

Welcome To AP English Literature and Composition

Unit One Tentative Syllabus 09–10 School Year

Ms. Cochran and Ms. Myers

Objectives:

- To analyze the role of society on the people within it
- To understand the characteristics of classicism, romanticism and realism
- To apply this understanding as a way of deepening your critical analysis of texts
- To appreciate the influence of the classical world in the ongoing conversation about our nature
- To write convincingly about authors' views
- To analyze texts for the use of literary devices
- To close read for interpretation of figurative language, imagery, symbolism and tone
- To write effectively with strong vocabulary and sentence structure

Questions to ponder:

- How does society affect my behavior?
- Who's in charge of who we are?

C-day—Welcome to Senior Year! Brief discuss of this year's theme: "The conversation continues." Supplies: the "sacred" notebook, 4x6 or 5x7 note cards, loose leaf paper, blue/black pen, and a highlighter. Diving right in. List of literary terms.

HW: Close reading of the author's first and last words. Answer questions and identify literary terms. Articles and responses are due next class.

Day 1 (August 24 & 25)—Log in articles and responses. Independently read "The Reader As Artist" marking ideas and concepts that stand out for you. Share ideas and discuss how the ideas and concepts relate to your own reading. Break into groups. Discuss questions and literary devices found. Create cards. Share with the class, creating a new card for new terms and discussing the effects of the literary devices. Journal assignment: explanation of color-marking.

HW: Read and mark the first and last words of the author in your journal (Journal entry I). Be sure to follow the directions on the hand-out. Summer essays are due next class.

Day 2 (August 27 & 28)—Turn in summer essay. How do we know what to believe and why should we care? View and discuss the media’s coverage of events. Meet in groups to discuss articles comparing and contrasting the worlds created by the authors to that of today’s world. Tempers packet and assignment.

HW: Complete journal entry II and Begin reading the tempers packet taking Cornell notes as you read—DO NOT WRITE IN THE PACKET. Finish reading by Sept. 4/8

Day 3 (August 31 & Sept. 1)—Read and mark and excerpt from George Orwell’s essay “Why I write” Discuss how we see his ideas in both the works. Break into groups and discuss the idea of dystopia and how it is seen in both of the works. Share findings with the class.

HW: Novel test next class—study main ideas, characters, events and themes. The test will have a multiple choice and essay portion. Complete journal entry III. Continue reading and taking notes over the tempers packet.

Day 4 (Sept. 2 & 3)—Test over *1984* or *Brave New World*. Begin working on questions for LTD (learning through discussion) and complete the questions by Sept. 9/10)

HW: Complete journal entry IV and the tempers packet reading and note taking. Bring the packet and your Cornell notes to class next time. When responding to the LTD questions, think about the tempers and how they relate to the book, characters and ideas.

Day 5 (Sept. 4 & 8)—Tempers quiz. What is familiar to us and why? Discuss the “Mindset List.” In groups create a presentation about a topic. Share findings.

HW: Complete journal entry V. Finish LTD questions. Prepare for the discussion next class

Day 6 (Sept. 9 & 10)—LTD over *1984* and *Brave New World*. This is a test grade and you will be evaluated on your participation in the class discussion.

HW: Complete journal entry VI.

Day 7 (Sept 11 & 14) Return summer essays. Share best words, phrases and sentences.

Discuss college essay assignment (rough draft due Sept. 17/18). Timed writing from one of your journal entries. Turn journals in for grading.

HW: Read and take notes over Aristotle’s *Poetics*.

NOTES:

