

## Advanced Placement English Literature and Composition: First Quarter

This course is a rigorous college-level course: the reading is challenging; the writing is frequent and requires an independent mind. I will expect you to prepare for each class by reading the assigned work alertly, curiously, and critically – that is, in a way that generates meaningful questions and ideas about the reading that you then bring to class and make a part of our discussion. If you are committed to the work as well as to listening and learning from each other, this class will ultimately become one in which we are all teachers and students. We will learn from each other.

This syllabus shows you what we will do in class each day; the reading assignments should be completed each day **before** coming to class. Take your texts home every night so that you can complete the reading assignments if class is cancelled or if you are absent; your ability to participate is seriously hampered if you have not finished the reading for that day or if you fail to bring your text to class.

### Major Texts

Kirszner, Laurie G. and Stephen R. Mandell, eds. *Portable Literature Reading Reacting Writing*. 7<sup>th</sup> ed. Boston: Rosenberg, 2010

Sadlier-Oxford Vocabulary Workshop Level H

### Major Literary Works

*Grapes of Wrath* John Steinbeck (Summer Reading)

*A Streetcar Named Desire* Tennessee Williams (Summer Reading)

*On the Road* Jack Kerouac

*Catcher in the Rye* JD Salinger

*Frankenstein* Mary Shelley

*Brave New World* Aldous Huxley

*Hamlet* William Shakespeare

*Heart of Darkness* Joseph Conrad

*A Doll's House* Henrik Ibsen (Christmas Break)

*Beloved* Toni Morrison

*Gulliver's Travels* Jonathan Swift

*The Stranger* Albert Camus

*Old Man and the Sea* Ernest Hemmingway

August 13 (W) Introduction/Syllabus/Summer Reading/Entrance Interview/Contract/Supplies/Question

“Landscape with the Fall of Icarus” (*Students will view this painting and list **what** they see, **how** it is presented, and **why** they think the artist made that decision; this assignment parallels the process for literary analysis.*)

**Assignment:** “The Closing of the American Book” (*This essay will be the basis of class discussion on benefits of reading.*)

August 14 (Th) Poetry Response Assignment (*Each week students will choose one poem from a list of 1015 poems and write a one-page typed response that may be an analysis, reader response, or combination of both. Due dates are indicated with an \* after each class' day.*)

**Supplemental/Independent Reading** (*Students will read a major work from the AP Literature Reading List each semester. There will be an assignment for each novel and reading checkpoints throughout the year. The reading checkpoints will be on the days scheduled as Reading Days.*)

**Introduction** to Major Works Data Sheet Assignment (*Students prepare a data sheet that highlights a work's plot, significance of selected quotations, characters' roles and significance, the significance of opening and closing scenes, symbols, and themes. Historical and biographical information are also included.*)

"The Closing of the American Book" discussion

August 15 (F) **Entrance Interview/Contract Due**  
College Application Discussion (*Explanation of personal narrative with samples*)  
Rhetorical Triangle

August 18-22 **Advanced Placement Literature and Composition Practice Test**

(M-F)

August 25 (M) **Summer Reading MWDS due**  
"Point of View," Kirsznner, 354-361 (How does P.O.V. relate to theme?)  
"Big Black Good Man" Richard Wright, 374  
"Birthmark," Miranda July, 411  
"Barn Burning," William Faulkner, 391

August 26 (T) Barn Burning, William Faulkner, 391  
"Plot," Kirsznner, 219-222 (*How does plot relate to theme?*)  
Clip from *Strangers on a Train*, Alfred Hitchcock  
"A Rose for Emily," William Faulkner, 243  
"The Story of an Hour," Kate Chopin, 226

August 27 (W) "Style, Tone, and Language," Kirsznner, 417-422 (How do style, tone, and language relate to theme?)  
"A Good Man is Hard to Find," Flannery O' Conner, 447  
"The Yellow Wallpaper," Charlotte Perkins Gilman, 459  
"The Things They Carried," Tim O' Brien, 473

