

UNO INTRODUCTION TO GENRE STUDIES: PROSE – ENGL 1010
UNO INTRODUCTION TO GENRE STUDIES: POETRY, DRAMA, FILM – ENGL 1020
 (Fulfills AP English Literature Credit in High School)



This UNO course has been approved by UNO faculty to be offered for dual credit, and this syllabus meets disciplinary outcomes as reflected in UNO's master syllabus. *Students must submit a dual credit application and meet all registration, academic, and other institutional requirements according to established deadlines in order to receive UNO course credit.* Please visit dualenroll.unomaha.edu for additional information.

Ms. Alati

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Room 213

Course Overview

This course includes an intensive study of works from various genres and periods. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers by considering a work's structure, style and themes, figurative language use, imagery, symbolism, and tone. **In addition to meeting the curricular requirements of the UNO course, this course meets the requirements of the advanced placement exam.**

Nebraska State Standards

LA 12.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 12.2 Students will learn and apply writing skills and strategies to communicate.

LA 12.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 12.4 Students will identify, locate, and evaluate information.

Skill Set

Vocabulary Acquisition

Close Readings of Texts

Critical Thinking Using a Variety of Lenses

Analysis of Meaning and Literary Form

Writing: Expository, Analytical, Argument

Cooperative Learning

Experience, Interpretation, Evaluation of Literature

Understanding of Literary Tradition

Expectations

Upon completing this course, students should be able to:

- develop analytical skills to the point that they are capable of independent literary analysis which will aid in the appreciation of literature and poetry as art forms
- demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition
- recognize, articulate, and explore how various humanists/artists have responded to the human condition
- comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well being
- read with greater attention to detail and understanding of aspects of author style; such as work selection, structural organization, mood, syntax, diction, images, sentence structure, and understand the author's use of these to accomplish meaning
- enhance awareness that literary art is consciously created, as is any art form, and this being true, the author's purpose and the work's thematic, moral, and aesthetic significance can be determined
- write for a variety of purposes including literary criticism and analytical argument
- experience college level work and a college level approach to literature
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings

- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and rewriting with teacher feedback
- use relevant critical, analytic, creative, speculative and/or reflective methods to communicate ideas and explain concepts relevant to the discipline(s)
- revise a work to make it suitable for formal paper by avoiding mechanical errors, colloquialisms, clichés, wordiness, or awkward phrasing
- communicate an idea through speaking both in an informal and formal setting
- evaluate and incorporate reference documents into research papers and demonstrate understanding of the conventions of citing primary and secondary sources
- acquire literary background
- develop and improve sentence structure through revision
- develop in logical organization, enhanced by specific techniques to increase coherence, which may include rhetorical structures, graphic organizers, work on repetition, transitions, and emphasis.

English Dual Enrollment

The English Dual Enrollment Program at the University of Nebraska at Omaha offers academically talented students enrolled in approved AP English Literature and Composition courses the opportunity to receive college credit by satisfying UNO English course requirements while engaged in their high school studies.

UNO General Education Student Learning Outcomes (Humanities and Fine Arts)

This course also fulfills a UNO General Education requirement and is aligned with the following General Education Student Learning Outcomes (SLOs). After completing the course, successful students shall be able to do the following:

- demonstrate an understanding of the theories, methods, and concepts used to comprehend and respond to the human condition;
- recognize, articulate, and explore how various humanists/artists have responded to the human condition;
- comprehend and evaluate how humanistic/artistic expression contributes to individual and/or socio-cultural understanding, growth, and well-being; and
- use relevant critical, analytic, creative, speculative and/or reflective methods.

Course Requirements

AP English Literature and Composition courses will be the vehicle for awarding ENGL 1010/1020 credits. Neither AP Language and Composition courses nor Honors courses will satisfy the equivalencies.

Student Requirements—Qualifications

A student applying for the Dual Enrollment Program must meet the following minimum qualifications:

- have a 3.0 cumulative GPA (or its equivalent) at time of enrollment
- be a Junior or Senior
- be enrolled in a participating AP course taught by an approved AP instructor
- obtain parents' or guardians' permission for participation
- have qualifications be verified by a high school counselor
- submit an enrollment application by the due date
- pay the requisite fee
- abide by the guidelines of the program, of the high school, and of UNO's academic honesty policies

Enrollment Process

Enrollment forms will be distributed at the beginning of each academic term by the University's Dual Enrollment Coordinator or high school administration office. Students must complete the online form by the deadline in order to participate. Students will enroll in ENGL 1010 (novel; short story; creative nonfiction) for the fall, and ENGL 1020 (poetry; drama; film) for the spring semester.

