



Advanced Placement Summer Institute

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AP[®] English Lit: What's to be Done

AP[®] Audit Scoring Components

- [1] The course includes intensive study of works such as those by authors cited in the Course Description. Students will have studied during high school works (1A) from both British and American writers (1B) written in several genres (1C) from the 16th to 21st centuries

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

- [2] such elements as the use of figurative language, imagery, symbolism and tone.
[3] the work's structure, style and themes.
[4] the work's social, cultural and/or historical values.

*The course includes frequent opportunities for students to write and **rewrite**:*

- [5] timed, in-class responses.
[6] formal, extended analyses outside of class.
The course requires:
[7] writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading [such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks].
[8] writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation 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:
[9] artistry and quality.
[10] social, historical and/or cultural values.

The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students:

- [11] develop a wide-ranging vocabulary used appropriately.
[12] develop a variety of sentence structures.
[13] develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.
[14] develop a balance of generalization and specific, illustrative detail.
[15] establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

By May, students must be able to: (a baker's dozen skills)

1. Demonstrate knowledge in a minimum of 9 areas (which may overlap): 2 novels, 2 plays, 2 pre-1900 works, 2 post-1900 work, 2 comedies, 2 tragedies, 2 poets (one old, one new), and 2 essayists (one old, one new).
2. Write on demand (1) response to literature/literary analysis on novels and plays, (2) compare/contrast essays; (3) style analysis for both prose and poetry.
3. Use any past Q3 for a "process" multi-paragraph essays and for a timed writing.
4. Write a well-focused thesis sentence that identifies the subject and clarifies the direction of the essay; it does not repeat from the prompt.
5. Show mastery of concrete detail (examples, quotes, support, plot references, evidence) and commentary (analysis and interpretation), sentence variety, parallel structure, figurative language, integrating / embedding / incorporating quotations smoothly into their own sentences, varying subject openers, and using a worthy vocabulary.
6. Write mature and insightful commentary to complement their concrete detail.
7. Analyze any element of style analysis, whether or not the devices are named in the prompt.
8. Read and understand prose and poetry from the old guys, including, but not limited to, the Metaphysicals and the Romantics.
9. Answer multiple-choice questions efficiently and quickly from AP samples.
10. Have a working knowledge of the literature terms studied—no "fling and sling" approach to using terminology in an essay.
11. Show grasp of major trends and periods in literature from the Greeks to the present.
12. Analyze any poem given, showing an understanding of the poetic form and the specific devices that make it different from prose.
13. Demonstrate an understanding of tone and attitude.

Jane Schaffer, San Diego

Teaching the Components of the AP® Audit

<i>Component</i>	<i>Unit /Work</i>	<i>Strategies</i>	<i>Resources</i>
<i>The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering...</i>			
2	... such elements as figurative language, imagery, symbolism, tone		
3	... the work's structure, style, and themes		
4	... the social and historical values it reflects and embodies		
<i>The course requires...</i>			
5	<i>timed, in-class responses</i>		
6	<i>formal, extended analyses outside of class</i>		
7	<i>writing to understand:</i> Informal, exploratory writing activities		
8	<i>writing to explain:</i> ...the meanings of a literary text		
9	<i>writing to evaluate:</i> ... a work's artistry and quality		
10	<i>writing to evaluate:</i> ...a work's social, historical and/or cultural values		
<i>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop...</i>			
11	...a wide-ranging vocabulary		
12	... a variety of sentence structures		
13	...logical organization		
14	... a balance of generalization and specific, illustrative detail		
15	... an effective use of rhetoric		

UNIT PLAN: TEACHING _____

AP AUDIT ELEMENT(S):	<i>Work / Chapter / Act / Pages</i>	<i>Teaching strategy / Learning activity</i>
KNOWLEDGE <i>What students should know actively:</i>		
<i>What students should be able to recognize:</i>		
SKILLS <i>What students should be able to do:</i>		
HABITS <i>What students should do habitually:</i>		