

Advanced Placement English Literature and Composition/ ENG104: Intro to Literature (3 credits with UWGB) 2020-2021

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Course Description

The main goal of this combined English Literature and Composition/ ENG104 Intro to Literature course is to prepare you for college courses by providing you with college-level material and assessment. In addition, you have the opportunity to EITHER take the Advanced Placement English Literature and Composition exam (on Wednesday, May 5, 2021, 8:00 a.m.-12:00 p.m.) OR earn credit through the UW-Green Bay College Credit in High School program. We focus on analyzing literature through discussion and writing and developing analytical writing skills. Because this course is both demanding and intellectually stimulating, it requires your best effort consistently.

Course Objectives

By the end of the course, the goals are that:

1. You can independently read and understand novels, poetry, and short stories and write an analysis of literature with a clear thesis statement and relevant supporting evidence.
2. You discover and confront issues and questions that are important to you and become more knowledgeable about different cultures.
3. You are prepared for the rigors of university coursework.

Grading

Assignments for practice and preparation (formative) will make up 10% of your grade, and include vocabulary packets, multiple choice practices, etc. Summative assessments such as essays and projects will make up 90% of your grade. Semester grades include both quarters (45% each) and the semester exam (10%). Grading scale for the purposes of your LMHS report card is the standard scale for LMHS. *However, the grading scale for dual credit with UW-Green Bay is different (see below).*

Lake Mills HS Grading Scale		UWGB Grading Scale	
Letter Grade	Percent	Letter Grade	Text
A	95-100	A	Excellent
A	92-94	AB	Very Good
A-	90-91		
B+	88-89	B	Good
B	85-87		
B	82-84	BC	Above Average
B-	80-81		
C+	78-79	C	Average
C	75-77		
C	73-74	CD	Below Average
C	72	D	Poor
C-	70-71		
D+	68-69	F	Unacceptable
D	62-67		
D-	60-61		
F	0-59		

Required Materials

You will receive a textbook (*Literature & Composition* by Jago, et al), various paperbacks, and handouts. You are expected to bring them with the following items to class every single day:

- Binder and paper for taking notes
- Memory stick (optional) for typing essays and projects
- Writing utensils

Independent Reading of One Novel per Semester

In addition to the required reading for class, you are required to read one novel on your own each semester and complete an essay. The novel should be chosen from the reading list and the essay is to be chosen from a list of open essay topics, both included in this packet.

The Oral Report

Each of you will give one oral presentation to the class at some time during the year. A schedule will be drawn up according to guidelines agreed to by the class. Your oral report will consist of a reader's guide to the novel you read independently that semester. You must prepare a handout and a Works Cited page documenting the sources of your information in MLA format. Grading rubric is in this packet.

Homework

Do expect plenty of homework, probably about 5-8 hours per week. You will need to be a highly motivated reader and writer.

Participation Expectations

Come each day prepared to discuss the assignment, or in the case of written work, with the necessary essay correctly submitted. You should check your grades online regularly and see me with any questions.

Attendance is vital! You are responsible for checking online for make-up work; quizzes and tests are made up in the LMC before or after school, during study hall, advisory or lunch.

Always participate in discussion and *always take notes* – for your own good. No college student would consider sitting through a class without taking notes. Always be prepared to take notes; if nothing else, the very process aids your memory. Days and weeks later, your notes will be invaluable. GIVE to the class – of your time, your best effort, your sincerity – and it will reward you in turn.

**Late work won't receive full credit. If you anticipate a problem, you need to alert me ahead of time.

Technology

- Online resources will be used frequently; if you don't have Internet access at home, be sure to fully utilize school access before and after school, during study hall, Advisory and lunch. The public library has great hours, too!
- All due dates are posted on Google Classroom. Many assignments will be submitted electronically. All essays will be submitted to Turnitin.com. Directions can be found on Ms. Morris's website.
- Although the school provides access to computers and the Internet, you may use your own mobile devices during class time. This use is for class-related work only, and you must accept that school personnel may monitor you. This privilege doesn't extend beyond the English classroom. The District accepts no responsibility for lost, stolen or damaged devices.
- Please see the student handbook for more details.

Exams

You *will* take a semester and a final exam. Details of the exams' content will be covered in class.

Teacher Responsibilities

I pledge to you that I will require at least as much of myself as I am requiring of you. I will be prepared for class; I will endeavor to be fair; I will listen to you; I will do my best to help you succeed. If you think there is anything I should do differently, please tell me because I may be ignorant of the problem. I want you to feel this is your course as much as mine. Believe me, I will learn as much as you do. We will learn together.

Please feel free to approach me at any time about anything. It is not only my job to be here for you; it is my wish.

Concepts covered throughout the year:

Various short stories and poetry
Poetry and literary terms
Mythology review
Symbolism and use of color
Multiple choice practice
Close reading techniques and essays
Open essays

Literature may include:

Things Fall Apart – Achebe
The House of the Spirits – Allende
Heart of Darkness – Conrad
The Master Butchers Singing Club – Erdrich
Snow Falling on Cedars – Guterson
A Raisin in the Sun – Hansberry
The Scarlet Letter – Hawthorne
The Kite Runner or *A Thousand Splendid Suns* – Hosseini
Their Eyes Were Watching God – Hurston
A Doll's House – Ibsen
The Woman Warrior – Kingston
Kiss of the Spider Woman – Puig
Hamlet or other plays by Shakespeare (usually two titles)
The Joy Luck Club – Tan
The Importance of Being Earnest – Wilde

Some Guidelines for AP Essays Morris

Use these guidelines along with the AP essay rubric and other handouts to help you craft your essays. All essays must be uploaded to Turnitin.com and will only be graded on Turnitin.com.

Grades are based on the clarity of writing and thoughtfulness of your insights into works of literature. This is a safe place to try out higher level vocabulary – I will give you feedback (without big penalties) if words are used incorrectly. Be sure to write in present tense and mention the title and author in the first paragraph. Underline or italicize titles of books and plays; use quotation marks for titles of short stories and poetry.

Organization is important. You should have a clear introduction (with thesis statement) and conclusion; the body should be made up of paragraphs that support the assertion(s) made in the introduction. You should use specific evidence including quotes from the work to support your assertions in the paper. I think a good paper will have at least 3-4 quotes; HOWEVER, don't bring in irrelevant quotes to make up the numbers, and quote only what you need (usually just a word or phrase) to support your claim. If your assertions are really true to the text, you will find plenty of evidence to support them. As you revise, ask yourself continually if each sentence in the body of the essay supports what you've outlined in the introduction. If not, you need to consider changing either the introduction or the body so they fit together.

Revise thoroughly, to make your ideas clear; good writers typically need four or more rewrites to clarify, develop and connect their points (remember: *revising* involves changes to the content and structure of your essay; *proofreading* is aimed only at correcting mistakes in grammar, usage and mechanics). If you ignore my revision suggestions altogether (including both those given in class and those included on your essay), you will automatically lose one letter grade.

If you don't see *improvement* in your essays over the course of the second quarter, you should consider scheduling some individual tutoring sessions with me. If the whole class is struggling, please let me know so we can spend more class time on essay strategy and techniques.

Details: Papers should be about three pages typed double-spaced. Please include a heading, which should have the following: your name; date; and the title. All essays will be submitted to Turnitin.com and graded there. Be sure to read *all* feedback on Turnitin.com and use it to improve your next essay.

Keep in mind that our basic aim is to investigate the writer's techniques, style and strategies. Ask questions about how a work is written and why the author does it that way (use your notes on literary elements), and look for answers by examining the work more closely (read and re-read and re-read again!). The real reading of literature looks beneath the surface: our class discussions should give lots of practice in asking questions, and we'll practice investigating those questions and developing insights. In your papers you're being asked to do the same thing, but in a more concentrated and independent way, and to spend a lot of time on something your reader probably gave little time to. This comes as a shock to some, but the assignment is not to show the teacher that you've done the work, but rather to become the teacher yourself, to help the reader to see what you've discovered. (Think of your readers as the other members of the class who have read the work and would like to learn more about it.) In short, the purpose of an essay is to help others to "see" the work in more depth and detail.

