

# AP Literature and Composition



Mrs Huberty  
[Constance.Huberty@anoka.k12.mn.us](mailto:Constance.Huberty@anoka.k12.mn.us)

Ms Johnson  
[Ann.Johnson@anoka.k12.mn.us](mailto:Ann.Johnson@anoka.k12.mn.us)



AP Literature and Composition is a two term course (with an optional third term enrichment) followed up by an Advanced Placement exam during the third trimester. It is highly recommended every student take the AP Lit & Comp exam because it is an opportunity to experience a college level exam that we spend a considerable amount of time preparing for. The exam cost is affordable and there are scholarships available for students in need of financial help; most importantly, it is an opportunity to earn college credit if you score a 3 or higher. It actually doesn't make sense not to try, there is nothing to lose.

Stylistic development will progress through emphasis on the following:

- Progression beyond the five paragraph essay
- Wide-ranging vocabulary used appropriately and effectively
- Variety of sentence structures
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- Balance of generalization and specific illustrative detail
- Effective use of rhetoric, including controlling and identifying tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Constructive critiques of peers' writing
- Various methods of invention and drafting
- Critical reading of fiction materials
- Synthesis of materials

**Texts** (read either entirely, partly or in excerpts):

Arp, Thomas R. and Greg Johnson. *Perrine's Sound and Sense: An Introduction to Poetry*.

13th ed. Boston, MA: Wadsworth Cengage Learning, 2011. Print.

Bonnycastle, Stephen. *In Search of Authority: An Introductory Guide to Literary Theory*. Peterborough, Ont., Canada: Broadview Press, 1991. Print.

Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Harper, 2003. Print.

Murphy, Barbara and Estelle Rankin. *5 Steps to a 5: AP English Literature*. New York: McGraw-Hill, 2013. Print.

## Possible Literature:

Edith Hamilton, *Mythology*

*The Bible*

*Beowulf*

Sophocles, *Oedipus the King*

Dante, *Inferno*

Geoffrey Chaucer, *The Canterbury Tales*

William Shakespeare, *Hamlet*

Mary Shelley, *Frankenstein*

Joseph Conrad, *Heart of Darkness*

Tom Stoppard, *Rosencrantz and Guildenstern Are Dead*

Chinua Achebe, *Things Fall Apart*

Tim O'Brien, *The Things They Carried*

Toni Morrison, *Sula*

Charles Dickens, *A Tale of Two Cities*

Henrik Ibsen, *A Doll's House*

Charlotte Perkins Gilman, *The Yellow Wallpaper*

Kate Chopin, *The Awakening*

Frank Kafka, *The Metamorphosis*

**British Literature Circle choices:** *A Tale of Two Cities*, *Great Expectations*, *Gulliver's Travels*, *Jane Eyre*, *Sense and Sensibility*, *Pride and Prejudice*, *Wuthering Heights* and more...

**Contemporary Literature Circle Choices:** *Their Eyes are Watching God*, *Black Boy*, *The Little Chinese Seamstress*, *Invisible Man*, *As I Lay Dying*, *The Kite Runner*, *All the King's Men*, *Beloved*, *The Bonesetter's Daughter*, *The Cherry Orchard*, *Cry, the Beloved Country*, *A Passage to India*, *A Thousand Splendid Suns*, and more....

## Learning Targets:

By the end of this literature and composition course, AP students will:

- Use writing and reading to communicate, describe, analyze, and persuade
- Read critically in their own voice to analyze and/or evaluate through the use of critical lenses and close reading.
- Approach writing as a series of tasks that need collaboration with others and multiple drafts
- Make appropriate choices about content, rhetoric, structure, vocabulary, style, and format
- Develop strategies for generating and organizing ideas and arguments, revising, editing, and proofreading
- Locate and evaluate secondary sources; integrate sources with one's own ideas; document sources appropriately
- Write comfortably using the conventions of standard written American English and MLA.