August 28 (Th) "Character," Kirsznner, 254-256  
"A&P," John Updike, 259  
Fiction in Film: John Updike's "A&P"  
"Miss Brill," Katherine Mansfield, 266  
"The Chrysanthemums," John Steinbeck 769

August 29 (F) "Theme," Kirsznner, 551-555  
"Symbol, Allegory, and Myth," 487-492  
"Saint Helene," Alice Hoffman, 499  
"The Lottery," Shirley Jackson, 509  
"Young Goodman Brown," Nathaniel Hawthorne, 540

Assign Essay #2: Literary Analysis (*Joyce Carol Oates's "Where Are You Going, Where Have You Been?": A Casebook for Reading, Research, And Writing*), 614-659

September 1 (M) Labor Day

September 2 (T) Short Story Test Review

September 3 (W) **TEST:** Point of view, plot, irony, characterization, theme, symbol, allegory, myth, style, tone, and language

September 4 (Th) Introduction (continued): Frankenstein and Mary Shelley (*Background material on Shelley, Romanticism, the novel genre, frame story*) Fiction in Film: clip from *A Princess Bride* (frame story)

September 5 (F) Summer Reading Literary Circles (*Using Harvey Daniel's techniques, students will assume roles of literary luminary, researcher, word wizard, passage master, etc for group discussions of summer reading.*)

September 8 (M) Summer Reading Literary Circles (*Using Harvey Daniel's techniques, students will assume roles of literary luminary, researcher, word wizard, passage master, etc for group discussions of summer reading.*)

September 9 (T) Book Talks/Reading Day: *Frankenstein*

September 10 (W) **QUIZ** *Frankenstein*: Letters, Chapters 1-5, discussion

September 11 (Th) **Prose passage close-reading test #1** (*syntax, tone, vocabulary*)

September 12 (F) Writing an In-class Essay (*Literary analysis: claim, concrete detail, commentary, time management*)

September 15 (M) **QUIZ** *Frankenstein*: Chapters 6-10; discussion

September 16 (T) Writing Workshop: Essay #2 (*Thesis statement, topic sentences, support, transitions, conclusion*)

September 17 (W) **Prose passage close reading test #2** (*argumentation, main idea, vocabulary*)

September 18 (Th) **In-class Essay #3** (1972/ "Eveline"/ *elements of fiction that prepare reader for Eveline's decision*)

September 19 (F) Book Talks/Reading Day

September 22 (M) **QUIZ** *Frankenstein*: Chapters 11-16; discussion

September 23 (T) **Prose passage close-reading test #3** (*figurative language, tone, characterization, vocabulary*)

September 24 (W) **Prose passage close-reading test #4** (*rhetorical devices, pronoun-antecedent agreement, vocabulary*)  
Reading Day

September 25 (Th) **QUIZ** *Frankenstein*: Chapters 17-20; discussion

September 26 (F) Final Discussion of *Frankenstein* (*Themes*)  
Writing Workshop: Essay #3 (Rubric review and revision for final grade)

September 29 (M) **In-class essay #4** (1995/ "Eleven" / literary techniques/ characterization)

September 30 (T) **Prose passage reading test #5** (*characterization, comparison-contrast, imagery, juxtaposition, satire*)

October 1 (W) **Prose passage close-reading test #6** (*syntax, inference, vocabulary*)

October 2 (Th) **Last day to discuss Ap Literature Reading List Major Work for quarter supplementary reading grade**

Writing workshop: Essay #4 (*Review of literary techniques/ characterization, controlling tone, establishing voice, and revision*)

October 3 (F) Group Planning: *Frankenstein* presentations (*Groups will represent different schools of criticism—psychoanalytic, feminist, gender, Marxist, and cultural—as approaches to a study of Frankenstein*)

**Essay #2 due** (*Point of view, plot, irony, or characterization and relationship to theme*)  
*Prose passage close-reading test #1 discussion*

October 6 (M) **In-class essay #5: Frankenstein** (2008/ *Contrasting characters / theme*)  
**Frankenstein MWDS Due**

