

# AP Literature and Composition

**Instructor:** Hannah Lizio-Katzen

**Contact:** hlizio-katzen@corbett.k12.or.us

**Website:** msl-k.com

## Course Overview

In this yearlong course, we will read a variety of works, including poetry, short fiction, novels, plays, and expository prose. Through careful, deliberative reading, students will learn about the *experience* of literature (the subjective dimension of reading and responding to literary works), the *interpretation* of literature (the analysis of literary works through close reading to arrive at an understanding of their multiple meanings), and the *evaluation* of literature (an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values).

As an integral part of this course, writing assignments will focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language. It will include study of the elements of style, attending to matters of precision and correctness as necessary. Emphasis is placed on helping students develop stylistic maturity.

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details:

- structure, style, and themes
- social and historical values
- figurative language, imagery, symbolism, tone, etc.

The course includes frequent opportunities for students to write timed, in-class responses, as well as extended, revised essays. The course requires the following:

- writing to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (including annotation, freewriting, keeping reading notes, and response/reaction papers)
- writing to explain: expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- writing to evaluate: analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

Instruction and feedback on students' writing assignments, both before and after the students revise their work, will help the students develop the following:

- wide-ranging vocabulary used appropriately and effectively
- various sentence structures, including appropriate use of subordination and coordination
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- balance used of generalization and specific, illustrative detail
- effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Students will demonstrate effective teamwork during weekly group work activities, including using appropriate communication skills to give and receive information orally and in writing. Students will exhibit appropriate work ethic and behavior in class and on assignments and apply decision-making and problem-solving techniques to address problems that may arise. In utilizing these skills in our class, students will practice skills needed for employment and career experiences post-high school.

### Course Description

Students will explore a wide range of fiction, drama, and poetry, examining the way authors use character, setting, plot, theme, figurative language, and other elements, to portray human experiences. The class will function as a community of learners. Students will learn from each other, read their writing aloud, work collaboratively on revisions, and share their thoughts, ideas, and observations with one another during class discussions.

Course texts include, *Things Fall Apart* (Achebe), *Heart of Darkness* (Conrad), and *Their Eyes Were Watching God* (Hurston); several short stories and poems from *Perrine's Literature: Structure, Sound, and Sense*, including "Bullet in the Brain" (Wolff), "Interpreter of Maladies" (Lahiri), "Miss Brill" (Mansfield), "Hunters in the Snow" (Wolff), "Where is the Voice Coming From?" (Welty), "Once Upon a Time" (Gordimer), "The Lottery" (Shirley Jackson), "A Rose for Emily" (Faulkner), and others; plays include *Hamlet* (Shakespeare), and *Oedipus Rex* (Sophocles). Please note: readings are subject to change.

### Coursework

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|-----|-----------------|---|
| 40% | Essays          | Timed in-class essays and revised essays  |
| 30% | Vocab & Reading | Weekly quizzes of literary terms, concepts, and course readings   |
| 30% | Participation   | Evaluation based on engagement in in-class work, homework, discussion, group work, peer review, reading notes, etc. |

### Plagiarism

Plagiarism is the act of taking ideas, passages, or writing of others and using them as one's own, without acknowledgement or documentation. Intentional plagiarism on the part of a student is a very serious offense and may result in a failing grade for the course or other disciplinary measures. Common instances of plagiarism include such practices as copying from another student's paper, turning in papers written by someone else, failing to credit the source of ideas, and incorrectly treating specialized information gained from sources as knowledge so widely held that it requires no documentation. Even accidental plagiarism is considered plagiarism. Be careful in your writing and cite all ideas, passages, and writing from others.

### Grading Scale

**A** = 89.1%—100% | **B** = 79.1%—89% | **C** = 69.1%—79% | **D** = 59.1%—69% | **F** = 50%—59%

### Required Materials

One dedicated section of a three-ring binder, loose-leaf college-ruled paper, and a pen or pencil.

### Late work

While Corbett High School does not penalize for late work, students will be expected to turn work in on time. Submitting work late repeatedly will result in a conference with the instructor. Deadlines will be set before the end of each midterm and trimester, after which no late work will be accepted and any missing work will receive an F (50%).

**AP Exam Requirement**

In order to receive trimester three credit for this course at Corbett High School, all students are required to take the AP Literature and Composition exam, unless explicit authorization by the instructor has been made in advance.