## Requirements/Expectations:

### Required Materials:

- three-ring binder in which you will keep all notes, written assignments, notebook responses, vocabulary, and all required course work. In other words, I essentially want an organized notebook that includes virtually all that we do.
- a good black pen and another colored pen (other than blue or black or red) for editing each other's work

**Attendance Policy:** A student who is present and actively participates is more likely to be successful; however, if a student is absent, he/she has 2 school days to make up work assigned on days missed and 5 days to make up seminars and tests taken on days missed. After five days, a zero will be given for the missed work. **You are still responsible for meeting due dates for major papers.** You can turn in work by submitting them to turnitin.com. **This is a college level course and instruction during class cannot be made up with a simple worksheet, handout, or reading. It is important that you are here.**

**Make-up Tests and Extra Help:** Eligible students may make up work or obtain extra help before or after school by appointment. Make arrangements one day ahead of time so that I can make arrangements to be available.

**Late Work:** If submitted after the due date and time but before the deadline, the assessment will receive a 10% penalty. If submitted after the deadline but before the end of the trimester, the assessment will receive a 50% reduction.

**Turn in policy:** All papers must be submitted at the **beginning** of the class period or emailed by the start of class if you are absent on that day (both planned, i.e. field trips, and unplanned, i.e. illness). **I do not allow printing during class.** Most major writing assignments will be submitted via turnitin.com.

**Academic Integrity:** Students are expected to demonstrate integrity by accepting responsibility for their learning and for providing honest and accurate evidence of their learning. Academic dishonesty includes (but is not limited to) copying, unsanctioned collaboration, plagiarism, and dual submission. (See the full Academic Integrity policy on pages 22-23 of the student planner.)

***Grading:***

- A Outstanding work which far exceeds the basic requirements of the course
- B Work which significantly exceeds the basic requirements of the course
- C Work which satisfies the course requirements in all aspects
- D Substandard work but worthy of credit
- F Failure to meet the basic course requirements

Andover HS Grading Scale	
A	93.00 - 100%
A-	90.00 – 92.99%
B+	87.00 – 89.99%
B	83.00 - 86.99%
B-	80.00 – 82.99%
C+	77.00 – 79.99%
C	73.00 – 76.99%
C-	70.00 – 72.99%
D+	67.00 – 69.99%
D	63.00 - 66.99%
D-	60.00 – 62.99%
F	0 – 59.99%

**Points Breakdown**

20%: Formative Assessments (revisions, introductory FRQs, daily assignments, quick writes)

80%: Summative Assessments (mastery FRQs, tests, quizzes, essays, projects, presentations)

**Daily Homework:** Reading assignments will always be completed at home while we are completing the previous assignment in class. It is imperative that you come to class prepared. Critical reading and analysis cannot take place without engaging in the text.

***Sample of Semester work -***

- *In Search of Authority* as applicable
- Vocabulary – contextual
- Allusion Research – Biblical and Mythological Research – Present findings to the class – discussion of allusions in literature –
- Poetry Workshops – weekly or biweekly – interpretation/discussion – writing – practice tests
- Drama – read in class –discussion - writing – practice tests
- Prose – numerous pieces – discussion – writing –practice tests
- Novels –whole and part – annotation – journals – interpretation/discussions –written analysis – practice tests – small and large group work

## **AP Literature and Composition Enrichment Seminar (Trimester Three)**

- Practice Tests and review discussion for each portion of the test
- Review of literature and application literary terminology
- Additional texts that may appear on the AP test
- Teacher/student meet to go over individual concerns or questions

### **Communication:**

- It is extremely important that you are always in communication with your instructor.
- Communicate about absences, tardiness, missing or late work, falling behind or feeling overwhelmed with your studies. An honest approach is important for your success in this class.
- Every individual is unique. Every circumstance is unique. Please DO NOT assume that what applies to one person applies to another. Please have open communication with your instructor!

### **Class Rules**

1. If you're out of class (bathroom, locker, career center, counselor...) I expect you to be responsible for missed information.
2. Listen the first time; procedural directions are not repeated.
3. I expect you to come prepared with materials and out of class work completed. Please don't try to fake it.
4. We will talk about a variety of issues. I expect you to be open minded and sensitive to the backgrounds, ideas, and values of others. I don't expect you to agree with others, but I do require tolerance and kindness.
5. Students are expected to be engaged in class during the entire class and contributing class members.
6. I do not debate deadlines or assignments during class time.
7. I do not discuss grades and missing work during class time. Please see me before or after school or check A-H-Connect at home.
8. I expect you to take ownership over your learning. There are many concepts I expect you to know and many skills I expect you to have.
9. I am always open to communicating with your parents; however, I expect you to take the initiative when questions arise, and be responsible for relaying information to your parents.

