Advanced Placement Literature and Composition
This AP English Literature and Composition course is designed to teach beginning-college literature and composition skills through an in-depth study of various texts. This course follows the curricular requirements described in the AP English Course Description. Essentially, this course is all about reading, discussing, analyzing, and writing. It takes hard work and dedication on your part. As a culmination of this course, you will take the national AP English Literature and Composition Exam in May.

First Quarter

- **In-depth study of literary terms**
  We will study a variety of literary terms and apply them to the stories and novels we read.

- **Weekly vocabulary development—understanding words in context (entire semester)**
  We will have new vocabulary words each week, discuss and determine their meanings by using context clues, and use them in our writing.

- **Read and respond journal (entire semester)**
  We will keep a response journal to write reactions / opinions of stories, characters, etc.

- **Short story analysis**
  We will read and analyze short stories to get a deeper understanding of them.

- **Grammar instruction (entire year)**
  We will do mini-lessons in grammar and usage as needed.

- **Novel analysis**
  We will choose a novel to analyze for understanding.

- **Essays**
  We will write a variety of in-class and out-of-class essays.

- **Student conferences (entire year)**
  We will have student / teacher and student / student conferences to improve writing.

- **American and British literature**
  We will read a variety of American and British literature.

**Texts:**
- *McDougal, Littell Literature—English Literature*
- *5 Steps to a 5-Writing the AP English Essay* by Barbara L. Murphy and Estelle Rankin
- *Barron’s Grammar the Easy Way* by Dan Mulvey

Writing about literature pp. 1-59 *Perrine’s Literature: Structure, Sound, and Sense*
- Why write?
- For whom do you write?
- Two basic approaches
- Choosing a topic
- Proving your point
- Writing the paper
- Writing in-class essays or essay tests
- Introducing quotations
- Documentation
- Stance and style
- Grammar, punctuation, and usage
- Writing samples

**Elements of Fiction**

- **Chapter 1—Reading the Story pp. 61-67 Perrine’s**
  - Differentiate between commercial fiction and literary fiction.
  - Explain the purposes of literary fiction.
  - Review the different types of short stories.
  - Describe the best way to read a short story for the purpose of serious study.
  - List the differing expectations we bring to the reading of commercial and literary fiction.
“The Most Dangerous Game” by Richard Connell pp. 67-85
✓ Discuss the two meanings of the title.
✓ Discuss the characterizations of Rainsford and Zaroff—compare and contrast
✓ Discuss suspense / chance / coincidence.

“Hunters in the Snow” by Tobias Wolff pp. 86-99
✓ Discuss the setting and its importance to the story.
✓ Discuss the physical descriptions of the characters / significance of their names.
✓ Discuss the surprising twists and turns of the plot.
✓ Discuss the conclusion of the story.
*After a class discussion of the characters and their relationships, write a brief but detailed analysis of one character from the story. Use supporting details from the text.

Chapter 2—Plot and Structure pp. 103-111 Perrine’s
✓ Define the term plot.
✓ Describe the importance of conflict in fiction.
✓ Differentiate between protagonist and antagonist.
✓ Explore the importance of the element of surprise.
✓ Consider the differences between a happy, an unhappy, and an indeterminate ending.
✓ Review the importance of artistic unity in literary fiction.

“The Destructors” by Graham Greene pp. 111-124
✓ Who is the protagonist / antagonist?
✓ Discuss the conflicts of the story.
✓ How is suspense created?
✓ Discuss the gang’s motivations.
✓ Discuss what the story says about human nature.

Chapter 3—Characterization pp. 161-165 Perrine’s
✓ Describe the significance of characterization in fiction.
✓ Distinguish between direct and indirect characterization.
✓ Review “flat,” “round,” and “stock” characters.
✓ Consider the difference between static and dynamic characters.

“Miss Brill” by Katherine Mansfield pp. 175-179
✓ Discuss the setting.
✓ Discuss Miss Brill’s circumstances.
✓ Discuss the mood of the story.
✓ Is Miss Brill a static or dynamic character?
*In a detailed essay, evaluate Miss Brill based on direct and indirect characterization used in the story.

Chapter 4—Theme pp. 188-194 Perrine’s
✓ Review the definition of theme.
✓ Describe the best ways in which the theme may be stated.
✓ Distinguish between the theme and the central purpose of a story.
✓ Review the six principles relating to theme.