Students must pay an enrollment fee of \$250 per 3 credit hour course. Students who withdraw from the UNO course before all course requirements are satisfied will not be eligible for UNO credit. Moreover, students who withdraw from this course will not be eligible for UNO DE credit. In either case, students WILL NOT receive a refund of their enrollment fee. Students should understand that when they submit an application and are enrolled in the program they become legally responsible for all program fees. Questions regarding payment and refunds should be directed to the University of Nebraska at Omaha Office of General Education and Dual Enrollment or Cashiering/Student Accounts.

****All Dual Enrollment Information obtained from 2015-2016 UNO Department of English Dual Enrollment Program Manual**

Textbook

Jago, Carol. Literature and Composition: Reading, Writing, and Thinking. 2nd edition. Boston: St. Martin's, 2017. Print.

Materials

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|---------------------------|----------------------|----------------|
| 1. electronic device | 3. white lined paper | 5. novels |
| 2. blue or black ink pens | 4. highlighters | 6. textbook(s) |

Grading Policy

Grades are calculated based on the following components using the district wide standards based grading system:

Formative: 35%

- Includes activities designed **for** learning, such as journals, daily writing assignments, reading responses, etc.

Summative: 65%

- Includes activities designed to **assess** learning, such as quizzes, tests, essays, projects, timed writings, presentations, etc.

	OPS Scale		UNO Scale
A	3.26-4.0	A+	97%-100%
B	2.51-3.25	A	92%-96%
C	1.76-2.50	A-	90%-91%
D	1.01-1.75	B+	87%-89%
F	0.00-1.00	B	82%-86%
		B-	80%-81%
		C+	77-79%
		C	72%-76%
		C-	70%-71%
		D+	67%-69%
		D	62%-66%
		D-	60%-61%
		F	59% & Lower

Major Assignments

While we will have daily reading assignments and coursework, these are the major assignments that can be expected each semester.

First Semester	Second Semester
✓ Daily journal entries	✓ Daily journal entries
✓ Reading and Discussions	✓ Reading and Discussions
✓ 5-7 timed writings	✓ 5-7 timed writings
✓ 2-3 Speeches/presentations	✓ 2 prepared essays/close readings
✓ 2 prepared essays/close readings	✓ 1 GLE/CAPSTONE
✓ 3-4 exams	✓ Research Prospectus
	✓ 3-4 exams
	✓ AP EXAM

Daily Journal Entries: Students will respond to a journal topic at the beginning of every class. The journal topics may be writing prompts, visual images, quotes, etc. that elicit critical thinking and written response from the students. The journal will directly relate to the current course topic or content and will serve as the anticipatory set to the lesson. Students will accumulate journal entries and submit them for grading at the end of each quarter.

Timed Writings: Students are regularly required to complete timed writing assessments by responding to a prompt under time constraints to simulate the AP exam environment. All of the prompts are generated from previous AP exams and include: either an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning, or an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. The timed writings are integrated into the natural progression of the course, but only after students have practiced analyzing short prose passages and poems with “open” analytical questions. Students will have the opportunity to reattempt a timed writing of their choice each semester. The type of question for the timed writing will be the same, but the prompt will change. The timed writings will prepare the students to produce on demand, well-crafted essays in response to a prompt.

Speeches/Presentations: Students will complete a series of informal and formal speeches or presentations. The course will build to the culminating speech: a research prospectus for the CAPSTONE project in the second semester. Additionally, the course will build to a culminating presentation for the Shakespeare Unit.

Prepared Essays: Students will compose formal literary criticism/argument essays or close readings of the text as they learn the different critical approaches to literature.

Capstone/GLE: Students will complete a multi-faceted research project on a topic of their choice, while staying true to the goals of this course. The purpose of this research paper will be to analyze literature from a selected lens over one of the course readings and make judgments about a work’s artistry and quality. Students should use their research to target essays that address theoretical approaches to the text as they critically read a poem or book section. The information presented in class will serve as a guide to understanding the elements of an analytical argument/literary criticism paper as well as offer prewriting strategies and a checklist to verify that the requirements have been met. Students will also meet with the teacher one-on-one for a conference to look at organization, logic, grammar, conventions, ideas, and voice. Students will then revise and submit a final copy.