October 7 (T) ***Old Man and The Sea*, Earnest Hemmingway** introduction

October 8 (W) **Last Day for in-class book talks**  
Group Planning: *Frankenstein* presentations

October 9 (Th) **Prose passage close-reading test #7** (*characterization, repetitive phrases, themes, vocabulary*)

October 10 (F) No School

October 13 (M) No School

October 14 (T) **Old Man and the Sea Inner/Outer Circle**

October 15 (W) **Old Man and the Sea Inner/Outer Circle; TEST** **End of First Quarter!**  
***Old Man and The Sea* MWDS due**

October 16(Th) *Frankenstein* Presentations: Marxist and cultural

October 17 (F) *Frankenstein* Presentations: psychoanalytic, feminist, and gender

\*Each class will begin with an exercise on diction, detail, imagery, syntax, and tone from Nancy Dean's *Voice Lessons*.

\*\*Each writing workshop will include specific focus and topics selected from the reading of student papers. Follow-up exercises include essay revision, correction of mechanical errors, student assessments, and/or exercises based on specific areas for improvement. Revisions assignments vary; students may revise the entire essay or a selected section.

Writing workshops will also include peer evaluation and revision. \*\*\*Poetry responses will be due every Friday (8/23, 8/30, 9/6, 9/13, 9/20, 9/27, 10/4) First Quarter Grades:

Poetry Responses (7)	20%
Supplemental Reading	10%
Tests/Essays	45%
Daily work/quizzes/ presentations/homework	15%
Prose Reading Tests	10%

Grade Conversions for 1-9 scale for in-class essays 1<sup>st</sup> Qtr:

9-100	5-84	1-52
8-98	4-80	
7-94	3-72	
6-91	2-62	

### **Advanced Placement English Literature and Composition: Second Quarter**

This syllabus shows you what we will do in class each day; the reading assignments should be completed each day **before** coming to class. Take your texts home every night so that you can complete the

reading assignments if class is cancelled or if you are absent; your ability to participate is seriously hampered if you have not finished the reading for that day or if you fail to bring your text to class.

October 20 (M) Frankenstein's Monster: Nature vs. Nurture (X-files The Post Modern Prometheus)

October 21 (T) Frankenstein's Monster: Nature vs. Nurture (X-files The Post Modern Prometheus)  
continued **The Stranger Introduction**

October 22 (W) In-class essay #1 (2004 – "The Pupil," characterization, tone, and point of view)

October 23 (Th) Frankenstein Presentations: Marxist and Cultural  
*Hamlet* Introduction (*Role playing exercises from Shakespeare Set Free*)

October 24 (F) Frankenstein Presentations: Gender, Feminist, and Psychoanalytic

October 27 (M) **The Stranger Part One discussion/quiz**

October 28 (T) Writing Workshop: Essay #1: "The Pupil" (Peer revisions/assessments; subordination and coordination) *Hamlet* Introduction (*Role playing exercises from Shakespeare Set Free*)  
*Hamlet* Act I, discussion

October 29 (W) Writing Workshop: Essay #1: "The Pupil" (Peer revisions/assessments; subordination and coordination)

October 30 (Th) *Hamlet* Act I, discussion

October 31 (F) *Hamlet* Act II, discussion

**HAPPY HALLOWEEN!!!**

November 3 (M) *Hamlet* Act II, discussion

November 4 (T) No School

November 5 (W) **The Stranger Part Two discussion/quiz**

November 6 (Th) **The Stranger Part Two discussion/quiz**

November 7 (F) *Hamlet* Act III, discussion

November 10 (M) *Hamlet* Act III, discussion

November 11 (T) *Hamlet* Act IV, discussion

November 12 (W) *Hamlet* Act IV, discussion

November 13 (Th) *Hamlet* Act V, discussion

November 14 (F) Heart of Darkness Introduction (*Background information on Conrad, imperialism, frame story*) **YOU SHOULD BRING TWO LEVEL 2 QUESTIONS AND ONE LEVEL 3**

