**This course is only taught during FIRST SEMESTER**

**Course: Multicultural Literature/Pre-AP Literature and Composition**

**Teacher: Mr. Jones**

**Welcome to Multicultural Literature/Pre-AP Language and Composition!**

**This course is being used as a Pre-AP Language and Composition course. We will cover Rhetorical Analysis and Argumentation this semester.**

**PLEASE CHECK OUR CANVAS CALENDAR DAILY. THESE ARE UNPRECEDENTED TIMES, AND AS SUCH, OUR SCHEDULE COULD CHANGE.**

**Classroom management:**

**Cell phones/IPods/Gaming devices - Students will not answer phone calls, text, listen to music, or utilize gaming devices in class.**

**Mutual respect and accountability - *This is a safe space.* I do not tolerate any instances of racism, sexism, homophobia, etc. This is *our* classroom, and all are welcome. We must show one another mutual respect and we must be accountable for our words and actions.**

**CONTROVERSIAL TEXTUAL CONTENT:**

**Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Literature and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research. -- from the AP English Literature and Composition Course and Exam Description**

**Our texts this semester will include, but will not be limited to, *Beloved* by Toni Morrison, *The Color Purple* by Alice Walker, *The Joy Luck Club* by Amy Tan, various plays taken from the book *Multicultural Theatre* edited by Roger Ellis.**

**The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.**

**The following big ideas serve as the foundation of the course, enabling students to create meaningful connections among concepts. Each big idea correlates with an enduring understanding, a long-term takeaway related to the big idea:**

 **■ Character: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.**

 **■ Setting: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.**

**■ Structure: 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. ■ Narration: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.**

**■ Figurative Language: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.**

**■ Literary Argumentation: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.**

**This semester we will concentrate on Longer Fiction and Drama while learning to write effective Literary Argument essays. The three units to be covered are as follows:**

* **UNIT 3**
* **What are the keys to successfully analyzing longer pieces of fiction?**
* **CHR-1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.**
* **CHR-1.B Explain the function of a character changing or remaining unchanged**
* **SET- 2.A Identify and describe specific textual details that convey or reveal a setting**
* **STR -3 3.E Explain the function of a significant event or related set of significant events in a plot.**
* **STR 3 3.F Explain the function of conflict in a text.**
* **LAN 7 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.**
* **LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.**
* **LAN 7 7.C**
* **Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.**
* **LAN 7 7.D**
* **Select and use relevant and sufficient evidence to both develop and support a line of reasoning.**
* **LAN 7 7.E**
* **Demonstrate control over the elements of composition to communicate clearly**
* **UNIT 6**
* **What are the keys to successfully analyzing longer pieces of fiction?**
* **NAR-1.P The narrator’s or speaker’s tone toward events or characters in a text influences readers’ interpretation of the ideas associated with those things.**
* **NAR-1.Q The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator’s or speaker’s tone.**
* **NAR-1.R Information included and/or not included in a text conveys the perspective of characters, narrators, and/
or speakers.**
* **NAR-1.S A narrator’s or speaker’s perspective may influence the details and amount of detail in a text and may reveal
biases, motivations, or understandings**
* **NAR-1.T Readers can infer narrators’ biases by noting which details they choose to include in a narrative and which they choose to omit.**
* **NAR-1.U Readers who detect bias in a narrator may find that narrator less reliable.**
* **NAR-1.V The reliability of a narrator may influence a reader’s understanding of a character’s motives.**
* **FIG-1.X When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.**
* **FIG-1.Y A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context its use in a text.**
* **FIG-1.Z Certain symbols are so common and recurrent that many readers have associations with them prior to
reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.**
* **FIG-1.AA
When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.
Note: The AP Exam will not require students to identify or label archetypes**
* **LAN-1.D A thesis statement expresses an interpretation of a literary text, and requires a defense, through use of
textual evidence and a line of reasoning, both of which are explained in an essay through commentary.**
* **LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.**
* **LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.**
* **LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.**
* **LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.**
* **LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.**
* **LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.**
* **LAN-1. Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.**
* **LAN-1.R Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to
illustrate an imbalance or inequality.**
* **LAN-1.S Writers use words that enhance the clear communication of an interpretation.**
* **LAN-1.T Punctuation conveys relationships between and among parts of a sentence.**
* **UNIT 9**
* **What are the keys to successfully analyzing longer pieces of fiction?**
* **CHR-1.B Explain the function of a character changing or remaining unchanged.**
* **CHR1 1.E Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.**
* **STR3 3.E Explain the function of a significant event or related set of significant events in a plot.**
* **STR3 3.F Explain the function of conflict in a text.**
* **NAR4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.**
* **LAN7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.**
* **LAN7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.**
* **LAN7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.**