- Analytical Argument: the paper should unambiguously state its main argument about the text somewhere in the first few paragraphs and should orient the reader as to what analysis will follow.
 - Present evidence that supports a theory or argument and use this information to persuade, remembering effective persuasive essays address other theories in the literary canon.
 - Evidence can consist of the prose, researched information, and other materials that are found in scholarly journals, government publications and other academic or professional fields.
 - Remember to cite all information that is not your own original idea using MLA format.
 - Sequence or prioritize the evidence in a manner that builds the argument in the most influential way—utilize the topics covered within the scope of the critical lens chosen.
- Reflexivity: This term refers to the writer’s awareness of a reader’s needs. Readers need to know where argument is going, especially in a longer essay. Writing “signposts” such as: strong transitions, periodic restatements, and forecasting, is evidence of strong reflexivity. (Note: Often this level of self-awareness is only achieved in a revision, that is, in a second or third draft.)
- Close Reading: the essay should carefully build evidence for the argument from the text itself. It should also analyze the textual citations: don’t merely bring textual quotations in as support. Discuss how the rhetorical and literary devices operate in the passages cited.

- State conclusions: The conclusion should never be thought of as just a summary of the essay. If the conclusion answers the questions, “Why am I writing this paper to this audience?” or “What am I saying that another critic has not said before?” it will create a stronger conclusion that does what it was intended to do—persuade.

Checklist of Requirements

1. _____ Sources (5 minimum)
 - a. A minimum of five sources and three source types are required.
 - i. Source types include: books, magazines, databases, journals, etc.
 - ii. Check the validity and reliability of each source.
 - iii. All five sources need to be in alphabetical order on the Works Cited page, which should also be numbered in the top right hand corner.
2. _____ Research Prospectus
 - a. Formal Speech introducing research ideas
3. _____ Annotated Bibliography
 - a. Correct MLA citation
 - b. A summary paragraph
 - c. An analysis paragraph
 - d. Two quotes related to your argument.
4. _____ Rough Draft
 - a. Peer Conference Form
 - b. Self-evaluation Form
 - c. One-on-one Conference Form
 - d. 2-3 Pages
 - e. Works Cited Page
5. _____ Final Draft
 - a. Title Page
 - b. 4-5 Pages
 - c. Works Cited Page

Discussions: Students will work collaboratively to share opinions, thoughts, and ideas on the assigned readings. Whether the discussions take place in small or large groups, all students will be expected to participate and to contribute to the learning environment. The majority of discussions will follow the Socratic Seminar method to encourage critical thinking and full participation.

Exams: Students will complete leveled assessments over the different novels, poems, short stories, theories, and eras. Students will also complete past AP exams to practice the skills necessary for both the multiple choice and free response sections. Finally, students will complete district assessments and the AP exam.

*Coursework will require a minimum of **seven to ten hours** of your personal time per week, which does not include scheduled class time.

Required Assessments:

*Students should expect major tests and/or writing projects at the end of each unit.

District Exams:

In order to measure student progress in writing, OPS requires all senior English students to complete one formal writing assessment during second semester called the CAPSTONE/G.L.E. project.

AP College Board Exam: The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. The multiple-choice

questions are scored by computer, while the free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their subject area. The involvement of college faculty at all levels of exam development and scoring ensures that the AP Exams truly reflect college-level achievement. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide. **Students are expected to complete the AP Exam for Literature and Composition.** Further details will follow closer to the exam date.

Policies and Procedures

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.

Tardy Policy: The student is expected to be in their seat when the bell rings. A daily warm-up activity will be provided and must be completed within the first 5 minutes of class. The school-wide tardy policy is enforced.

Late work: Students are expected to complete missing work, and late work will be accepted as long as there is still opportunity to learn from it. Missing assignments will not be accepted after the final summative assessment for the unit of instruction. A zero will then be entered for missing work.

Re-do Policy: District protocols for redoing work or late work align with best practices that “first attempts at learning” are not to be penalized and multiple opportunities will be provided to refine work (must be submitted before the end of the unit). Unless the work is part of a final, summative assessment for the unit of instruction (and depending upon the assignment), students may receive opportunities to “re-do,” or refine, their work.

Activity Absence: If the student is going to be absent for a school-approved activity, it is their responsibility to obtain class work and homework **PRIOR** to the date of absence. All work is due upon their return to class.

Hall Passes: Hall passes are not permitted during the first and last 15 minutes of class. The student is allowed passes from class at the teacher’s discretion. Pass allowance will be decided on a case-by-case basis. The expectation is to go to your locker, get a drink, use the restroom, etc. during your passing period.