Use the class discussions as a starting point for your paper, but don't just regurgitate what was said in class – try to add something new, your own perspective.

Any other questions, just ask.

Grading Scale for AP Essays
AP English Literature and Composition

Essays revised through two or more drafts (essays are summative and are weighted to make up 90% of your quarter grade)

AP Grade	<i>Letter Grade</i>	<i>Percentage</i>	<i>Points of 40</i>
9	A	100	40
8	A-	90	36
7	B+	88	35
6	B-	81	32
5	C	74	30
4	D+	68	27
3	D-	61	25
0-2	F	50	20

Single draft essays

AP Grade	<i>Letter Grade</i>	<i>Percentage</i>	<i>Points of 30</i>
9	A	100	30
8	A-	90	27
7	B+	88	26
6	B-	81	24
5	C	74	22
4	D+	68	20
3	D-	61	18
0-2	F	50	15

Advanced Placement English Literature and Composition Independent Reading List

Each semester you are required to read a novel or play in addition to the works we are reading in class. You will then be asked to choose an appropriate open question topic from past AP English Lit. exams (using the list you've been given) and write a well-organized, well developed essay about the novel you have read. One semester, you will present an oral report in addition to the essay.

For extra credit points on this assignment, you may also complete a two-column Literature Journal, with quotes, paraphrases or summaries in the left column and reactions in the right column. Such a journal would provide an excellent pre-writing activity.

You may choose any work from the list below, or another work approved in advance by your teacher. Summaries and reviews to help you choose can be found online (Try amazon.com or Goodreads). You may also consider re-reading a work you've already read in a past English class. All choices must be pre-approved by your teacher.

Author	Title
Adichie, Chimamanda Ngoze	<i>Purple Hibiscus</i>
Alexie, Sherman	<i>Reservation Blues</i>
Anaya, Rudolfo	<i>Bless Me, Ultima</i>
Atwood, Margaret	<i>The Blind Assassin</i> <i>The Handmaid's Tale</i>
Austen, Jane	<i>Pride and Prejudice</i>
Baldwin, James	<i>Go Tell it on the Mountain</i>
Cather, Willa	<i>My Antonia</i>
Dickens, Charles	<i>A Tale of Two Cities</i>
Dumas, Alexandre	<i>The Count of Monte Cristo</i>
Ellison, Ralph	<i>Invisible Man</i>
Eliot, George	<i>Silas Marner</i>
Faulkner, William	<i>Light in August</i>
Fitzgerald, F. Scott	<i>The Great Gatsby</i>
Forster, E.M.	<i>A Room with a View</i>
Fugard, Athol	<i>Master Harold... and the Boys</i>
Golding, William	<i>Lord of the Flies</i>
Hansberry, Lorraine	<i>A Raisin in the Sun</i>
Heller, Joseph	<i>Catch-22</i>
Hemingway, Ernest	<i>The Old Man and the Sea</i> <i>The Sun Also Rises</i>
Hosseini, Khaled	<i>The Kite Runner</i> <i>A Thousand Splendid Suns</i>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>
Ibsen, Henrik	<i>A Doll's House</i>
Irving, John	<i>A Prayer for Owen Meany</i>
Ishiguro, Kazuo	<i>Never Let Me Go</i>
Kafka, Franz	<i>Metamorphosis</i>
Kesey, Ken	<i>One Flew Over the Cuckoo's Nest</i>
Kingsolver, Barbara	<i>The Poisonwood Bible</i>
Knowles, John	<i>A Separate Peace</i>
Lee, Harper	<i>To Kill a Mockingbird</i>

