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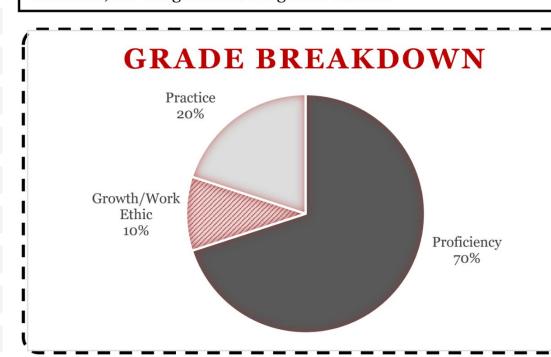




### **Syllabus** - - Accessible through Ayala web page

### **Grading Policy:**

As you are already aware, this is a college-level literature and composition class; therefore, it is challenging, and for many, the learning curve is quite steep. In an effort to encourage students to focus on growth and self-reflection, the categories for the gradebook are:



**Growth/Work Ethic: 10%** 

based on assessment data and student/teacher reflection and grade conferences

### Practice: 20%

based on on-time assignment completion and student/teacher grade conferences

### **Proficiency: 70%**

based on timed write scores and assessment grades

$$A = 89.5 - 100\%$$
  $B = 79.5 - 89.49\%$   $C = 69.5 - 79.49\%$ 

D = 60.0-69.49% F = < 60.0%

STR Structure

NAR Narration

FIG Figurative Language

LAN Literary Argumentation

#### **ENDURING UNDERSTANDINGS**

Characters in literature allow readers Setting and the details to study and explore a range of associated with it not only values, beliefs, assumptions, biases, depict a time and place, but also and cultural norms represented by convey values associated with that setting. those characters.

The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the

reader's interpretation of a text.

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

#### Skill Category 1

Explain the function of character.

Skill Category 2 Explain the function of setting.

#### **Skill Category 3**

Explain the function of plot and structure.

3.A Identify and describe

how plot orders events in

#### **Skill Category 4**

Explain the function of the narrator or speaker.

### **Skill Category 5**

Explain the function of word choice, imagery, and symbols.

#### **Skill Category 6**

Explain the function of comparison.

#### **Skill Category 7**

Develop textually substantiated arguments about interpretations of part or all of a text.

#### SKILLS

11A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Units 1, 2, 3, 4, 6 1.8 Explain the function of a character changing or remaining unchanged. Units 3, 7, 9

1.C Explain the function of contrasting characters. Units 4.6

10 Describe how textual details reveal nuances and complexities in characters' relationships with one another. Units 4.7

Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. Units 6, 9

2.A Identify and describe specific textual details that convey or reveal a setting. Units 1.3

Units 4.7

Units 4.7

2c Describe the

relationship between a

character and a setting.

Units 1, 4, 6, 7 3.8 Explain the function 2.B Explain the function of setting in a narrative. of a particular sequence of events in a plot. Units 1, 6, 7

a narrative.

3.c Explain the function of structure in a text. Units 2, 5, 8

3.D Explain the function of contrasts within a text. Units 2, 4, 6, 8

3.E Explain the function of a significant event or related set of significant events in a plot. Units 3.9

Explain the function of conflict in a text. Units 3.9

4.A Identify and describe the narrator or speaker of a text. Units 1, 4

4.B Identify and explain the function of point of view in a narrative. Units 1.4

4.c Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. Units 4. 6. 9 4.D Explain how a

narrator's reliability affects a narrative. Units 6.7

Distinguish between the literal and figurative meanings of words and phrases.

Unit 5 5.B Explain the function of specific words and phrases in a text. Units 2, 5, 8

6.C Identify and explain the function of a symbol. Units 6, 7, 8 5.D Identify and explain

the function of an image or imagery. Units 5.7

Identify and explain the function of a simile. Units 2.7

[33] Identify and explain the function of a metaphor. Units 2, 5, 8 Identify and explain the

Units 5.7 Identify and explain the function of an allusion.

function of personification.