Electronic Devices: Electronic devices, including cellular phones, should be used to facilitate learning. If this is not the case, the school-wide electronic policy is enforced.

Academic Integrity: Academic integrity is a fundamental value of higher education at North High School. Therefore, acts or attempts of cheating, plagiarism, falsification will not be tolerated. If an academic integrity violation takes place, the policy outlined in the Code of Conduct handbook will be upheld.

Academic Responsibility: According to the College Board, “AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose or effect of such content within the literary work as a whole” (CED 117). Readings or discussions in class concerning controversial topics are sensitively handled and restricted to appropriate academic discussions. Parents are encouraged to contact the teacher with any concerns.

Course Planner: Themes for each unit with texts selections. The Course Planner is tentative and subject to change. Be sure to pay attention to updates throughout the year.

Unit One: Post-Modern Literature and Ethnocriticism/Multicultural Criticism

- By reading “Introduction: Reading Imaginative Literature” in *The Bedford Introduction to Literature: Reading, Thinking, Writing* and “Introduction: Summaries of Critical Approaches” an essay from *Critical Experience: Literary Reading, Writing, and Criticism*, students will be introduced to the nature of literature, the value of literature, the changing literary canon, and the basics of critical approaches. Students will complete guided Cornell notes over the introductory readings and criticism then complete a leveled assessment at the end of the unit.
- Students will read a variety of text from the post-modern time period. By coupling the elements of Post-Modern Literature, students will examine literature more closely related to their own lives and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared ethnocriticism/multicultural essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Ethnocriticism and Multiculturalism” by Suzanne Evertsen Lundquist ✓ “From Things Fall Apart” by Chinua Achebe ✓ “Shooting an Elephant” by George Orwell ✓ <i>Kite Runner</i> by Khaled Hosseini ✓ <i>The Autobiography of Malcolm X: As Told to Alex Haley</i> ✓ <i>The Color Purple</i> by Alice Walker ✓ <i>The Joy Luck Club</i> by Amy Tan ✓ <i>Night</i> by Elie Wiesel ✓ <i>Persepolis</i> by Marjane Satrapi 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Reading analysis questions and assignments ✓ Socratic Seminars ✓ Literature Circles ✓ AP Exam Practice ✓ Cornell Notes 	<ul style="list-style-type: none"> ✓ Ethnocriticism/Multicultural essay final draft ✓ AP Timed Write

Unit Two: Victorian Literature and Feminist/Gender Criticism

- Students will read a variety of text from the Victorian time period coupling the elements of Victorian Literature and feminist criticism. They will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared feminist essay, students will experience the process of a timed write using an essay prompt from a previous AP exam.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Feminist Criticism” by Gail T. Houston ✓ “The Story of an Hour” by Kate Chopin ✓ “Desiree’s Baby” by Kate Chopin ✓ “The Yellow Wallpaper” by Charlotte Perkins Gilman ✓ “Trifles” by Susan Glaspell 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Reading analysis questions and assignments ✓ Socratic Seminars 	<ul style="list-style-type: none"> ✓ Feminist criticism final draft ✓ AP timed write

<ul style="list-style-type: none"> ✓ “Sexual Politics of Sickness” by Variety of poems by: ✓ Tennyson ✓ Robert and Elizabeth Browning ✓ Hardy ✓ Arnold ✓ Kipling ✓ Bronte Sisters ✓ Hopkins 	<ul style="list-style-type: none"> ✓ Feminist criticism rough draft ✓ Cornell Notes 	
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Unit Three: An Introduction to Literary Analysis including: Marxist Criticism, Modernism, and the Dystopian Novel

- Students will also be introduced to different forms of critical analysis writing, which can be applied on the AP exam. Students will complete a reading of Marxist Criticism theory and then complete a close reading that scaffolds the writing process by brainstorming ideas, developing a thesis statement, completing an outline, writing a draft, peer editing, one-on-one conferences with the teacher, and producing a final copy.
- Students will also be introduced to the Modernism era and the dystopian novel and will then discover elements of modernism and dystopian society within the text to facilitate close readings of the text.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Marxist Criticism” by Mike Austin ✓ <i>1984</i> by George Orwell ✓ <i>Brave New World</i> by Aldous Huxley ✓ “The Love Song of J. Alfred Prufrock” by T.S. Eliot ✓ “Eveline” by James Joyce ✓ “Book III: Myth of the Metals” from Plato 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Cornell notes ✓ Marxist Criticism essay Rough Draft ✓ Utopia Project 	<ul style="list-style-type: none"> ✓ Modernism exam ✓ Marxist Criticism essay Final Draft ✓ 1984 Timed Write ✓ <i>BNW</i> Exam

