

## AP English Literature and Composition

### Lesson Plans

Mrs. Jennifer Mont

Class Website: <https://sites.google.com/site/mrsjmont/>

Email: [montj@gcsnc.com](mailto:montj@gcsnc.com)

### Course Description:

This course is designed to develop your reading, writing, listening, and critical thinking skills. You will read works from a variety of genres-short stories, poetry, novels, and plays- from the 1600's to contemporary literature. Both the philosophy and content of this course follow College Board guidelines and recommendations. By the end of the course, you will have mastered speaking, reading, and writing skills that will serve you in your academic life and beyond.

In this course, we will study a wide range of works to evaluate:

The author's purpose

The inter-relationship of content and form

The historical, cultural, social, economic, political, religious, psychological and philosophical influences on the author and his or her work

Our personal reactions to each piece's elements and themes

The literary and social impact of a work

Each member of this class will be able to take the AP Literature and Composition Examination on May 8<sup>th</sup>, 2019. Most colleges and universities will award college credit for your successful completion of the examination (a score of 3, 4 or 5 on the 1-5 scale of evaluation.) The most competitive schools require a score of 4 or 5. To help you accomplish your goal, we will cover a small number of works thoroughly – rather than a great number of works superficially – and sharpen your skills in analysis, synthesis, and evaluation. Clearly, your commitment to the course is essential to your success.

### The AP Literature exam consists of two parts: multiple choice and essay:

**Multiple Choice** (45 percent of the test): This section of the test consists of prose, dramatic passages and poems you probably will not have read or studied before. Therefore, your on-the-spot analytical skills must be sharp. Your proctor will give you 60 minutes to read 4-6 works, analyze them, and answer multiple-choice questions to analyze such elements as point of view, character, symbolism, style, diction, syntax, tone, musical devices, theme, figurative language, irony, and paradox. The total number of questions in this section generally runs between 52-60.

**Essay Section** (55 percent of the test): This section consists of three analytical essay prompts. Usually the test presents: (1) one moderately long poem or two shorter ones with directions to analyze, in essay form, specific elements of the poem(s) and their relationship to theme; (2) a fictional prose or dramatic passage or two with directions for an analytical essay; and (3) a "free response" question which students may answer either by selecting a title or author from the list given on the examination or by selecting an appropriate author or work of comparable merit from their own reading and study. 120 minutes are allotted for the essay section, which means you'll want to allot approximately 40 minutes to complete each essay. Generally the works presented for the first and second essays will be new to you; therefore, as in the multiple-choice section, your on-the-spot analytical skills must be well developed. This course, therefore, emphasizes both analysis and composition.

### Required Textbook/Novel

Perrine's Structure, Sound and Sense; 9<sup>th</sup> Edition

*How to Read Literature Like a Professor*

*Between the World and Me*

*Hamlet*

Class Reference Handbook- Handout

Other student selected works

\*Many texts are provided by the school. Students having personal copies of individual works is recommended but not required.

### Required Materials:

3-ring binder – Dividers (Vocabulary and 1 for each unit (5 units)

Black or Blue ink pens and pencils

### Course Writing Goals:

- ❖ Students will gain/enhance/hone grammar and mechanics skills through whole class instruction and one-on-one conferences with peers and me.
- ❖ Students will practice writing timed responses with bi-weekly in class writing prompts.
- ❖ Students will pay special attention to the writing process for all formal writing assignments. Students must conference with me for each assignment with a rough draft.
- ❖ Each conference will address student needs directly with emphasis on the following as required:
  - increasing purposeful vocabulary
  - correct use of punctuation
  - increasing sentence fluency by varying sentence structures

- subject/verb and pronoun/antecedent agreement
- including detailed textual support
- ❖ Students will build vocabulary through the use of a Vocabulary Journal. Students will include new vocabulary through revisions of formal writing assignments.
- ❖ Students will have opportunities to reflect on readings through writing responses.

In all your writing, you should strive to develop and increase your:

1. Organization
2. Coherence
3. Use of transitions
4. Specific detail
5. Getting to the HOW of the prompt
6. Effective use of rhetoric (even in poems, there is rhetoric!)
7. Your own development of voice, diction, and tone as well as recognizing and discussing that of the author
8. Control over grammar, mechanics, and sentence structure

**Items you will be graded regularly on in AP:**

- Vocabulary Journal and Vocabulary Quizzes
- Reading Journals
- Independent Writing Assignments
- In-class Writing Assignments
- Tests and Quizzes on works studied
- Practice AP Exams and questions
- Class/Group Assignments

**Standards and Expectations for an Advanced Placement English Student:**

Course work for this class requires a serious commitment of both time and energy. These are the expectations I will require of you:

1. You are responsible for your own learning. I try to make every resource available to you, but it is up to you to take advantage of all there is to discover.  
Be an ACTIVE learner.
2. ALL reading/homework assignments must be completed by their deadline.
3. AP will require you to work at home every day, even if there is not a specific homework assignment you should be reading and working on your Independent Assignments. This is not a class for those who cannot manage their time.
4. Assignments from home are to adhere strictly to MLA formatting (points will be taken off if not).
5. Remember that this is a COLLEGE LEVEL class; you are expected to be prepared, on task, mature, and resourceful at all times.

**Grading Scale:**

Major Grades (Tests, AP timed essays, Independent Assignments)	50%
Daybook Entries/Reflective and Informal Writings/Reading Journal	35%
Vocabulary Journals/Quizzes/MC Practice	15%

**Final Grade:** Semester Long: Each Quarter is 40% and the Exam is 20%

**Final Exam:**

Your final exam will be a released AP Literature Exam from a previous year. It will be scored according to the College Board's specification, 0-150 points, and converted to the 100-point value. The final exam counts 20% of your final grade.

**An Important Note on Works Studied**

Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. 'Mature content' may include, but is not limited to pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.