“The Lesson” by Toni Cade Bambara pp. 195-202
✓ Define the conflict among the characters.
✓ Discuss the strengths and weaknesses in Sylvia’s character.
✓ How are Sylvia and Sugar contrasted?
✓ Discuss the “lesson” that is being taught. (paragraph 51)
*In a brief but detailed essay, discuss the theme of the story.

“Once Upon a Time” by Nadine Gordimer pp. 220-225
✓ What stylistic devices create the atmosphere of children’s stories? How is this atmosphere related to the story’s theme?
✓ Explore the motives for the behavior of the characters.
✓ Discuss the ironies in the story.
✓ Analyze the story’s final paragraph. How does it help to elucidate the theme?
Chapter 5—Point of View pp. 227-233 Perrine’s
✓ Explain how to determine the point of view of a story.
✓ Describe the characters of omniscient point of view.
✓ Review the definition of third-person limited point of view.
✓ Consider the virtues and limitations of first-person point of view.
✓ Explore the use of objective point of view.

“The Jilting of Granny Weatherall” by Katherine Anne Porter pp. 260-268
✓ Discuss the appropriateness of stream of consciousness point of view for this story.
✓ Discuss the characterization of Granny Weatherall.
✓ Does the story have a determinate or indeterminate ending?
*Write a persuasive essay.

Chapter 6—Symbol, Allegory, and Fantasy pp. 274-285 Perrine’s
✓ Review the definition of a literary symbol.
✓ Explore the uses of symbolic names, objects, and actions.
✓ Distinguish between symbolism and allegory.
✓ Describe the importance of ambiguity in the literary allegory.
✓ Define the term “fantasy” and describe the prominent features of a fantastic story.

Chapter 7—Humor and Irony pp. 334-338 Perrine’s
✓ Distinguish between verbal and dramatic irony.
✓ Define the term “irony of situation.”
✓ List the major characteristics of sentimental writing.

“The Kugelmass Episode” by Woody Allen pp. 348-358
✓ What are the primary sources of humor in the story?
✓ What kind of irony is used in the story?
✓ Describe the blend of fantasy and realism in the story.
✓ Outline the plot structure.
* In a brief but detailed essay, discuss the tone of the story.

Chapter 8—Evaluating Fiction pp. 371-374 Perrine’s
✓ Review the two basic principles required for evaluating fiction.
✓ Describe the elements that make up a first-rate story.
✓ Describe the importance of length in evaluating fiction.

“A Municipal Report” by O. Henry pp. 375-389
“A Jury of Her Peers” by Susan Glaspell pp. 389-408
✓ Compare and contrast the plots / characters of these two stories.
✓ Compare and contrast the purposes of the stories.
✓ Make a thorough analysis of the two stories.
*Write a comparison / contrast essay.

from Beowulf Translated by Burton Raffel pp. 11-39 McDougal, Littel Literature-English Literature
✓ Anglo-Saxon literature
✓ Discussion of epic poetry
✓ Hero and tragic hero
✓ Characters
✓ Stereotypes / stock characters
✓ Theme

“The Prologue” of The Canterbury Tales by Geoffrey Chaucer pp. 69-89
✓ Medieval literature
✓ Frame story
✓ Characterization
✓ Rhyme / Couplets
✓ Tone
“The Pardoner’s Prologue and Tale” by Geoffrey Chaucer

- Characterization
- Tone
- Theme

*To better understand Chaucer’s style and form, you will write a modern prologue and tale.

**Novel Research Analysis Portfolio**
Choose one novel from the following list: 1984 by George Orwell, Brave New World by Aldus Huxley, Lord of the Flies by William Golding, or Wuthering Heights by Emily Bronte.

When you have finished this project, you will understand the elements and structure of the novel and be able to apply these analytical tools when studying all works of literature. As you read, you will keep a journal. For analysis you will prepare a written novel portfolio that includes the social and historical values the novel reflects and embodies (it also includes a two-page essay from a past AP prompt.) You will also do a group presentation of the novel.

**In-class Novel Study**
As a class, we will study Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson. Through this reading you will analyze characters and their situations to better understand the themes. You will enrich your vocabulary and improve your understanding of the novel through the vocabulary lessons. You will answer questions to determine your knowledge and understanding of the main events and characters. You will practice your writing skills through a variety of writing assignments. The writing assignments will check your reading comprehension, make you think about the ideas presented in the novel, encourage critical and logical thinking, and provide the opportunity to practice good grammar and improve your use of the English language. You will also participate in large and small group discussions to improve your speaking and interaction skills.