**QUESTION TO THE FIRST DAY OF OUR THREE PART DISCUSSION (THREE SETS)**

As You Read Assignment (*Students look for details, images, symbolism, conflict that will be basis of discussion after book is read.*)

November 17 (M) **In-class essay #2: *Hamlet*** (*identification of mystery and how knowledge gained in the investigation relates to theme*) **Hamlet MWDS due**

November 18 (T) Reading Day

November 19 (W) *Heart of Darkness*: Part I, quiz/discussion **Two level 2 and one level 3 Questions due**

November 20 (Th) Writing Workshop: Essay #2 (*In-class peer response revisions: organization, support, thesis statement, topic sentences, and transitions*)

November 21 (F) *Heart of Darkness*: Part I, discussion

November 24 (M) *Heart of Darkness*: Part II, quiz/discussion **Two level 2 and one level 3 Questions due**

November 25 (T) *Heart of Darkness*: Part II, discussion

November 26-28 (W-F) **Thanksgiving Holiday**

December 1 (M) **Prose passage reading test #5** (*characterization, comparison-contrast, imagery, juxtaposition, satire*)

December 2 (T) **Prose passage close-reading test #6** (*syntax, inference, vocabulary*)

December 3 (W) *Heart of Darkness* Part III, quiz/discussion **Two level 2 and one level 3 Questions due**

December 4 (Th) *Heart of Darkness* Part III, discussion

Achebe's "An Image of Africa: Racism in Conrad's *Heart of Darkness*"

December 5 (F) "Apocalypse Now"

**Essay #3 Assignment:** Comparison/contrast (*Students will select a single scene in both works to show how Conrad manipulates the tools of his craft – writing – to create a statement and compare how Coppola creates a similar statement by manipulating the tools of his craft - film. They will also evaluate the works' artistry and quality and their social and cultural value.*)

**\*\*\*Students will need to watch "Apocalypse Now" on their own by December 5**

December 8 (M) **Heart of Darkness/ "Apocalypse Now" Inner-Outer Circle Seminar** (*Students will respond to level-two and level-three questions from other students.*)

December 9 (T) **Heart of Darkness/ "Apocalypse Now" Inner-Outer Circle Seminar** (*Students will respond to level-two and level-three questions from other students.*)

December 10 (W) **Prose passage close-reading test #7** (*characterization, repetitive phrases, themes, vocabulary*)

December 11 (Th) **Writing Workshop:** (*Student groups will plan thesis statements and outlines for 5 different prompts for Heart of Darkness essays: 1972, First chapter; 1991, Contrasting places; 1994, character who appears briefly; 1996, spiritual reassessment in ending; 2000, mystery and investigation.*)

**Heart of Darkness MWDS due**

December 12 (F) **In-class essay #4: Heart of Darkness** (*Students will have one prompt from Tuesday's group work.*)

December 15 (M) **Prose passage close-reading passage #8** (syntax, allusion, tone, metaphor, vocabulary)

December 16 (T) TP-CASST (*Students will use this technique for analyzing poetry.*)  
(*Introduction to metaphysical poetry, metaphysical conceit, and Petrarchan conceit*)

John Donne: "The Apparition," provided; "Batter My Heart," Kirsznner, 1148;  
"The Canonization," provided; "Death Be Not Proud," Kirsznner, 1148

December 17 (W) John Donne: "Hymn to God, my God, in My Sickness," provided; "Song, Go and Catch a Falling Star," provided; "A Valediction: Forbidding Morning," Kirsznner, 933; "The Flea," Kirsznner, 1149; "The Sun Rising," provided

December 18 (Th) **In-class Essay #5: John Donne** (1995: "The Broken Heart")

December 19 (F) **Independent Reading MWDS and Independent Reading Assignment due**

**Students must read *A Doll's House* by Henrik Ibsen over Winter Break and complete an MWDS and Free-response essay.**

\*Each class will begin with an exercise on diction, detail, imagery, syntax, and tone from Nancy Dean's *Voice Lessons*.

