

**Advanced Placement Literature and Composition**

		<b>Description of Average Weekly Outside Requirements</b>	
<p><b>Main Topics (What main ideas/concepts will be covered?):</b></p> <p>Literary Analysis            Personal Statements (the college essay!)            Formal Writing Skills            Technology Literacy            Critical Literacy</p>	<p><b>Rationale (Why should a student take this course?)</b></p> <p>Through this course, students will learn how to critically analyze literature – a skill that will help them tremendously in college and beyond. The critical literacy skills gained during this course can easily be applied to other disciplines. This class also exposes students to a variety of culturally and historically relevant (and extremely enjoyable) texts.</p>	<p><b>Reading (Text, document, etc):</b></p> <p>Students will read from the assigned novel, play, short story, or poem approximately 50-80 pages a week.</p> <p>Students are responsible for short readings- 1 to 3 pages- throughout the semester to supplement the text.</p> <p>Students are required to bring the assigned text to class regularly; reading assignments are usually completed out of class, but occasionally reading “catch-up” days will be offered.</p>	<p><b>Written (Terms, questions, outlines, free response, etc):</b></p> <p>Students will be assigned a variety of writing tasks from informal journal assignments to poetry and short story responses to more formal papers.</p> <p>Students will write approximately 20 “Timed Writings” or in-class essays throughout the year. These prompts are taken directly from the AP exam and are graded on the 9 point scale.</p>
<p><b>Grade Composition (How are grades determined?):</b></p> <p>40% Timed Writings (on a curved scale)            10-15% Formal Papers            5%-10% Class Participation            10% Individual and Group Projects            15% Major Works (novels and plays) Assignments            15% Informal Response to poetry, short stories, etc.</p>	<p><b>Skill Development (What skills are developed in this course and how?)</b></p> <p>Analysis- students will be exposed to a variety of texts and expected to “close read” them in order to identify and explain literary techniques, style, author’s purpose, and so on.</p> <p>Writing – Students will write often for a variety of purposes and occasions. For formal papers, grammar, mechanics, and proper citation (MLA style) will be heavily weighted. For more informal tasks, effort and quick analysis skills will be the focus.</p> <p>Speaking – Students will participate in full-class and small group discussions during which they will be expected to contribute meaningfully.</p>	<p><b>Sample Textbook Excerpt:</b></p> <p>“In each section below I discuss an element of short stories. These discussions are in no particular order. You do not necessarily need to analyze the point of view before character, or character before symbols. Analyzing a short story is a more organic, sloppy affair. You will consider these elements as your needs demand. You might puzzle over a strange ending, and then think about who was telling the story. You might get bored in a long description of a place and wonder why the writer put it there. If you are reading a story for pleasure – that is, outside the context of school – you might never bother to define in your own mind who the protagonist is, but you would sense it intuitively. Or you might interpret a symbol without consciously recognizing it as a symbol. In the context of school, however, you should at some time consider each of these elements formally.”</p> <p>Kelly, Joseph, Ed. <i>Seagull Reader Stories</i>. New York: W.W. Norton &amp; Company Inc., 2001. x.</p>	
<p><b>Required Skills (What skills are necessary to be successful in this course?)</b></p> <p>Reading Comprehension            Work Ethic- Due Dates Matter!            Open Mind- New Concepts            Basic Writing- Analytical            Speaking – Participation (expressing oneself) is important!</p>			