i>Othello</i> ?) Students assess their own presentations and those of peers

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.	Seminar almost daily (e.g. opening question for <i>Lear</i> seminar: To what extent and in what ways are Lear and the Fool co-dependent?)

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others. 2. Use the elements of satire in persuasive writing. 3. Analyze own work for: <ul style="list-style-type: none"> • consistency of facts, ideas, tone, voice • development of argument or plot • clarity and conciseness 	Essays (e.g. Consider the role of mystery in Joyce’s story “Araby”) Peer revision of writing Individual writing conferences

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives. 2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.	Identify and understand connections among literary, historical, and societal movements, and periods – ESSAY (e.g. How does Dostoevsky prepare the path for Solzhenitsyn’s <i>A Day in the Life of Ivan Denisovich</i> ?)

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Identify significant themes and concepts in literary works as they relate to the reader. 2. Analyze thematic connections among literary works by using specific references to show how a theme is universal	Seminar (e.g. <i>Poisonwood Bible</i> , opening question: To what extent is it acceptable for one person to foist his beliefs on people of other persuasions?)