**Writing the Essay 5 Steps to a 5-Writing the AP English Essay** by Barbara L. Murphy and Estelle Rankin

We will study the concepts, strategies, techniques, and skills necessary to write a college-level essay. Many of the ideas will be specific to the essays on the Advanced Placement Literature and Composition test, but they can easily be applied to many different writing assignments. The writing assignments will check your reading comprehension, make you think about the ideas presented in the novel, encourage critical and logical thinking, and provide the opportunity to practice good grammar and improve your use of the English language. You will also participate in large and small group discussions to improve your speaking and interaction skills.

✓ Complete a personal writing profile
✓ Understand the four modes of discourse: 1) exposition, 2) narration, 3) description, and 4) argument/persuasion.

*Look at examples from novels and write own examples.

✓ Learn the rhetorical strategies: 1) cause/effect, 2) classification/division, 3) comparison/contrast, 4) definition, 5) description, 6) exemplification, 7) narration, and 8) process/analysis.

*Look at examples and practice writing.

✓ Study commonly used rhetorical devices and figures of speech such as alliteration, allusion, analogy, metaphor, oxymoron, personification, simile, etc.

✓ Study rhetorical techniques: 1) diction, 2) syntax, 3) tone and attitude, 4) point of view, and 5) organization

✓ Study writing style: the unique way an author consistently presents ideas.

*Look at examples of famous authors to determine style.

✓ Read and work different types of prompts

*Deconstruct the prompt by looking at the subject, verb, and object (goal.)

✓ Prewrite and plan

*Look at examples and practice.

✓ Learn to write an introduction that indicates 1) what is to follow, 2) the topic you will address, 3) your position on the subject, 4) why the reader should be interested in the subject, and 5) why your reader should pay any attention to your take on the subject. Use different techniques to achieve this: 1) analogy, 2) anecdote, 3) dialog, 4) explicit and direct statement, 5) interesting fact or detail, 6) question, 7) quotation, or 8) startling remark.

*Read some professional examples and practice using the techniques.

✓ Write the body of the essay using specific organizational structure: 1) chronological order, 2) spatial order, 3) subject by subject, 4) point by point, 5) categorizing, 6) cause / effect, and 7) deduction and induction.

✓ Use supporting syntax within the body of an essay by 1) incorporating quotation s and references from the text in to sentences, 2) using transitional words and phrases, and 3) using passive voice.

*Look at examples and practice writing.

✓ Write the conclusion of the essay by 1) linking the conclusion to your introduction, 2) linking your ideas to a universal point, 3) relating a personal experience to your thesis, 4) linking your thesis to the world, 5) challenging your reader, 6) ending with a rhetorical question or imperative statement, 7) using an anecdote to reinforce a major point, or 8) ending with an important line from the original text.

✓ Revise the essay
Second Quarter

- **In-depth study of poetic devices**
  We will study a variety of poetic devices and apply them to the poems we read.

- **Poetry analysis**
  We will read and analyze poems to get a deeper understanding of them. One technique we will use is the TP-CASTT poetry analysis.

- **Poetry project**
  We will choose a poem to analyze for understanding.

- **Novel analysis**
  We will choose two novels to analyze for understanding.

**Texts:** *Perrine’s Literature: Structure, Sound, and Sense* Ninth Edition by Arp and Johnson

**Elements of Poetry**

Chapter 1—What is Poetry? pp. 647-654 *Perrine’s*
- Differentiate between ordinary language and poetic language.
- Describe the uses of language.
  “Shall I compare thee to a summer’s day?,” “Ballad of Birmingham,” “The Red Wheelbarrow,” “Ars Poetica”

Chapter 2—Reading the Poem pp. 668-669 *Perrine’s*
- Develop understanding and appreciation of poetry
- List steps in paraphrasing
- Explore the concept of a “central purpose” of a poem.
  “A Study of Reading Habits,” “Break of Day,” “When in Rome,” “Mirror,” “Facing It”

Chapter 3—Denotation and Connotation pp. 686-688 *Perrine’s*
- Distinguish between connotation and denotation as components of words
- Explain how words accumulate their connotations
- Explore multiple connotations and denotations
- Explore how context will determine which connotations and are relevant
- Show how levels of diction may characterize the speaker in a poem
  “When My Love Swears she is Made of Truth,” “Desert Places,” “One Art”