Author	Title
McCarthy, Cormac	<i>The Road</i>
Melville, Herman	<i>Moby Dick</i>
Miller, Arthur	<i>Death of a Salesman</i> <i>The Crucible</i>
Mistry, Rohinton	<i>A Fine Balance</i>
Morrison, Toni	<i>Beloved</i>
Ondaatje, Michael	<i>The English Patient</i>
Orwell, George	<i>1984</i>
Rhys, Jean	<i>Wide Sargasso Sea</i>
Salinger, J.D.	<i>The Catcher in the Rye</i>
See, Lisa	<i>Snow Flower and the Secret Fan</i>
Shakespeare, William	<i>Romeo and Juliet</i> <i>Macbeth</i> Etc.
Silko, Leslie Marmon	<i>Ceremony</i>
Sinclair, Upton	<i>The Jungle</i>
Smiley, Jane	<i>A Thousand Acres</i>
Sophocles	<i>Oedipus Rex</i>
Steinbeck, John	<i>The Grapes of Wrath</i> <i>Of Mice and Men</i>
Tan, Amy	<i>The Bonesetter's Daughter</i> <i>The Joy Luck Club</i>
Twain, Mark	<i>The Adventures of Huckleberry Finn</i>
Vonnegut, Kurt	<i>Slaughterhouse Five</i>
Walker, Alice	<i>The Color Purple</i>
Welty, Eudora	<i>The Optimist's Daughter</i>
Wharton, Edith	<i>The Age of Innocence</i> <i>The House of Mirth</i>
Wilde, Oscar	<i>The Picture of Dorian Gray</i> <i>The Importance of Being Earnest</i>
Williams, Tennessee	<i>The Glass Menagerie</i> <i>A Streetcar Named Desire</i>
Wroblewski, David	<i>The Story of Edgar Sawtelle</i>

Advanced Placement English Literature and Composition - Open Essay Topics

Below are open essay topics from past exams in reverse chronological order. Read each one carefully and next to it note all the works you've read in your English classes throughout high school that would apply to it. Consult with your teacher about any independently read works and their suitability for use on the exam. You will also need this page to complete your outside reading assignment.

Year	Topic	Applicable Works
2020	No open question	
2019	How a character's "ideal view of the world" has positive or negative consequences and how the portrayal of this idealism contributes to the meaning of the work as a whole.	
2018	How a gift (literal or figurative) given to a character is both an advantage and a burden and how the gift contributes to the meaning of the work as a whole	
2017	How the unusual or mysterious origins of a character shape that character and contribute to the meaning of the work as whole	
2016	The motives for a character's deception and how the deception contributes to the meaning of the work as a whole	
2015	How cruelty (as a crucial motivation or a major social or political factor) functions in the work and what it reveals about the perpetrator and/or victim.	
2014	How a character has deliberately sacrificed, surrendered, or forfeited something in a way that highlight's that character's values and how that illuminates the meaning of the work as a whole.	
2013	How a single, pivotal moment in the development of the protagonist of a bildungsroman (coming-of-age novel) shapes the meaning of the work as a whole.	
2012	How cultural, physical, or geographical surroundings shape psychological or moral traits in a character and how that illuminates the meaning of the work as a whole.	
2011	How a character's response to justice or injustice, understanding of justice, and search for justice is significant to the meaning of the work as a whole.	
2010	How a character's exile is both alienating and enriching and how it illuminates the meaning of the work as a whole.	
2009	How a symbol functions in a work and what it reveals about the characters or themes of the work as a whole	
2008	How the relation between a foil character and a major character contributes to the meaning of the work as a whole	
2007	How a character's relationship to the past contributes to the meaning of the work as a whole	
2006	Use of a country setting to establish values in a work and its function and significance to the work as a whole	
2005	analyze how the tension between a character's outward conformity and inward questioning contributes to the meaning of the work as a whole	

Year	Topic	Applicable Works
2004	analyze a central question the work raises and the extent to which it offers any answers and affects understanding of the work as a whole	
2003	how the function of a tragic figure as an instrument of suffering of others contributes to the tragic vision of the work as a whole	
2002	role and significance of a morally ambiguous character	
2001	the role and significance of a character's apparent madness or irrational behavior and how that behavior is actually reasonable	
2000	how the investigation of a mystery (whether solved or not) illuminates the meaning of the work as a whole	
1999	contribution of a character whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations or influences	
1998	the contribution of "uncivilized free and wild thinking" to the value of a work	
1997	how a scene of a wedding, funeral, party or other social occasion reveals values of characters and their society and the scene's contribution to the meaning of the work as a whole.	
1996	the significance of a happy ending achieved through a spiritual reassessment or moral reconciliation	
1995	how an character alienated because of gender, race, class or creed reveals the surrounding society's assumptions and moral values	
1994	the function of a character who appears briefly or not at all but is a significant presence	

Analytical Essay Rubric

This rubric parallels the six-point AP rubric but breaks down the components of the essay in more detail so you receive more actionable feedback. As you take the essay through multiple drafts, remember that the teacher reserves the right to lower the grade on an essay that hasn't been revised as requested.