## Socratic Seminar Expectations and Grading

### Grading Expectations (online and face-to-face)

Your discussion as a whole will be graded by both you and me. You will receive **up to five points** for your overall contributions based on this list:

UNSATISFACTORY (1): The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated on any issues.

MINIMAL (2): The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed relevant foundational knowledge pertaining to an issue raised.

ADEQUATE (3): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation and has pursued an issue by making a statement with an explanation, reasons, or evidence.

EFFECTIVE (4): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with AT LEAST one elaborated statement, and in a civil manner, has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

EXEMPLARY (5): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with an elaborate statement, and has used stipulation, valuing, analogy to advance the deliberation. In addition, the student has engaged others in the deliberation by inviting their comments or acknowledging their contributions. Further, the student has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

You will also receive a score of up to five points for the specific content you've brought to the discussion.

<u>Positive Behaviors</u>	<u>Negative Behaviors</u>
Citing a Sources Linking to Class Material Recognizing Contradictions Taking a Position Summarizing the statements made in the discussion	Irrelevant or distracting statements Repeating what someone else has already said Obstructive interruption Monopolizing Personal attack

*\*From "Classroom Assessment of Civil Discourse," by D.E.Harris, 2002, In W.C. Parker (Ed.), Education for Democracy: Contexts, Curricula, Assessments, pp. 211-232.*

## Socratic Seminar Guidelines for Participants

1. Read the material before participating in the seminar.
2. Create answers for the Socratic Seminar questions. Annotate the common text with any additional post-it-notes that are needed for your prepared answers. Your answers should include quotes with page numbers from the book or other notes/references as is needed.
3. Everyone must speak during the seminar; the more comments, questions, and discussion you give to the seminar the better your grade will be.
4. Avoid side conversations. Your grade may be affected if you are off topic or inappropriate at any time.
5. Engage in active listening strategies. Including, but not limited to: eye contact, non-verbal responses, and appropriate respectful behavior.
6. Let a minimum of TWO people speak before you speak again.
7. Avoid being a conversation-hog.
8. Raising hands is not needed unless someone is monopolizing the conversation and you can't get a word in edgewise. But try hard to avoid hand- raising.
9. The seminar does not need to be or stay focused around the Seminar questions. Other questions and topics related to the text are encouraged.
10. Responses to other's comments should always be respectful even if you disagree with or question what was said. You are encouraged to say something like "I hear what you are saying, but have you considered this..." or "I can see your point of view on that, but I was taking a different perspective and see it like..." Remember RESPECT is the most important aspect of Socratic Seminar

## Socratic Seminar Methods

- Method A: Students on the inside discuss; students on the outside ask questions.
- Method B: Students on the inside discuss while students on the outside take notes on an online blogging site ([todaysmeet.com](http://todaysmeet.com))
- Method C: Students on the outside pass notes to their partner; partner uses notes and own ideas in the discussion.
- Method D: In true Socratic style, students respond to questions with only questions.
- Method E: Paraphrase other student's ideas and use their name, while maintaining eye contact, before responding.
- Method F: Teacher prepares questions that are addressed before we begin.
- Method G: Teacher puts up questions that students can address if/when they choose.
- Method H: Students begin standing and sit down when they have contributed to the discussion

### IF YOU ARE ABSENT YOU CAN MAKE UP SEMINAR BY:

1. Gather at least two classmates or people who have read the text and are able to comment on it intelligently (for a total of 3 people) for your 15-20 minute discussion. (It may be a good idea to see who else needs to make up the discussion.) You can email a recording of this discussion to me, provide me a link to a podcast, or provide me with detailed notes and signatures of all discussants and a signature of one adult who can verify the discussion occurred. See me about other acceptable formats.
2. Staple your pre-discussion notes to the back of this. These are notes you will have put together prior to the discussion to make sure your discussion goes smoothly.
3. Complete this within one week of your absence.

\*\*\*If you are present on the day of a Seminar and CHOOSE not to participate, you are not eligible to make up a Seminar.

