

Advanced Placement Literature and Composition

Instructors:

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The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a works's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Graduation Standards

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

1. **Reading Comprehension:** Read and comprehend appropriately complex literary and informational texts independently and proficiently.
2. **Reading Interpretation:** Interpret, analyze, and evaluate appropriately complex literary and informational texts.
3. **Writing Arguments:** Write clear and coherent arguments for a range of tasks, purposes, and audiences.
4. **Writing Informative and Narrative Texts:** Produce clear and coherent informative and narrative writing for a range of tasks, purposes, and audiences.
5. **Writing Process:** Develop and strengthen writing.
6. **Writing Research:** Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
7. **Speaking and Listening Discussion:** Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives, and expressing ideas clearly and persuasively.
8. **Speaking and Listening Presentation:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Unit 1

The Big Picture: Analyzing Fiction and Drama

Summary

Using the text, Literature & Composition, as well as other short texts and strategies, we will analyze how the major literary terms (plot, setting, character, symbol, and theme) affect the overall meaning and impact of the text.

Performance Indicators Assessed in Unit

Reading Comprehension C: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)

	Reading Interpretation B: Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)
Unit 2	Poetry Basics and Close Reading
Summary	Using the text, Literature & Composition, as well as a variety of auxiliary materials, we will identify the components of poetry and how they contribute to the meaning and impact of a poem.
Performance Indicators Assessed in Unit	Reading Comprehension C: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3) Reading Interpretations B: Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)
Unit 3	Close Reading of Fiction
Summary	Using the text, Literature & Composition, as well as a variety of auxiliary materials, we will identify the micro components of prose and how they impact and connect to the overall meaning
Performance Indicators Assessed in Unit	Reading Comprehension C: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3) Reading Interpretations B: Analyze how an author chose to structure a text and how that structure contributes to the text’s meaning and its aesthetic and rhetorical impact. (RL+RI.5)
Unit 4	Heart of Darkness
Summary	Students will read Heart of Darkness as well as a number of auxiliary texts commenting on the value and validity of Joseph Conrad’s portrayal of Africa. For a final, they will write a three-part argument paper (geared to three separate audiences) arguing for the inclusion of Heart of Darkness in the syllabus
Performance Indicators Assessed in Unit	Writing Arguments: A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. (W.1a) Writing Arguments: B. Develop claim(s) and counterclaims fairly and thoroughly. (W.1b) Writing Arguments: C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (W.1c)

	Writing Arguments: E. Provide a concluding statement or section that follows from and supports the argument presented. (W.1e)
Unit 5	The Crucible
Summary	Students will practice various discussion techniques to lead class discussion of Arthur Miller’s play <i>The Crucible</i> , and make thematic comparisons to various poems.
Performance Indicators Assessed in Unit	Speaking and Listening Discussion A. Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (SL.1a) Speaking and Listening Discussion C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.1d)
Unit 6	Frankenstein
Summary	Students will analyze various examples of the Romantic time period in literature, including Mary Shelley’s <i>Frankenstein</i> . For the final, they will write a timed in-class essay to <i>Frankenstein</i> as an answer to the 2018 AP Open Response question.
Performance Indicators Assessed in Unit	Writing Informative and Narrative Texts: A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a) Writing Informative and Narrative Texts: B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (W.2b) Writing Informative and Narrative Texts: E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c) Writing Informative and Narrative Texts: F: Use precise language, domain-specific vocabulary, telling details and techniques to explain complex topics and convey vivid experiences, events, and/or characters. (W.2d; W.3d) Writing Informative and Narrative Texts: G: Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e)
Unit 7	The Importance of Being Earnest/ A Doll’s House: Literary Portrayals of Women’s role in society

Summary	Students will read <i>The Importance of Being Earnest</i> (Wilde) and <i>A Doll's House</i> (Ibsen) and compare how the two present women's roles in society. Students will also study the expectations and differences between tragedy and comedy.
Performance Indicators Assessed in Unit	<p><u>Summatives 1 and 3:</u></p> <p>Writing Informative and Narrative Texts: A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (W.2a)</p> <p>Writing Informative and Narrative Texts: B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.2b)</p> <p>Writing Informative and Narrative Texts: E. Use appropriate and varied techniques, transitions and syntax to link the major sections of the text, create cohesion, clarify the relationships among complex ideas and concepts, and build toward a particular outcome. (W.2c; W.3c)</p> <p>Writing Informative and Narrative Texts: G. Provide a conclusion that follows from, supports, or reflects on information that is presented, or what is experienced, observed, or resolved over the course of a narrative. (W.2f; W.3e)</p> <p><u>Summative 2:</u></p> <p>Reading Comprehension C. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RL+RI.3)</p> <p>Reading Interpretation B: Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p>
Unit 8	Othello
Summary	Students will read and discuss William Shakespeare's tragedy, <i>Othello</i> . They will also read poetry about war and compare it to themes from <i>Othello</i> . For the final paper, they will closely analyze two scenes from the play and how they contribute to the theme.
Performance Indicators Assessed in Unit	<p>Reading Comprehension B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)</p> <p>Reading Comprehension D: Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL+RI.4; L.4,5,6)</p> <p>Reading Interpretation B. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact. (RL+RI.5)</p>

Unit 9	The Great Gatsby
Summary	Students will read and discuss F. Scott Fitzgerald's <i>The Great Gatsby</i> , connecting it to 1920s American history, and 1920s poetry. For the final, they will watch the Baz Luhrmann version of the story and compare the film with the text.
Performance Indicators Assessed in Unit	<p>Reading Comprehension B. Determine the central ideas of a text, analyze their development, and provide an objective summary. (RI.2)</p> <p>Reading Interpretation D: Evaluate content and multiple sources of information presented in diverse media and formats to interpret literature, address a question or solve a problem. (RL+RI.7)</p>

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.