\*\*Each writing workshop will include specific focus and topics selected from the reading of student papers. Follow-up exercises include essay revision, correction of mechanical errors, student assessments, and/or exercises based on specific areas for improvement. Revisions assignments vary; students may revise the entire essay or a selected section. Writing workshops will also include peer evaluation and revision.

\*\*\*Poetry responses will be due every Friday (10/25, 11/1, 11/8, 11/15, 11/22, 12/6, 12/13) Second Quarter Grades:

Poetry Responses (7)	20%
Supplemental Reading	10%
Tests/Essays	45%



Daily work/quizzes/ presentations/homework	15%
Prose Reading Tests	10%

Grade Conversions for 1-9 scale for in-class essays 2<sup>nd</sup> Qtr:

	9-100	5-83	1-51
8-97		4-79	
	7-93	3-71	
	6-90	2-61	

### **Advanced Placement English Literature and Composition: Third Quarter**

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January 5 (M) *Brave New World* Introduction (*Background information on Huxley, utopian societies, activity, dehumanization, role of individualism, historical context*)

January 6 (T) TP-CASST (*Students will use this technique for analyzing poetry.*)  
(*Introduction to metaphysical poetry, metaphysical conceit, and Petrarchan conceit*)  
John Donne: "The Apparition," provided; "Batter My Heart," Kirszner, 1148;  
"The Canonization," provided; "Death Be Not Proud," Kirszner, 1148

January 7 (W) William Wordsworth: Kirszner: "Composed upon Westminster Bridge, September 3, 1802," 1209; "I wandered lonely as a cloud," 1048; "The Solitary Reaper," provided; "The World is Too Much with Us," 855. (*Background information on Wordsworth and Romantic Period*)

January 8 (Th) January 14 (T) John Donne: "Hymn to God, my God, in My Sickness," provided; "Song, Go and Catch a Falling Star," provided; "A Valediction: Forbidding Morning," Kirszner, 933; "The Flea," Kirszner, 1149; "The Sun Rising," provided

January 9 (F) John Keats: Kirszner: "Ode on a Grecian Urn," 1171; "On First Looking into Chapman's Homer," 984; "To Autumn," provided; "When I Have Fears," 1172.  
(*Background information on Keats and Romantic Period*)

January 12 (M) Writing Workshop: Essay #1 (*Review of TP-CASST and organization*)

January 13 (T) *Brave New World* Chapters 1-8: discussion/quiz

January 14 (W) **In-class essay #1** (*1992: The Prelude: speaker's changing responses to nature*)

January 15 (Th) **Poetry close reading test #3** (*paraphrase, versification, vocabulary*)

January 16 (F) Book talks / Reading day

January 19 (M) Martin Luther King, Jr. Day (*NO SCHOOL*)

January 20 (T) *Brave New World* Chapters 8-12: discussion/quiz

January 21 (W) **In-class essay #2** (*1988: Compare and contrast "Bright Star" and "Choose Something Like a Star"*)

January 22 (Th) **Poetry close reading test #4** (*tone, symbolism, paraphrase, vocabulary*)

January 23 (F) **Poetry close reading test #4** (*tone, symbolism, paraphrase, vocabulary*) continued

January 26 (M) *Brave New World* Chapters 13-16: discussion/quiz

January 27 (T) **Poetry close reading test #5** (*tone, shifts, paraphrase, vocabulary*)

January 28 (W) **In-class essay #3** (2000: Compare and contrast two Sirens poems: Homer's *Odyssey* and Margaret Atwood's "Siren Song")

January 29 (Th) Writing Workshop: essay #2 (*Choosing apt details and incorporating quotations*)

January 30 (F) Brave New World Chapters 17-18: discussion/quiz  
Persuasion activity (*Student groups will focus on the themes of BNW and modern ethical issues*)

February 2 (M) Brave New World Chapters 17-18: discussion/quiz  
Persuasion activity (*Student groups will focus on the themes of BNW and modern ethical issues*)