Units 5.8

7.A Develop a paragraph that defense with evidence from the text

includes 1) a claim that requires and 2) the evidence itself. Units 1, 2, 3 7.8 Develop a thesis statement that

conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. Units 3, 4, 5, 6, 7, 8, 9

that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

Develop commentary

Units 3, 4, 5, 6, 7, 8, 9 Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Units 3, 4, 5, 6, 7, 8, 9 Demonstrate control over the elements of composition to communicate clearly.

Units 3, 4, 5, 6, 8

# 6 Big Ideas of AP Literature

- Character
- Setting
- Structure
- Narration
- Literary Elements
- Literary Argumentation

# Character COURSE SKILLS

character's perspective/motive

change/ development

complexity

contrasts between characters

# Setting COURSE SKILLS

details that
reveal
setting function of
the setting

shifts of setting

complexity

character's relationship with the setting

# Structure

COURSE SKILLS

function of structure sequence of events/shifts

contrasts within the text

complexity

## Narration

**COURSE SKILLS** 

function of POV

details that reveal the narrator/ speaker's perspective

complexity

narrator/ speaker's reliability

# Literary Elements

COURSE SKILLS

diction symbol simile

metaphor

imagery

allusion

tone

complexity

irony

# Literary Argumentation

establish claim and defensible use of thesis evidence and support

develop commentary

complexity

control over the elements of composition





What word was consistently used on each of the 6 posters for the Big Ideas of AP Lit?



### Look for:

- contrasts
- contradictions
- oppositions
- ambiguities within and between characters and/or characters and their environment or situation

### Spiraling the Big Ideas The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
( <u>©</u> )	Short Fiction I	Poetry I	Longer Fiction or Drama I	Short Fiction II	Poetry II	Longer Fiction or Drama II	Short Fiction III	Poetry III	Longer Fiction or Drama III
Character CHR	0	0	0	0		0	<b>②</b>		0
Setting SET	0	3	0	0	3	<u>- 5</u>	0	<del></del>	(9
Structure STR	0	0	0	0	0	<b>Ø</b>	0	0	0
Narration NAR	0			0		<b>Ø</b>	0		0
Figurative Language		0			0	<b>②</b>	0	0	
Literary Argumentation	0	0	0	0	0	<b>O</b>	0	0	0

### AP Literature Exam

### **Section 1: Multiple Choice**

### 55 Questions | 1 Hour | 45% of Exam Score

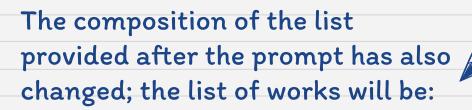
- Includes 5 sets of questions with 8–13 questions per set.
- Each set is preceded by a passage of prose fiction, drama, or poetry of varying difficulty.
- The multiple-choice section will always include at least 2 prose fiction passages (this may include drama) and at least 2 poetry passages.

### AP Literature Exam

### **Section 2: Free Response**

- 3 Questions | 2 Hours | 55% of Exam Score
- Students write essays that respond to 3 free-response prompts from the following categories:
- A literary analysis of a given poem
- A literary analysis of a given passage of prose fiction (this may include drama)
- An analysis that examines a specific concept, issue, or element in a work of literary merit selected by the student

Suggested List
of Works for
the
Open-Ended
Question



- No less than 50% female authors
- No less than 50% non-white authors
- No less than 25% contemporary (2000 plus)
- No more than 50% 20<sup>th</sup> century
- No more than 25% pre 1900

Exam Weights by
Course and Exam
Description
(CED) Units

Short Fiction (Units 1, 4, and 7)
42-49% of Exam

Poetry (Units 2, 5, and 8)
 36-45% of Exam

Longer Fiction and
 Drama (Units 3, 6, and 9)
 15-18% of Exam



- Explain the function of character
   16-20% of MC ?s
- Explain the function of setting
  - 3-6% of MC ?s
- Explain the function of plot and structure

  16-20% of MC?s
- Explain the function of the narrator or speaker
   21-26% of MC ?s
- Explain the function of word choice, imagery, and symbols
  - 10-13% of MC ?s
- Explain the function of comparison
   10-13% of MC ?s
- Develop textually substantiated arguments about interpretations of a part or all of a text
   10-13% of MC ?s





# Essays will be scored using a **six point Analytical Rubric:**

- one point for a defensible thesis
- evidence and commentary will be rated 1-4
- one point for sophistication