## AP Literature and Composition

### General Essay Rubric

**9-8 essays** These well-written essays respond to the prompt with explicit detail and well-developed support. A clear understanding of the prompt and a thoughtful response is apparent. These essays may summarize parts of a novel but are careful to connect specific details to a larger understanding of the work as a whole. All points of analysis are supported with specific examples from the text (direct quotations from the text). These essays demonstrate the writer's ability to discuss a literary work with insight and to convey ideas with clarity and sophistication. Mechanical errors are not present.

**7-6 essays** These essays also show a general understanding of the prompt and a thoughtful response, but analysis is likely to be less well-supported and less incisive. These essays may not adequately address the prompt. Minor flaws in interpretation may exist. All points of analysis are supported with specific examples from the text (direct quotations from the text). There may be a few minor mechanical errors. Although these essays demonstrate the writer's ability to articulate ideas clearly, they lack the mastery and control of composition and flair possessed by papers in the 9-8 range.

**5 essays** Superficiality characterizes these essays. Instead of maintaining focus on the prompt, these essays may discuss the novel generally. These essays may merely summarize the plot. Typically these essays reveal unsophisticated thinking and/or immature writing. Support of analysis is lacking. There may be minor or major mechanical errors. These essays are not as well conceived, organized, or developed as upper-half essays. The writing, however, is adequate to convey the writer's ideas.

**4-3 essays** These lower-half essays may not address the prompt in full. These essays may contain misinterpretations of the novel or play, provide inadequate supporting evidence, and/or paraphrasing or plot summary rather than interpretation. Any analysis may be unpersuasive, under-developed, irrelevant, or misguided. The writing perhaps conveys the writer's ideas, but it reveals weak control over elements of composition. Some or all points of analysis may be supported with specific examples from the text (direct quotations from the text). Mechanical errors are present and may weaken analysis. Essays earning a score of 3 are marred by significant misinterpretation, poor development, or serious omission.

**2-1 essays** These essays compound the weaknesses of the essays in the 4-3 range. Although the writer of these essays may have made some effort to respond to the prompt, the arguments presented have little clarity or coherence. These writers seriously misread the novel or the prompt itself. Some or all points of analysis are not supported with specific examples from the text (direct quotations from the text). These essays may be unacceptable brief, poorly written, or marred by distracting errors in grammar or mechanics. Essays that are especially vacuous and/or mechanically unsound should earn a score of 1.



## AP Scoring: Multiple Choice

Calculate what score you need to receive on each section to reach your goal at  
<http://appass.com/calculators/englishliterature>

### Multiple-Choice Scoring:

\_\_\_\_\_ X 1.2272 = \_\_\_\_\_ = section 1 score  
 # correct out of 55                      multiple choice score

### Essay Scoring:

Question 1 \_\_\_\_\_ (out of 9)    X 3.0556 = \_\_\_\_\_

Question 2 \_\_\_\_\_ (out of 9)    X 3.0556 = \_\_\_\_\_

Question 3 \_\_\_\_\_ (out of 9)    X 3.0556 = \_\_\_\_\_

SUM = \_\_\_\_\_ = Section 2 score

Composite Score \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Section 1 score

Section 2 score

\*composite score (round to nearest whole #)

Multiple choice questions center on form and content. You will be assessed on:

1. Your understanding of the meaning of the selection
2. Your ability to draw inferences
3. Your ability to perceive implications based on the work
4. Your ability to understand HOW an author develops her ideas

**The Composite Range to determine final scores varies from year to year.**

<u>Range</u>	<u>AP Grade</u>	
114-150	5	Extremely Well Qualified
98-113	4	Well Qualified
81-97	3	Qualified
53-80	2	Possibly Qualified
0-52	1	No Recommendation

2015 Exam Date:  <b>Wednesday, May 6 at 8:00 am</b>	60% of students will pass the AP Literature exam
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<u>College:</u>	<u>Accepts:</u>	<u>Award:</u>
U of M-Twin Cities:	3, 4, 5	3 credits
St Thomas	3, 4, 5	4 credits
Grinnell College	4, 5	4 credits
Columbia	none	none
Duke	4, 5	4 credits
U of M-Duluth	4, 5	3 credits
St. Scholastica	4, 5	4 credits
Hamline	3, 4, 5	4 credits
St. Cloud	3, 4, 5	4 credits