February 3 (T) **In-class essay #4**: *Brave New World* (2010: exile as both enriching and alienating experience) **Brave New World MWDS due**

February 4 (W) Beloved Introduction (*Background information on Morrison, historical background*)

Background reports: (*Harriet Tubman; daily life of a slave; Margaret Garner; underground railroad; Middle Passage; Fugitive Slave Law of 1850; etc.*) Dialectical  
Journal Assignment (*Students will keep a double-entry journal as they read this novel*)

February 5 (Th) Poetry Presentation Introduction/Assignment

February 6 (F) **Poetry close reading test #6** (*tone, apostrophe, simile, vocabulary*)

February 9 (M) **In-class essay #5** (1994: Compare and contrast two Helen poems by EA Poe and HD)

February 10 (T) Poetry Presentation Assignment Work Day

February 11 (W) **Poetry close reading test #7** (*pun, imagery, tone, paraphrase, vocabulary*)

February 12 (Th) Beloved: pp 3-105; discussion/quiz

February 13 (F) **In-class essay #6** (1990: *Soliloquy from Henry IV, Part II*)

February 16 (M) No School

February 17 (T) **Poetry close reading test #8** (*mood, shift, repetition, paradox, paraphrase, metaphor, vocabulary*)

Writing Workshop: essays #5 and #6 (*Review of AP reading rubrics; revision*)

February 18 (W) Book talks / reading day

February 19 (Th) Beloved: pp 106-165; discussion/quiz

February 20 (F) **In-class essay #7** (1993: Florence Nightingale / narrator's attitude)

February 24 (M) Poetry Presentation: "Form" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

February 25 (T) Poetry presentation: "Voice" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

February 26 (W) Beloved: pp 166-199; discussion/quiz

February 27 (Th) **Seminar: Beloved** (Socratic seminar using essential questions; student responses must be supported with textual evidence.)

February 28 (F) ) **In-class essay #8: Beloved** (2003: Tragic figure/suffering of others or 2004: Literature is question minus the answer) **Beloved MWDS due**

March 3 (M) *Gulliver's Travels* by Jonathan Swift Introduction

March 4 (T) Poetry Presentation: "Imagery" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

March 5 (W) Poetry Presentation: "Figures of Speech" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

March 6 (Th) Poetry Presentation: "Sound" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

March 7 (F) Poetry Presentation: "Word Choice, word order" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

March 10 (M) Poetry Presentation: "Symbol, Allegory, Allusion, Myth" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

Poetry Presentation: "Discovering Themes in Poetry" (Students will present the information from Kirszner's chapter, using poems for examples and discussion.)

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\*\*Each writing workshop will include specific focus and topics selected from the reading of student papers. Follow-up exercises include essay revision, correction of mechanical errors, student assessments, and/or exercises based on specific areas for improvement. Revisions assignments vary; students may revise the entire essay or a selected section. Writing workshops will also include peer evaluation and revision.

\*\*\*Poetry responses will be due every Friday (1/10, 1/17, 1/24, 1/31, 2/7, 2/14, 2/21, 2/28) Third Quarter Grades:

Poetry Responses (8)                      20%

Supplemental Reading	10%
Tests/Essays	50%
Daily work/quizzes/ presentations/homework	10%
Poetry Reading Tests	10%

Grade Conversions for 1-9 scale for in-class essays 3<sup>rd</sup> Qtr:

	9-100	5-82	1-50
8-96	4-78		
	7-92	3-70	
	6-89	2-60	

### **Advanced Placement English Literature and Composition: Fourth Quarter**

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March 18 (T) **In-class essay #1** (1996: *Judge Pyncheon*; 1997: *Obasan*; or 1998: *Middlemarch*)

March 19 (W) *Gulliver's Travels* Part One: A Voyage to Lilliput quiz/discussion

March 20 (Th) Reading day / Book talks

March 21 (F) Writing Workshop

March 24 (M) *Gulliver's Travels* Part Two: A Voyage to Brobdingnag quiz/discussion

