

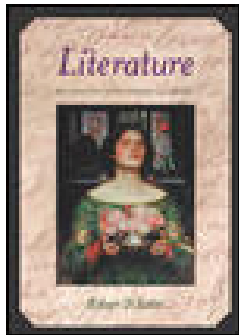
## Advanced Placement Class Information

### **AP class: Advanced Placement English Literature and Composition**

**Instructor/Years Taught:** Caroline Linville-15 years (AP), 25 years in district

Mrs. Linville is a certified College-Board presenter for pre AP English and AP English. She has presented in the Western states and Hawaii and state, nation, and international conferences. She is also a grader for the AP English Literature and Composition tests.

### **Text Book Title (ISBN #):**



*Literature: Reading Fiction, Poetry, and Drama*

Sixth Edition (preferable)

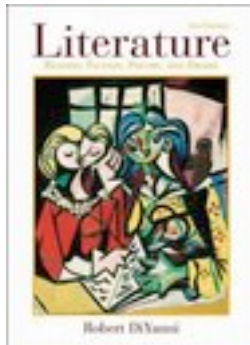
Editor: Robert DiYanni

This book is listed under two ISBN numbers.

**Softcover: ISBN-13:** 9780073252117

**Hardcover: ISBN-10:** 0073256927 **ISBN-13:** 978-0073256924

You may purchase either as long as it contains fiction, poetry, and drama.  
Do not feel the need to purchase the CD that comes with this book.



*Literature: Reading Fiction, Poetry, and Drama*

Editor: Robert DiYanni

Fifth Edition (acceptable-has a white cover)

**ISBN-13:** 9780072996241 - **ISBN-10:** 0072996242

Do not feel the need to purchase the CD that comes with this book.

**Text Book Policy (Cost or Other Issues):** Students are responsible for finding and buying their own copy of the anthology by Robert DiYanni. I expect students to have a copy when class begins.

**COURSE DESCRIPTION:** Advanced Placement English Literature and Composition is a two semester class designed to be a college level course. This course will allow students the atmosphere, challenge, and rigor of an undergraduate university English literature and composition course. This course will incorporate the intensive study of a variety of genres from the sixteenth to the twenty-first century, covering authors and poets from a variety of countries (especially American and British writers) with a complexity of philosophies, backgrounds, and orientations. (CR2) This will require that students not only

understand the textual detail but also the historical context of the major works we study. (CR3) The reading and writing will be both wide and deep, requiring deliberate and thorough reading, thoughtful and insightful discussion, and coherent and persuasive writing. As the course is organized according to the guidelines of the current AP English Course Description Book, students are expected to read and think critically and analytically, communicating clearly both in written and oral form. (CR1) In a nutshell, students will have to deal with the experience of literature, the interpretation of literature, and the evaluation of literature. Students will recognize the ambiguity and multiple meanings that sophisticated literature embodies, and they will hone their abilities to write in a mature stylistic manner when critically analyzing literature. (CR2, CR4)

### **COURSE OBJECTIVES:**

1. To carefully, deliberately, and actively read and critically analyze literature (CR2)
2. To appreciate the pleasure and meaning derived from literature (CR1)
3. To study works from various genres and authors (CR2)
4. To study works that range from the sixteenth to the twenty-first century (CR2)
5. To recognize the complexity in a work, to recognize the multiple layers existent in a work, and to analyze how that meaning is embodied in the work (CR2)
6. To consider a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone (CR3)
7. To pay attention to how the social and historical values of a work reflect and embody its meanings (CR3)
8. To critically analyze literature and to present this in exploratory, expository, analytical, and argumentative essays (CR4)
9. To write creatively to appreciate how literature is written and to appreciate the artistry of literature (CR1)
10. To rewrite essays (CR3)
11. To become aware of how authors create using the resources of language such as connotation, metaphor, irony, syntax, and tone (CR3)
12. To write paragraphs, timed writing (essay tests), formal essays (personal, expository, and argumentative) (CR4)
13. To incorporate a variety of vocabulary, sentence structure, illustrative detail, effective rhetoric, including tone, voice, diction, and syntax (CR5)

### **PERFORMANCE TASKS:**

1. Timed writings based on past AP prompt (CR4)
2. Reading and analysis of novels, drama, fiction, non-fiction, and poetry (CR2)
3. Imaginative writing (CR4)
4. Literary analysis papers (CR4)
5. Dialectical journals and other informal writing (CR4)
6. Guided discussion/discussion
7. Revised and rewritten essays (CR5)
8. Writing conferences with instructor, before and after writing (CR5)
9. Incorporation of correct grammatical conventions in writing (CR5)
10. College application and scholarship essays

**WRITING OBJECTIVES:** As the year progresses, students' writing should develop in regard to effective word choice, various sentence structure, logic, organization, clear emphasis and direction, excellence of argument, exhaustive supportive evidence, and persuasive, sophisticated connection of evidence to overall argument. Students will begin working with in-class writings from the second week of school. They will have an AP type timed writing almost every week. (CR4) Some will be graded by the instructor. Others will be work shopped with the class. Students will begin meeting with instructor for conferencing and be given the chance to revise and rewrite some papers. (CR4) All will be looked at in relation to the generic 9 point rubric provided at College Board workshops. There will be vocabulary study and grammar instruction as the need dictates. (CR5) As a supplemental writing text, the class will use excerpts from Michael Meyer's *The Compact Bedford Introduction to Literature: Reading, Thinking, Writing*. Students will write to discover what they think-to explain, to evaluate, to argue, to analyze. Students will also work on their own writing with regard to using a wide-range of vocabulary appropriately and effectively, varying sentence structure, especially with regard to subordination and coordination, organizing in a logical, coherent manner making effective use of repetition, transitions, and emphasis, balancing illustrative support with specific and general examples, and using effective rhetoric including writing with a command of tone, voice, diction and syntactical structure. Students will also do some creative writing, especially in relation to poetry.(CR3, CR4, CR5) Students will be required to meet with the instructor a certain number of times during each unit so to discuss their writing. Students will also have many opportunities to get input on their writing from their peers. (CR 4)

**READING OBJECTIVES:** It is essential that students read everything that is assigned with diligence and care. Often works will require more than one read. In order to discuss every day about some aspect of writing, students must do the non-written work with as much intensity and involvement as the written work. (CR1) The course is designed as a workshop, with in-class and out of class participation vital for the development of sound analytical skills. Often students will be required to keep reader-response or dialectical journals of their reading. They will also work with major works data sheets in class to allow them snapshots of the important elements of the longer works read in class. (CR4)

### **Course and Homework Requirements:**

This is a demanding, rigorous, college-level course. Some of the material studied may contain mature themes and scenes. All materials are College-Board approved.

**Summer Requirements (if any):** Required summer reading.

*East Of Eden*-John Steinbeck

Please read and annotate the novel. Be prepared to discuss and write about this novel when class begins.

### **Helpful Course Related Links:**

Feel free to contact me at [linvillec@thompson.k12.co.us](mailto:linvillec@thompson.k12.co.us)