



## *Advanced Placement Summer Institute*

2011

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# Planning the AP English Lit & Comp Course: Three Dozen Questions

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## Audiences

### Students

1. Who will be taking the course?
2. Who will decide who takes the course?
3. Is there a formal selection process in place?
4. How many students? in how many sections?
5. What grade level are the students?
6. Describe them.
7. What is their motivation for taking the course?
8. How motivated are they to do the work?
9. Does that motivation come from within, or is it imposed from outside, and, if so, by whom?
10. What will they have done in English? All of them?
11. Do you know any of them from previous courses?
12. Do you know any of their strengths? weaknesses?
13. Do they read?

### Other audiences:

What agendas do they carry? What influence do they have on the AP course?

14. colleagues in your department
15. colleagues in other departments or other schools in your district
16. administrators at your site
17. district administrators; district governing board or committee
18. county / state offices of education
19. community leaders?
20. community members concerned with education?

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## Purpose:

21. What are your purposes in the course? What are the purposes of your various audiences?  
The 'party line': *"An AP course in English Literature & Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers."* You probably want your students to form some habits as well, maybe including reading with insight and enjoyment and writing in their own voice with precision, intelligence, polish, and some sophistication. What do you want to add here?

22. What role will the AP Exam play in your course?
23. What role will the results of that exam play at your school?
24. What role will the results of that exam play in your community?

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## Course Content

*There are no 'right' answers here.*

25. Who decides what the course content will be?
26. What must students leave with?
  - what knowledge/understanding?
  - what skills?
  - what habits?
27. What works must be included? is that because you want them or someone else does?
28. What organizational plan do you want to use?  
The course can be arranged in any of a number of ways:
  - thematically
  - generically
  - chronologically
  - geographically
  - maybe some combination?
29. What units do you want, and in what order?
30. Do you want to 'cover' a broader range of literature or work in more detail and 'depth'?
31. How will your students' success be measured, how often, and by whom?
32. What will be your time frame?
33. Will students do summer work?
34. How will your school calendar influence your course?
  - opening and closing dates
  - state and local testing
  - holidays and breaks
  - school events
  - other factors

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## You

### *How do you keep it together?*

35. What support systems for teaching AP do you already have in place?
36. What systems are you considering adding to your life as a teacher of AP?

# English Literature and Composition

## Curricular Requirements

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The teacher has read the most recent *AP English Course Description*, available as a free download at [apcentral.collegeboard.com/englitglit](http://apcentral.collegeboard.com/englitglit)

[ 1 ] The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. (Note: **The College Board does not mandate any particular authors or reading list.**) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes A.P English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

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

[ 2 ] Structure, style, and themes

[ 3 ] The social and historical values it reflects and embodies

[ 4 ] Such elements as the use of figurative language, imagery, symbolism, and tone

*The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed in-class responses. The course requires:*

[ 5 ] 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, freewriting, keeping a reading journal, and response/reaction papers)

[ 6 ] Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text

[ 7 ] Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and 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 develop:*

[ 8 ] A wide-ranging vocabulary used appropriately and effectively

[ 9 ] A variety of sentence structures, including appropriate use of subordination and coordination

[ 10 ] Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

[ 11 ] A balance of generalization and specific, illustrative detail

[ 12 ] An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Resource Requirements

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The school ensures that each student has a copy of all required readings for individual use inside and outside of the classroom.

*NB: The numbering here follows the original numbers in the checklist on the reviewers' web site; it does not appear in the College Board manual.*

## Writing Requirements of the AP® Audit (2-5)

*The three required types of essays interpreting literature:*

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### Requirement 2:

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's **structure, style, and themes**.

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of \_\_\_\_\_  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering the way the work's structure and style help convey its theme.

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### Requirement 3:

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the **social and historical values it reflects and embodies**.

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of \_\_\_\_\_  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering the social and historical values it reflects and embodies.

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### Requirement 4

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering **such elements as the use of figurative language, imagery, symbolism, and tone**

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will be taught to write an interpretation of \_\_\_\_\_  
*the novel / the play / a poem*  
basing their essays on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism, and tone.

## Writing Requirements of the AP® Audit (5-7)

*The three required types of writing: Informal, Expository, and Analytical*

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### Requirement 5

The course requires 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, freewriting, keeping a reading journal, and response/reaction papers).