March 25 (T) Reading day / Book talks

March 26 (W) **In-class essay #2** (1997: "Death of a Toad" or 2002: "Convergence of Twain")

March 27 (Th) Writing Workshop Essay #3 (Review of rubric and scoring timed writing)

March 28 (F) *Gulliver's Travels* Part Three: A Voyage to Laputa, Balribarbi, Glubbudbrib, Luggnag, and Japan quiz/discussion

March 31 (M) Writing Workshop: (Review of Open Question and selection of novel or play for those questions; thesis statement)

April 1 (T) Writing Workshop: (Review of rubric and scoring timed writing)

April 2 (W) *Gulliver's Travels* Part Four: A Voyage to the Country of the Houyhnhnms quiz/discussion

April 3 (Th) *Gulliver's Travels* Part Four: A Voyage to the Country of the Houyhnhnms quiz/discussion

April 4 (F) In-class Essay #3 (*Gulliver's Travels*) ***Gulliver's Travels* MWDS due**

April 7-11 (M-F) Spring Break! Need to start reading *The Catcher in the Rye* by JD Salinger

April 14 (M) AP Literature and Composition Practice Test

April 15 (T) AP Literature and Composition Practice Test

April 16 (W) AP Literature and Composition Practice Test

April 17 (Th) AP Literature and Composition Practice Test

April 18 (F) No School

April 21 (M) *The Catcher in the Rye* Chapters 1-9 discussion/quiz

April 22 (T) Poetry test review

April 23 (W) **Poetry Test** (Review of terms, forms, patterns, etc.)

April 24 (Th) Reading Day/Book Talks

April 25 (F) *The Catcher in the Rye* Chapters 1-14  
discussion/quiz (*Students will bring Level 1, 2, 3  
questions to class.*)

April 28  
(M) Reading Day

April 29 (T) *The Catcher in the Rye* Chapters 15-26  
discussion/quiz (*Students will bring Level 1, 2, 3  
questions to class.*)

April 30 *The Catcher in the Rye* Chapters 15-26  
(W) discussion/quiz (*Students will bring Level 1, 2, 3  
questions to class.*)

May 1 (Th) Major Works Test Review

May 2 (F) **Major Works Test** (*Covering all major works, this  
test is a review of titles, authors,  
setting, plot, and characters*)

**Independent Novel Assignment Due**

May 5 – May 16 AP EXAMS

May 5 (M) *On the Road* by Jack Kerouac Introduction  
Writing Workshop: (*Review of Open Question and selection of novel or play for those  
questions; thesis statement*)

May 6 (T) Writing Workshop: (*Review of rubric and scoring timed writing*)

May 7 (W) Writing Workshop

May 8 (Th) AP English Literature and Composition Exam  
Other AP exam days will be reading days/book talk days.

Students will read *On the Road* by Jack Kerouac after the AP exam.

Students may be required to read other works and complete activities.

Final schedule will be determined when end-of-year calendar for seniors is determined.

\*Each class will begin with an exercise on diction, detail, imagery, syntax, and tone from Nancy Dean's  
*Voice Lessons*.

\*\*Each writing workshop will include specific focus and topics selected from the reading of student  
papers. Follow-up exercises include essay revision, correction of mechanical errors,  
student assessments, and/or exercises based on specific areas for improvement.  
Revisions assignments vary; students may revise the entire essay or a selected section.

Writing workshops will also include peer evaluation and revision. \*\*\*Poetry responses will be due  
every Friday (3/21, 3/28, 4/4, 4/25) Fourth Quarter Grades:

Poetry Responses (4)	20%
Supplemental Reading	10%
Tests/Essays	40%
Daily work/quizzes	10%
Poetry/Major Works Test	20%

Grade Conversions for 1-9 scale for in-class essays 4<sup>th</sup> Qtr:

	9-100	5-82	1-50
8-96	4-78		
	7-92	3-70	
	6-89	2-60	