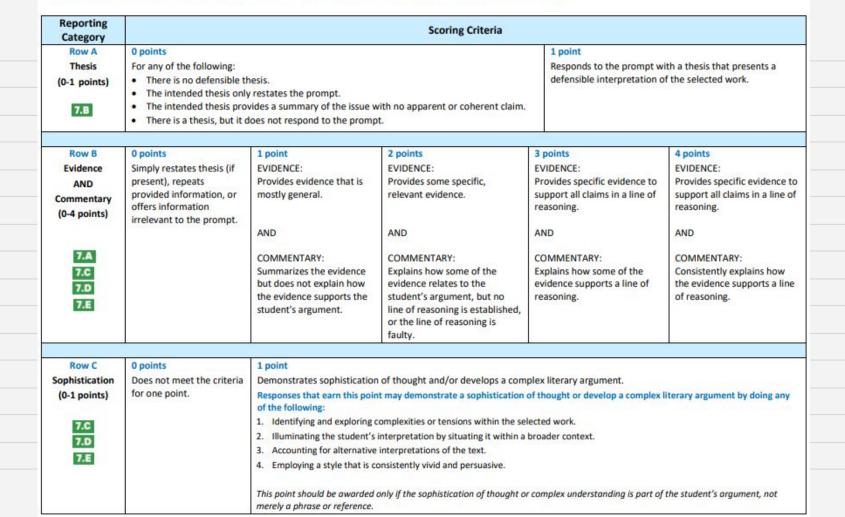
### Scoring Rubric for Question 1: Poetry Analysis (6 points)

Reporting Category	Scoring Criteria							
Row A Thesis (0-1 points)	O points  For any of the following: There is no defensible thesis. The intended thesis only restates the prompt. The intended thesis provides a summary of the issue with no apparent or coherent claim. There is a thesis, but it does not respond to the prompt.				1 point Responds to the prompt with a thesis that presents a defensible interpretation of the poem.			
Row B Evidence AND Commentary (0-4 points)  7.A 7.C 7.D 7.E	O points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general.  AND  COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	2 points EVIDENCE: Provides some specific, relevant evidence.  AND  COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	AND COMMExplai suppo AND Explai eleme	NCE: des specific evidence to rt all claims in a line of	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.  AND  COMMENTARY: Consistently explains how the evidence supports a line of reasoning.  AND  Explains how multiple literary elements or techniques in the poem contribute to its meaning.		
Row C Sophistication (0-1 points)  7.C 7.D 7.E	O points  Does not meet the criteria for one point.	Responses that earn this point following:  1. Identifying and exploring illuminating the student is Accounting for alternation in Employing a style that is	g complexities or tensions withing it interpretation by situating it we interpretations of the poem. It consistently vivid and persuasions of the poem.	cation of in the po- within a l	f thought or develop a complex i em. broader context.	iterary argument by doing any of the		

### Scoring Rubric for Question 2: Prose Fiction Argument (6 points)

Reporting Category	Scoring Criteria					
Row A Thesis (0-1 points)	The intended thesis		1 point Responds to the prompt with a thesis that presents a defensible interpretation of the passage.			
Row B Evidence AND Commentary (0-4 points)  7.A 7.C 7.D 7.E	O points Simply restates thesis (if present), repeats provided information, offers information irrelevant to the prompt	Provides evidence that is mostly general.	2 points EVIDENCE: Provides some specific, relevant evidence.  AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points  EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.  AND  COMMENTARY: Explains how some of the evidence supports a line of reasoning.  AND  Explains how at least one literary element or technique in the passage contributes to its meaning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning.  AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.  AND Explains how multiple literary elements or techniques in the passage contribute to its	
Row C Sophistication (0-1 points)  7.C 7.D 7.E	0 points 1 point					

### Scoring Rubric for Question 3: Literary Argument (6 points)



# Big Takeaways for AP Literature Essay Scoring Changes

- 1. The standard language used in the essay prompts make the writing task MORE DIFFICULT than they used to be prior to 2019.
- 2. However, the wording in the rubrics makes it EASIER for students to score higher.