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will \_\_\_\_\_  
*name of the activity*

*Possibilities include dialectical journals, annotation collections, response-prediction papers, letters, notes, extended questions, reviews, adaptation proposals, medical reports, progress report, and the like.*

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### Requirement 6

The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will write an expository, analytical essay in which they draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text.

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### Requirement 7

The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

#### A fulfillment:

\_\_\_\_\_ their study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
students will write an evaluative essay in which they draw upon textual details to make and explain judgments about the work's artistry and quality, and its social and cultural values

## Writing Requirements of the AP® Audit (8-10)

### *The five required types of instruction and feedback*

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#### **Requirement 8**

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 a wide-ranging vocabulary used appropriately and effectively.

#### **A fulfillment:**

\_\_\_\_\_ the study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop a wide-ranging vocabulary used appropriately and effectively.

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#### **Requirement 9:**

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 a variety of sentence structures, including appropriate use of subordination and coordination

#### **A fulfillment:**

\_\_\_\_\_ the study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop a variety of sentence structures, including appropriate use of subordination and coordination

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#### **Requirement 10:**

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 logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.

#### **A fulfillment:**

\_\_\_\_\_ the study of \_\_\_\_\_  
*During or Following* *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis

## Writing Requirements of the AP® Audit (11-12)

### Requirement 11:

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 a balance of generalization and specific, illustrative detail.

#### A fulfillment:

*During or Following* \_\_\_\_\_ the study of \_\_\_\_\_ *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them balance generalization with specific, illustrative detail.

### Requirement 12

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 an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

#### A fulfillment:

*During or Following* \_\_\_\_\_ the study of \_\_\_\_\_ *title of work or unit*  
the teacher's instruction and feedback on students' writing assignments will focus on helping them develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

### *The five required types of instruction and feedback*

<i>Element:</i>	<i>Strategy:</i>	<i>Resources:</i>
8 Vocabulary		
9 Sentence Structure		
10 Organization		
11 Balance of generalization and specifics		
12 Rhetoric		

# UNIT PLAN: TEACHING \_\_\_\_\_

	Work / Chapter / Act / Pages	Teaching strategy / Learning activity
AP AUDIT ELEMENT(S):		
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>		



## Teaching the Requirements of the AP® Audit

	Requirement	Unit / Time	Before, During, After	Work	Strategies	Resources
<b><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></b>						
2	... the work's structure, style, and themes.		<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A			
3	... the social and historical values it reflects and embodies.		<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A			
4	... such elements as the use of figurative language, imagery, symbolism, and tone		<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A			

**The course requires...**

5

*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, freewriting, keeping a reading journal, and response/reaction papers).

- ☐ B
- ☐ D
- ☐ A

6

*writing to explain:*  
Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text

- ☐ B
- ☐ D
- ☐ A

7

*writing to evaluate:*  
Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

- ☐ B
- ☐ D
- ☐ A

***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***

8	...a wide-ranging vocabulary used appropriately and effectively.	<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A		
9	... a variety of sentence structures, including appropriate use of subordination and coordination	<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A		
10	...logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.	<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A		
11	... a balance of generalization and specific, illustrative detail.	<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A		
12	. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.	<input type="checkbox"/> B <input type="checkbox"/> D <input type="checkbox"/> A		

# The AP English Literature and Composition Course: Preliminary Planning

## COURSE ARRANGEMENT

Generic • Chronological • Thematic • other?

## TEXTBOOK(S)

Literature anthology? Yes ☐ No ☐ Who pays for the books?

## CLASSES

How many sections?

How many teachers?

How many students per section ?

What are the requirements/prerequisites?

How are the students selected and by whom?

## LITERATURE

**Novels:**



(start with five)

SUMMER ?

?

AMERICAN

BRITISH

**Plays:**



(start with five)

SUMMER ?

RENAISSANCE

20th-21st CENTURY

**Poetry:**



Separate unit? Yes ☐ No ☐

16-17th CENTURY

17th-18th CENTURY

19th CENTURY

20-21st CENTURY

Organization & strategies:

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## COMPOSITION

### Required writing experiences

2: Structure, style, and themes

3: Social/Historical values

4: Literary elements

5: Writing to understand

6: Writing to explain

7: Writing to evaluate

### Required writing instruction

8: Vocabulary

9: Sentence variety, subordination

10: Organization

11: Balance

12: Rhetoric

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## RESOURCES / CHALLENGES....