*indicates weighting	4	3	2	1
Introduction	Strong, fresh, original: grabs attention.	Adequate, but lacking force or originality.	Weak, vague, or ordinary.	BS (bad stuff), or just restates prompt.
Thesis ** (Row A)	Specific, clear, takes a sophisticated position, strong verb, answers prompt.	Adequately answers prompt.	Attempted, but lacks specificity or clarity, and definitely lacks sophistication.	Misunderstands or fails to answer the prompt.
Claims* (Row C)	Varied, specific, clear, comprehensive.	Adequate, but may lack comprehensiveness.	Attempted, but may be too few, redundant, or limited in comprehensiveness.	Missing, inappropriate to thesis or prompt, or too vague to offer meaningful support.
Evidence *** (Data) (Row B)	Numerous and highly specific evidence from the text, including appropriate quotes. Shows sophisticated insight into literature.	Adequate: improvement needed either in number or in specificity. Shows some insight into literature.	Attempted but too few, too vague, or containing some errors that distract. Shows superficial analysis of literature.	Specific evidence missing, or evidence misunderstood or oversimplified, or errors egregious.
Commentary * (warrant or explanation) (Row B)	Sophisticated, organized and convincing.	Adequate: most evidence explained but improvement needed with either organization or force of argument.	Attempted but too thin, unclear, or uncertain to support thesis or answer prompt.	Evidence not explained, or there is no evidence to explain, or misunderstandings plague the argument.
Transitions	Logical and seamless.	Some transitions.	Few transitions.	Difficult to follow.
Mechanics	Almost no errors.	Some errors that don't distract reader.	Errors distract reader.	Errors confuse reader.
Active Verbs	Most are	Some are	Few are	None are
Syntax	Strong variety	Some variety	Little variety	No variety
Style (Row C)	Sophisticated vocabulary; figurative language, analogies and other devices.	Strong vocabulary; some figurative language, analogies, or other devices.	Basic vocabulary; few examples of figurative language.	No figurative language; poor and/or misused vocabulary.
Conclusion	Strong, fresh, original.	Adequate	Quick exit: repeats essay's main points	Missing, or BS (bad stuff)

AP Literature - Oral Report

Each student will present one oral report per year. Your teacher will prepare a schedule. First semester reports will be presented in January; second semester in April. All reports will be presented before the AP Exam date. The oral presentation is related to your outside reading assignment, *but not the same thing*.

You will prepare a reader's guide (sort of a mini-Sparknotes) to the novel you read as your independent reading assignment.

Requirement	Points
Author background (date born, date died, period in which he/she wrote, where lived, etc.)	10
Historical background (first publication date, important events or movements, possible influences or inspirations, etc.)	10
Distinguishing characteristics of the work (such as genre, stylistic characteristics, symbols, patterns of imagery, etc.)	10
Brief summary – maximum 10 sentences that include only the major plot points, setting. Plot spoilers are acceptable (and necessary).	5
Analysis of the novel (this is a summary of the essay you've written for your outside reading assignment)	10
Analysis of major characters (also identify protagonist and antagonist)	15
Handout to give to class (your teacher will make copies with adequate notice given) and bibliography in MLA format. Handout can be a summary or a supplement; it should not merely be a transcript of your presentation.	15
Presentation	
Time limit: 5-7 minutes	5
Organized	10
Good eye contact	10
Volume, pronunciation, enunciation, etc.	
TOTAL	100

Note : If you use Power Point or other visual aids, remember: the visual aid should be a summary or a supplement; do not read from the screen!