Unit Four: Romanticism and Moral/Philosophical Criticism and the Gothic Novel

- This unit will complete semester one and the prose (novel/short story) portion of the class, but will also introduce semester two, beginning second semester with Romantic poetry. Students will read a variety of texts from the Romantic time period pairing the elements of Romantic Literature with moral and philosophical criticism. Students will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a different critical approach. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared moral criticism essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Moral and Philosophical Criticism” by Bruce W. Young ✓ <i>Frankenstein</i> by Mary Shelley Various poems by: ✓ Wordsworth ✓ Shelley 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Cornell notes ✓ Moral Criticism essay rough draft 	<ul style="list-style-type: none"> ✓ Speech ✓ Moral Criticism essay final draft ✓ AP Semester Final Exam

<ul style="list-style-type: none"> ✓ Byron ✓ Keats ✓ Blake ✓ Coleridge 		<ul style="list-style-type: none"> ✓ AP Multiple-choice Exam
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Unit Five: Medieval Literature and Mythic/Archetypal Criticism

- Students will read a variety of text from the Medieval time period. By coupling the elements of Medieval Literature with archetypes and myth, students will expand their literary vocabulary and knowledge of devices used to further their comprehension of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced to a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final copy. After completing a prepared archetypal essay, students will complete a timed write using an open-ended essay prompt from a previous AP exam.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Formalism” by David L. Cowles ✓ “Mythic and Archetypal Criticism” by Bruce W. Young ✓ “The Miller’s Tale” by Geoffrey Chaucer ✓ “The Knight’s Tale” by Geoffrey Chaucer ✓ “The Friar’s Tale” by Geoffrey Chaucer ✓ “The Wife of Bath’s Tale” by Geoffrey Chaucer ✓ “Sir Gawain and the Green Knight” 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Cornell notes ✓ Major Works Data Sheet ✓ Archetypal essay graphic organizer ✓ Archetypal essay rough draft 	<ul style="list-style-type: none"> ✓ Archetypal exam ✓ Archetypal criticism essay final draft ✓ AP Timed Write

Unit Six: Renaissance and Psychoanalytic Criticism

- Students will select one of four Shakespearean plays from the Renaissance time period. By pairing the elements of Renaissance Literature, Elizabethan values, and psychoanalytic criticism, students work in literature circles to interpret the text through the critical lens and posing questions central to Shakespeare’s commentary of society. Students will then in large discussion find commonalities in the Shakespeare play construction. Students will expand their literary vocabulary and knowledge of devices used to further their understanding of the literature and develop a critical argument. Students will complete guided Cornell notes over the criticism and a leveled assessment at the end of the unit.
- Students will also be introduced a different critical lens to deepen their analytic reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample essay, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final draft. After completing a prepared psychoanalytic essay, students will experience the process of a timed write using an essay prompt from a previous AP exam.

Texts	Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ✓ “Psychoanalytic Criticism” by Gail T. Houston ✓ “Historical Criticism” by Peter J. Sorensen ✓ <i>Hamlet</i> ✓ <i>Macbeth</i> ✓ <i>King Lear</i> ✓ <i>Othello</i> ✓ <i>Merchant of Venice</i> ✓ <i>Much Ado About Nothing</i> 	<ul style="list-style-type: none"> ✓ Daily journal entries ✓ Reading analysis questions and assignments ✓ Socratic Seminars ✓ Literature Circles ✓ Psychoanalytic essay rough draft 	<ul style="list-style-type: none"> ✓ Psychoanalytic essay final draft ✓ AP timed write

*All plays by Shakespeare	✓ Cornell Notes	
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Unit Seven: AP Test Prep and the Capstone/G.L.E.

- Students will begin working on posing their own questions about the literature read by working on the Capstone/G.L.E. project. Students will be given the opportunity to read a sample essays, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance from both the teacher and their peers, and submit a final draft.
- As part of the Capstone project, students will present a prospectus to the class regarding their literary analysis enabling students to discuss similar topics, literature, and research findings before completing their final critical essay.
- After completing a literary critic of their own choice, students will begin final preparations for the AP Exam in May including review of vocabulary, multiple-choice questions, and essay prompts. Students will review previous AP exams, as well as, graded students' responses in preparation for the exam.