

## Area of Focus: AP Literature Course

**Course Description:** This course is an introductory college-level course and is highly focused on reading, analyzing, and writing about various pieces of literature. As students delve into chosen pieces of literature, they will be expected to study literary criticism, the author's life, and do comparative textual analyses with other literature pieces.

**Learning Objective:** In each term, students will be able to deepen their ability analyze literature through the study of rhetorical devices and literary lenses. They will be able to competently outline, extrapolate quotes, research secondary sources from other literary critics, and coherently and powerfully present the truth they have found within each term paper.

**Pre-Learning Evaluation:** Generally, each unit (core text) will begin with students completing an anticipation guide and participate in class debate.

## Teaching Methods and Process

**RESEARCH:** Students will be able to read, annotate, and analyze literature and secondary sources.

- **Core texts include:** *The Crucible* (Arthur Miller), *The Scarlet Letter* (Nathaniel Hawthorne), *I am Malala* (Malala), *Macbeth* (Shakespeare), *Pride and Prejudice* (Jane Austen), *To Kill a Mockingbird* (Harper Lee), *Just Mercy* (pending Bryan Stevenson), *The Power of Truth* (William George Jordan), and *The Myth of Self-Esteem* (Ester Rasband)
- **Research Tools include**
  - Utah's Online Library: Literary databases
  - Dictionary
  - Google Scholar
  - Words of the prophets--modern and ancient
  - Personal interviews
- **Vocabulary:** Understanding and knowing how to use words increases articulateness and personal ability to express. Students will regularly select and study vocabulary from their reading and apply them to their writing.
- **Independent Novels:** OPTION A) Each unit, students will be required to read 4-6 independent novels. With these novel, the students are expected to turn in a reading schedule along with a detailed explanation of how they are choosing to trace themes, motifs, symbols etc. within the book. When they complete the book, they will be required to turn in three optional thesis statements. OPTION B) Students will read their independent novel and extract a minimum of 5 "quotables" -- quotes that express a statement of truth. These must be typed and will be shared during class using various methods.

**REASON:** Analysis is key to reasoning. Students will reason through core and independent readings. They will be able to extrapolate texts and determine right from wrong, truth from error.

- *The Scarlet Letter:* Student will be able to reason through the steps of repentance: the difference between shame and guilt, how to defend truth without becoming tolerant, and distinguish between tolerance and moral relativism.

- *The Crucible*: Students will be able to begin to recognize signs of deception, detect logical fallacies, and look into the heart of characters rather than the outward manifestations.
- *I Am Malala*: Student will be able to recognize the power of seeing two sides of an argument and how logical fallacies--if not detected--can lead to deception.
- *Macbeth*: Students will be able to recognize tools the adversary uses to lead “them away carefully down to hell” (2 Nephi 28:21), learn the power of questions in prayer and revelation, and understand what small lies look like that ultimately distance us from God.
  - Supplemental texts include: “The Ways We Lie”, *The Myth of Self-Esteem, Armour* (By Kim B. Clark)
- *Pride and Prejudice*: Students will be able to see themselves as they truly are (see Moroni 7:48, Mosiah 4:30) and understand how humor can be incorporated into powerful writing.
- *To Kill A Mockingbird*: Students will be able to begin reasoning through ethics and understanding another’s heart can turn unjust judgment into merciful understanding.
  - Supplemental texts include: *Just Mercy* (?)

#### RELATE

- Character reflection: Students will be able to chart and characters and determine how a characters life may vary if different decisions were made. Furthermore, students will be able to see which attributes they share with the characters and determine how they will or will not choose to act if placed in similar circumstances.
- Time period studies: With each core text, students will study the time period/setting, as well as the author and determine their reasons for writing. Student’s findings will

#### RECORD

- Weekly Response Journals: This journal will be a consistent record for their thoughts, further questions, and response to prompts from readings and class discussions. This will be a resource for them as they prepare for essays in the class. Furthermore, it will be a place for them to give direct feedback to me regarding which activities they felt were and were not effective.
- Term papers: Students will record their research, reasoning, and relating through regular term papers. These papers will reflect their discovery of truth in the literature and literary criticism they choose to read and study.
- Projects/presentations: Some core texts may require students to present a project of their knowledge acquisition. These will be determined by the book.

**Learning Evaluation:** Generally each unit (core text) will end with a book project and presentation or a term paper.