Chapter 4—Imagery pp. 700-703 *Perrine’s*
- State the definition of poetic imagery
- Relate imagery to its uses in conveying emotion, suggesting ideas, and mentally evoking the senses
  “After Apple-Picking,” “Those Winter Sundays,” “To Autumn”

Chapter 5—Figurative Language 1 pp. 714-724 *Perrine’s*
- Distinguish between language used literally and figuratively
- Define the figures of comparison and rank them in order of their emotional effectiveness

Chapter 6—Figurative Language 2 pp. 734-745 *Perrine’s*
- Explore how symbols read both literally and figuratively
- Show that the context of the poem determines the limits of its symbolic meanings
- Discuss the difference between symbol and allegory
  “The Road Not Taken,” “The Sick Rose,” “To the Virgins, to Make Much of Time,” “Peace,” “Fire and Ice”

Chapter 7—Figurative Language 3 pp. 756-766 *Perrine’s*
- Define paradox
- Define overstatement and understatement
- Review the definitions of sarcasm and satire
- Define the principal forms of irony

Chapter 8—Allusion pp. 778-781 *Perrine’s*
- Show how allusion is similar in its effect to connotative language as well as to symbolism
Chapter 9—Meaning and Idea  pp. 791-795  *Perrine’s*
- Distinguish between total meaning and prose meaning

Chapter 10—Tone  pp. 804-809  *Perrine’s*
- Consider the ways in which tone is part of the total meaning of a poem
- Identify the elements that contribute to tone
- Exercise your vocabulary to determine tone words

Chapter 11—Musical Devices  pp. 822-830  *Perrine’s*
- Review alliteration, assonance, consonance, and rhyme
- Understand that musical devices do not convey meaning but reinforce meaning

Chapter 12—Rhythm and Meter  pp839-853  *Perrine’s*
- Review rhythm and meter
- Explain how the rhythm and meter help reinforce the emotional and intellectual meaning of a poem

Chapter 13—Sound and Meaning  pp. 864-875  *Perrine’s*
- Review onomatopoeia, phonetic intensives, euphony, cacophony, and synesthesia
- Explain how sound helps reinforce meaning in a poem

Chapter 14—Pattern  pp. 883-891  *Perrine’s*
- Distinguish between structure and form
- Examine the two types of sonnet
- Examine the villanelle

*For chapters 7-14, we will study various poems that will help you gain a better understanding of the concepts. You will have the opportunity to write short, informal essays and longer, formal essays concerning all of the preceding poetry topics.*

**TP-CASTT Poetry Analysis**

One technique we will use to analyze poetry is called TP-CASTT. This technique is a seven-step process that hopefully gives you a better understanding of a poem when you have completed it. This can be used for any poem:

1) **Title**—ponder the title before reading the poem (Predict what the poem will be about.)
2) **Paraphrase**—translate the poem into your own words (Paraphrase the literal meaning or “plot” of the poem—a true understanding of the poem must evolve from comprehension of “what’s going on in the poem.”)
3) **Connotation**—contemplate the poem for meaning beyond the literal level (Examine any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of the poem—consider imagery, simile, metaphor, personification, symbolism, diction, point of view, alliteration, onomatopoeia, rhythm, and rhyme, etc.)
4) **Attitude**—observe both the speaker’s and the poet’s attitude (tone) (Explore the multiple attitudes that may be present in the poem.)
5) **Shifts**—note shifts in speakers and attitudes (Trace the feelings of the speaker from the beginning of the poem to the end. To find shifts, look for key words, punctuation, stanza division, changes in line or stanza length, irony, effect of structure on meaning, changes in sound or diction.)
6) **Title**—examine the title again, this time on an interpretive level (Examine the title again, this time on an interpretive level.)
7) **Theme**—determine what the poet is saying (Identify the theme by recognizing the human experience, motivation, or condition suggested by the poem.)

*We will practice the TP-CASTT analysis on many of the poems we study during this quarter.*
Poetry Explication for a Free-Response Prompt

This is a process that you can follow when you are analyzing a poem with a free-response prompt. For practice we will use the poem, “Water” by Robert Lowell:

**Step 1: Understanding the question**
Read the question and underline the important words.

**Step 2: First analysis (preliminary thinking)**
Read the title and the first and last part of the poem. Read the poem quickly. Now read it closely. Did you understand it? If not, reread it.

