

## Course Outline

### Purpose of the Course—Why are we taking this class?

Reading, writing and communicating effectively are absolutely essential to maintaining freedom, justice and dignity in our world. Further, we develop a powerful understanding of ourselves—and our world—by studying literature and other texts. AP Lit and Comp is intended to empower students with the skills necessary to thrive in this world and gain access to success. It is also intended to give students the tools to critique and improve their world.

I have chosen curriculum, activities and work for this course with the goal of preparing students to have confidence and success on the AP Exam. It is my intention that all students will take this exam in May *because they have become mentally tough scholars who can act with poise as they face this daunting challenge.*

### Assumptions

- All students intend to succeed in this class and pass the AP Exam
- All students are able to succeed in this class and pass the AP Exam
- Students want to succeed in life: they want to have the ability to live the way they want to live once they become adults

### Learning Goals

Students engaged in this course will grow to be dynamic writers, critical thinkers and strong readers. They will develop the language arts skills necessary to succeed in college, the workplace and society. Students will exhibit mastery of the standards set by the State of California (Common Core). They will be ready to write college-level essays about the literature and other texts that they read. They will be able to perform well on the written and the multiple choice portions of the AP Exam.

### Reading

Students will read a variety of texts. With each, they will be learning some specific literary elements, techniques and theories. All of our reading is also meant to serve as a “bank” of material with they will be able to use when sitting for the AP Exam.

#### *Texts*

*Beowulf*

*Oedipus the King*

*The Canterbury Tales*

*Hamlet*

*1984*

*The Importance of Being Earnest*

*Death of a Salesman*

*The Glass Menagerie*

Of the following texts, I will choose two of the following to study second semester—based on needs/interests of the students

*A Marriage Proposal*

*One Flew over the Cuckoo's Nest*

*Catcher in the Rye*

*Lord of the Flies*

*Cat's Cradle*

*Heart of Darkness*

*The Stranger*

*One Flew Over the Cuckoo's Nest*

*Siddhartha*

Several Short Stories and Pieces by Orwell, Swift and Wilde

Selected Poetry

Several Contemporary Expository Texts

Several Pieces of Literary Criticism

### Contact Information

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## Writing

### *AP Prompts*

The majority of the writing tasks in the class will, in some way, be designed to help students score well on the essay portion of the AP Exam. As such, many of the writing tasks will involve an AP-like prompt that relates the themes/texts we are studying at the time. Students will learn how to translate the prompt, receive multiple levels of feedback (teacher, peer and self) and in some instances write multiple drafts of these essays for the purpose of skill development.

### *Polished, Multi-draft Essays*

We will write one of these essays each semester. They will involve the literature we are reading and will be based on literary analysis. In addition, we will be writing Personal Statements for this course in the fall semester—the UC style prompt.

### *Creative Writing*

With most of the material we read and study, students will also have opportunities to create their own poetry and stories. This can be a great way for them to demonstrate skills and mastery of literary concepts.

## Course of Study

### *Fall Semester*

**Introduction to the Journey**— Summer task, prompt breakdown and initial feedback

**Elements of Narrative/Story** with *1984* and selected poetry

**Genre Study**—Defining the characteristics of the genres in literature

**Personal Statement**—Workshops, writing and feedback using the UC prompt

**Tragedy: Classical to Modern** with *Oedipus the King*, *Hamlet*, *Death of Salesman*, selected poetry and essays

### *Spring Semester*

**Poetry Analysis**—What are elements of poetry? How do we perform an intelligent analysis of it?

**Satire**—Chaucer, Swift and Wilde: Poems, Plays, Essays and Pamphlets

**Modern Novel**—Two novels: one will be my selection for the whole class, one will be selected by the student from a given list. (See texts above)

**Modern Drama**-- Williams

**AP Exam Practice**—Starting roughly the first week of April

**Presentations of Senior Project**—Student readings of Reflection Essays

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## Grade Book Categories

Many of the tasks and activities that we do in this class will eventually show up as points in the students' grade book. Each of these tasks will be placed in one of the Grade Book Categories.

**Whenever the work we are doing demonstrates/performs the skills and knowledge we've acquired, that work will go into this category.**

### Reading: Demonstration of Reading Analysis (30%)

#### Textual Analysis

*Comprehension:* knowing and understanding what the author has created

*Analysis of Author's Craft:* knowing the context, identifying the techniques used by the author and explain the purpose of the author's choice

### Writing: Demonstration of Mastery (50%)

We will use our thinking, writing and creating skills to achieve some or all of the following outcomes and serve the following purposes:

- Know and choose the appropriate form/type of text to create for a given task
- Demonstrate comprehension of texts and analysis of the author's craft
- Develop a coherent argument
- Create a narrative
- Reflect upon ideas relevant to our experience

*Writing Skills:* We will create different types of texts that are appropriate to the tasks/outcomes and effectively achieve their outcomes. We will also continue to strengthen our language mechanics (grammar/syntax/diction/etc).

*Academic Discourse:* We will engage in thought about the texts in verbal and written form. This engagement will be authentic and professional. It will look like a "class discussion", the expectations will be much higher than those of a typical class discussion.

*Presentations:* We will create presentations (both individually and in groups) to communicate our ideas to a larger audience.

### Process and Practice (20%)

Often, the work we will do in this class will not demonstrate our skill level, but it is still very important. The purpose of all **Process and Practice** tasks is for students to learn how to use the tools and routines associated with successful people in all walks of life. Particularly, these tasks are designed to help students improve their ELA skill-set and ensure that they are ready to perform and demonstrate their skills listed in the category above.

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## Grade Scales

*Scholarship Grade:* Students earn their grades in this course by demonstrating proficiency in the skills discussed in the Learning Goals. Graded work will include essays, summative assessments, presentations, quizzes, writing assignments and discussions.

A= Demonstration of complete, thorough proficiency with all skills named in the standards; 90% or higher

B= Demonstration of complete proficiency with most of the skills and demonstration of near proficiency on the rest; 80-89%

C= Demonstration of proficiency for some skills, near mastery for the rest and is clearly progressing toward proficiency; 70-79%

D= Demonstration of low levels of proficiency with most skills with some demonstration of progress toward improvement; 60-69%

F= Failing to demonstrate proficiency in all or most skills; 59% or below

\*\*See the next page for more detail about the grading system for this class. \*\*

*Citizenship Grade:* Students earn their citizenship grade by being in class on time, adhering to the rules of the classroom and contributing to the shared progress and success of the classroom community.

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