**Step 3: Second analysis (finding the images)**
1) Block the images of the poem. Encase them in parentheses.
2) Underline the transition words.
3) In the margin, paraphrase or summarize each image for understanding.

**Step 4: Third analysis (tone and theme)**
1) What is the tone? Write it at the bottom of the poem.
2) What is the theme? Write it at the bottom of the poem, also.

**Step 5: Fourth analysis (imagery, diction, structure, other poetic devices)**
Find any poetic devices and mark up the poem.

**Step 6: Writing the essay**
1) Reread the question.
2) Write a TAG (title, author, genre).
3) Add the thesis. Rephrase the question and make it a statement. This can be more than one sentence.
4) Add a transitional sentence that leads into the body of the essay. Mention a few specifics, if possible.
5) Write the essay.

*Look at teacher sample and several student samples. Do peer critiques / evaluations. Rewrite essays.*

**Poetry project**
Students are often turned off and intimidated by the word “poetry”. This project is designed to help you feel more comfortable with poetry and be able to explore, analyze, and communicate a poem’s meaning. Through various activities and a culminating presentation, you will learn and teach others. The critical thinking skills used in this unit carry over into other areas of your lives.

1) You will choose a poet and write a pattern poem about his or her life.
2) You will study and practice the TP-CASTT poetry analysis.
3) You will analyze a poem by a poet of choice.
4) You will generate a presentation about the poet and poetry analysis using your choice of multi-media.

**Novel Projects**
During second quarter you will choose two novels from this list and complete the projects that follow:
*A Separate Peace by John Knowles, Catcher in the Rye by JD Salinger, To Kill a Mockingbird by Harper Lee, Treasure Island by Robert Louis Stevenson, Grapes of Wrath by John Steinbeck, Cannery Row by John Steinbeck, All Quiet on the Western Front by Erich Maria Remarque, Flowers for Algernon by Daniel Keyes, The Metamorphosis by Franz Kafka, Death Be Not Proud by John Gunther, Black Like Me by John Howard Griffin, The Hiding Place by Corrie Ten Boom, and Frankenstein by Mary Shelley*

**1st novel**
1) read novel
2) keep chapter journal
3) write mini-book report
4) due mid-December

**2nd novel**
1) read novel
2) keep chapter journal
3) write open-ended essay (from list of prompts)
4) take test (part of semester test)
5) due beginning of January
Three Quarter

- **In-depth study of elements of drama**
  We will study a variety of literary terms and apply them to the plays we read.

- **Weekly vocabulary development—understanding root words (entire semester)**
  We will have new vocabulary words each week, discuss and determine their meanings by learning their roots, and use them in our writing.

- **Read and respond journal (entire semester)**
  We will keep a response journal to write reactions/opinions of stories, characters, etc.

- **Drama analysis**
  We will read and analyze several plays to get a deeper understanding of them.

- **Drama analysis portfolio**
  We will choose an individual play to analyze for understanding.

- **Essays**
  We will write a variety of in-class and out-of-class essays.

- **Memory Book writing project (entire semester)**
  We will create a portfolio consisting of eleven essays following the 6+1 Writing Traits.

**Texts:**
- *Merriam-Webster’s Vocabulary Builder* by Mary Wood Cornog
- *The Sandbox* by Edward Albee

*Choose one of the following topics to discuss in an essay: the play’s absurdity, the aspects of American life presented in the play, the contrasting qualities of the characters, or the symbolism in the play.

- **The Glass Menagerie** by Tennessee Williams
  *We will do an in-depth study of this play as a class, covering realism vs. nonrealism, social and cultural values of the time period, plot development, character analysis, vocabulary, and figurative language. You will also write an open-ended essay using a past AP prompt.*

**Drama Analysis Portfolio**

This assignment will help you study closely and improve your understanding of a specific play and accumulate an analysis bank to use when writing the open-ended question on the AP exam.

Select one of the following plays to study:

1) *Death of a Salesman* by Arthur Miller—This is a modern day tragedy that involves an aging traveling salesman (Willy Loman) who recognizes the emptiness in his life and commits suicide.

2) *The Crucible* by Arthur Miller—This classic play is about the witch-hunts and trials during seventeenth-century Salem, Massachusetts.

3) *A Doll’s House* by Henrik Ibsen—This world literature classic has dynamic characters and explores the worth of the individual woman. A husband treats his wife like a doll, and she plays the role but eventually rebels.

4) *Inherit the Wind* by Jerome Lawrence and Robert E. Lee—This recounts one of the greatest courtroom dramas of the twentieth century. The Scopes Monkey Trial (evolution vs. creation) provides the basis for the play’s central conflict.

5) *Taming of the Shrew* by William Shakespeare—This comedy “play within a play” is a story of two courtships.

6) *Macbeth* by William Shakespeare—This tragedy reveals one man’s ambition (and one woman’s attitude) in his quest to become the king.
Your portfolio will consist of two parts:

The first part is a double-entry notebook. For this you will need to divide your paper in half vertically (just draw a line down the center of your paper.☺) On the left side of the notebook, you will be entering 20 pieces of information about the play. You may include interesting plot events, characters, symbols, theme ideas, significant dialogue, tone, ironies, etc. On the right side of the notebook, you will be responding to them—agree, disagree, discuss importance to the play, etc.

For example, on the left side, I might write, “Lady Macbeth is manipulating her husband, trying to talk him into killing the king in order to become the king himself. She wants to see the prophecy come true even before it is supposed to happen. She is evil and conniving.”

On the right side, I might respond with, “I think she is the stronger of the two characters right now, and she is putting ideas into his head that may come back to haunt him later in the play. Even with her immaculate plan, someone is bound to find out about the murder. I think she should just back off and let the prophecy come true if it is meant to be. I don’t really like her as a character, even though she plays her part well.”

The second part is an essay. For this you will choose one of the open-ended questions from past AP exams that pertains to your play and write at least a 2 page response (it’s okay to write more ☺).

Memory Book Project

This semester project is a book that will consist of memories and thoughts from your entire life thus far. It must be complete and show good writing, creativity, and thought. You will do personal writing and work on anecdotes, dialogue, details, language, syntax, and varied sentence structure. Different essays will require different purposes, so you will include expository, narrative, descriptive, and persuasive essays as needed. The final product will be presented in a three-ring binder, clear folder, etc. You may decorate the cover with drawings, pictures, or designs. It will contain 11 essays (chapters) a cover page, a table of contents, and at least 10 photos. The writing will be evaluated using the “Six Plus One” writing traits rubric. The six traits of effective writing are as follows: strong ideas and content, proper organization, effective voice, precise word choice, sentence fluency and varied sentence structure, and correct writing conventions (spelling, capitalization, punctuation, grammar and usage, and paragraphing.)

Fourth Quarter

- Read and respond journal
  We will keep a response journal to write reactions / opinions of stories, characters, etc.
- Drama analysis
  We will read and analyze a play to get a deeper understanding of it.
- Novel analysis
  We will read and analyze a novel through literature circle discussions.
- Multiple Choice tests
  We will practice multiple choice tests as they will appear on the AP Exam.
- Essays
  We will write a variety of in-class and out-of-class essays.
- Preparation for the AP Exam
  We will apply all of our knowledge in preparation for the AP Exam.

Multiple Choice Questions in Preparation for the AP English Literature and Composition Examination (Fifth Edition) by Richard Vogel and Charles F. Winans
Cliff’s Advanced Placement English Literature and Composition Preparation Guide by Allan Casson
Advanced Placement Literature and Composition Released Exams

Chapter 3—Tragedy and Comedy pp. 1209-1216 Perrine’s
✓ Define tragedy and discuss how the characteristics arouse response from the audience
✓ Define the two major types of comedy, satiric and romantic, in terms of their materials and effects on audiences
✓ Explain how melodrama and farce are related to the major genres of tragedy and comedy

For Whom the Southern Belle Tolls by Christopher Durang
*We will look at humor, parody, audience response, and purpose of a play. We will compare and contrast this with The Glass Menagerie.
Oedipus Rex by Sophocles

*We will do an in-depth study of this play as a class covering tragedy, tragic flaw, tragic hero, plot development, character analysis, motifs, symbols, and fate. You will write an essay on one of these topics.

**Essay journal**

This is in preparation of the AP exam. You will have a chance to display your knowledge of literature and practice your writing skills as you complete these essays.

1) You will keep a journal of in-class, timed essays.
2) I will provide you the prompts and the paper on which to write.
3) Once a week, you will have 40 minutes to compose a free-response or open-ended essay, whichever I give to you.
4) You will keep these essays together in a folder that I provide.
5) You will do a peer review of the essays and look at samples of student work.
6) You will turn in one of every three essays that you write. I will take a separate grade on those.
7) You may rewrite any essay in your journal after you get feedback.
8) At the end of the quarter, you will turn in your entire essay journal for a cumulative grade.
9) If you miss a class period that we do a timed writing, you will need to come in during a study hall or before / after school to make up the writing.

**Multiple Choice Tests**

This is in preparation for the AP exam. You will have a chance to practice analyzing the literature and answering multiple choice questions. Depending on time, you will complete partial or full tests in and /or out of class. When you complete tests in class, they will be timed. As a follow-up, we will discuss the different passages and questions and work on strategies for answering the questions accurately.

**Literature Circles**

During this group project, you will study one novel in-depth. As a group of two to four people, choose a novel from the classics list, the college bound list, the Oprah book club list, or the lists from past open-ended questions. If you have another novel in mind that is not on any of those lists, please discuss it with me before beginning the project.

1) You will have 10 class periods to complete this project.
2) You will complete a discussion log before each discussion.
3) You will complete a group discussion evaluation following each discussion.
4) You will write a test (objective and essay) for your novel, including an answer key.
5) You will do a presentation of your novel, as time allows.

**Grading Scale**

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59-0</td>
<td>F</td>
</tr>
</tbody>
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Tests, quizzes, projects, and papers are weighted heavier than daily assignments. You may rewrite any essay and retake any test or quiz. An average grade will be taken as your final grade on rewrites / retakes.

**Absence/Tardy Policy**

1. You will get a total of two free tardies (excused OR unexcused) and/or absences first/third quarters and one free for second/fourth quarters.
2. Each additional tardy / absence will affect your quarter grade—20 points (out of 100 points) deducted per occurrence.
3. Forgetting your I.D., going to get a book in your locker during the first 15 minutes of class, having to move your vehicle, using your cell phone, etc. are considered tardies.
4. Anything that is not a school activity is considered an absence.
5. After the fifth absence, you may lose credit unless absences are due to a medical necessity or family emergency.

**Your privilege package and semester test incentive are tied directly to your tardies and absences.**
Semester Test Incentive

Students will have the opportunity to contract for either plan below in the final week of each semester:

• Plan A – Warranty or Exemption
  o Students have a total of 3 or less tardies and/or absences in a class within the semester AND
  o Semester Exam day counts as double (2) if a student is absent or tardy for any reason.
  o Senior bonus: All students who took the Dakota STEP as a junior will be allowed one additional absence/tardy in each class if they scored proficient and/or advanced in all three content areas.

• Plan B – Exam Bonus
  o 0 Absences/Tardies* +20%**
  o 1 Absences/Tardies* +15%**
  o 2 Absences/Tardies* +10%**
  o 3 Absences/Tardies* +5%**
  o 4 or More 0%
  o Seniors bonus: All students who took the Dakota STEP as a junior will be given an extra 5% on their semester exam if they scored proficient and/or advanced in all three content areas.
  *Semester test day counts as TWO days.
  **These percentages are added to the student’s semester exam score.

Miscellaneous

- All grades in my gradebook are percentages. Tests/quizzes, papers, and projects are weighted double.
- All late work will need to be printed and put in the late work basket.
  - Label late work with the following:
    - Name
    - If absent, include date you were absent
    - Reason for late work (example—sick, school activity, just late)
- Unexcused late work earns a maximum grade of 50%.
- If you are assigned to intervention because of a failing grade in this class and you don’t attend, you will not be eligible for credit recovery at the end of the semester.
- When submitting work to the R drive, include class period_assignment name_last name and first two initials of first name. Example: 5_scavengerhunt_stahlych
- Files with wrong file name in R drive=automatic 10% deduction
  - Example: perfect paper with wrong file name=90%
- Bring a novel to class each period. The first ten to fifteen minutes of class each day will be a reading time. There will be written or oral reports given on these books.
- A grade of D or above requires the following:
  -Regular attendance
  -Motivation and initiative
  -Some cooperative group work
  -Completed daily and long-term work on time
  -Satisfactory completion of performance objectives (tests, quizzes, and projects)
  -Good citizenship, behavior, and respect
  -Daily supplies: pen, pencil, paper, textbook, reading book – present each class period
  -Student’s information on work turned in (no name=no grade)

*Check out these websites for online practice of the AP exam among other good stuff:  www.collegeboard.com
  www.apexvs.com