

## **STEM Innovation Academy of the Oranges**

445 Scotland Road, South Orange, NJ 07079

### **AP<sup>®</sup> English Literature & Composition**

Instructor: Ms. Randi Metsch-Ampel

Email: [metschr@orange.k12.nj.us](mailto:metschr@orange.k12.nj.us)

STEM Website: [www.steminnovationacademy.org](http://www.steminnovationacademy.org)

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## *Practice Makes Progress*

### **COURSE DESCRIPTION**

AP<sup>®</sup> English Literature and Composition is a reading and writing-intensive course that focuses on reading, discussing, interpreting, analyzing, and writing about literature. Poems, short stories, novels, and plays will be analyzed for complexity with an emphasis on structure, style, and meaning. Writing assignments include focused free write responses to prompts, close readings, small group presentations, and peer review. Students will complete timed and process writing as well as multiple-choice assessments and free response essays in preparation for the AP<sup>®</sup> Exam. The intent of this course is to not only assist students in acquiring the critical thinking and writing skills needed to successfully complete the exam, but to foster a sense of intellectual curiosity and an appreciation of complex & diverse literary texts.

### **INSTRUCTOR**

Ms. Randi Metsch-Ampel

B.A. in History

M.A. in American Studies, Concentration in Literature, History, and Film

Ms. Metsch-Ampel is a lifetime education professional with 17 years of experience teaching high school English, and 10 years as an adjunct faculty member at Bloomfield College. She earned her bachelor's degree from Rutgers University, and her masters' degree from the University of Michigan.

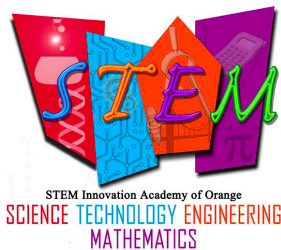
### **MEETING TIMES**

Mondays, 9:40-10:20 AM; Tuesdays, 9:40-11 AM; Thursdays, 9:40-11 AM

Mondays, 10:20-11 AM; Wednesdays, 9:40-11 AM, Fridays, 9:40-11 AM

### **AVAILABILITY**

Ms. Metsch-Ampel is available between 3:30-4 PM, Tuesday, Wednesday, Thursday, Friday, and by appointment.



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### COURSE OBJECTIVES

Students who successfully complete the AP English Literature and Composition curriculum will be competent in these skills:

#### ***Skills Categories***

1. Explain the function of character.
2. Explain the function of setting.
3. Explain the function of plot and structure.
4. Explain the function of the narrator or speaker.
5. Explain the function of word choice, imagery, and symbols.
6. Explain the function of comparison.
7. Explain how literary elements create themes and meaning within a text.

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

#### ***Big Ideas***

1. Character
2. Setting
3. Structure
4. Narration
5. Figurative Language
6. Literary Argumentation
7. Theme

### SKILLS AND PROFICIENCIES

Critical Area 1: Students conduct sustained analyses of details regarding intentional choices writers make regarding characters, setting, plot, and overall structure (organization, sequence) that lead to complex interpretations of meaning.

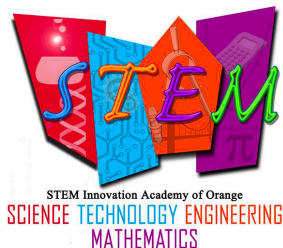
Critical Area 2: Students develop their skills in close reading (emotional experience, informed interpretation, critical evaluation) of literature.

Critical Area 3: Students develop & express complex analyses based upon viewpoints and interpretations of works from a range of genres and time periods, referencing various literary strategies.

Critical Area 4: Students make comparisons and associations that shift in meaning from the literal to the figurative.

Critical Area 5: Students present (orally and in written form) interpretations of literature via arguments supported by textual evidence. Written work will adhere to the MLA Style Guidelines.

Critical Area 6: Students actively and respectfully participate in class discussions of sensitive, controversial topics.



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“Personal Progress Checks” (multiple choice & free response questions) at the end of each unit provide student and teacher with information as to the overall level of competency in the Skill Categories & Critical Areas.

### **SUPPLIES & TECHNOLOGY**

**Students will be expected to bring one 3-subject notebook, two pens, a two-pocket folder for handouts, and current texts daily.**

Students will be expected to bring a Chromebook, notebook, pens, and pencils daily.

Google Classroom – Links to literature texts, videos, Google Slides, PowerPoint presentations, and other class materials will be posted regularly.

AP Classroom – Students will have access to various learning tools such as Personal Progress Checks (PPCs), Practice Multiple Choice Tests, and a Question Bank of Free-Response Essay prompts.

Genesis – Grades will be available to students and parents through the Genesis portal. Students are responsible to check grades and be aware of their work regularly.

### **SYNCHRONOUS INSTRUCTION**

During synchronous instruction (should that become necessary), students will be muted and unmuted when they raise their hand. Video sharing is encouraged, but not required, unless specified by administration. Students will be asked to participate regularly through the utilization of “nonverbal feedback” in instances when the camera may be off. Points will be taken off participation/classwork grades if students do not share their videos and/or fail to respond to a question during synchronous instruction. Repeated instances will be reported to the administration. If a break is needed, students must notify the teacher so they do not mark students as non-participatory.

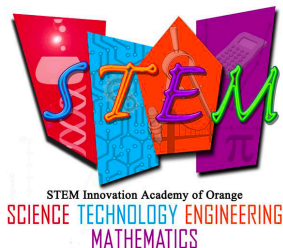
### **ASSESSMENTS**

#### Homework (10%)

#### **Personal Progress Checks**

\*Students should expect homework **every day**. Homework will be collected and graded on a 100-point scale based on completeness and accuracy.

Missing and incomplete assignments can be viewed on Genesis. If absent, each student will have two days to make up a missing assignment. After that, a 5-point penalty will be taken off any assignment for each day it is late. If a student is not absent, but failed to complete an assignment, they may request an extension by speaking with the instructor. A 5-point penalty may be taken off the assignment for every



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day it is not turned in. For example, a homework or classwork assignment that is late for a period of 5 school days, without being excused, is only eligible to receive a maximum score of 75. Additionally, parents will be contacted when you miss an assignment and administration will be notified. Excessive missing assignments will result in a disciplinary action.

\*Personal Progress Checks will be assigned at the end of each Unit and can be completed using the AP<sup>®</sup> Classroom. Students (and the instructor) will receive a report with their scores on the specified skills to evaluate their progress. The practice book may also be used to prepare for the AP exam. This information will be used to build skills and to ascertain areas in need of re-teaching.

#### Formative Assessments (20%)

##### **In-Class Writings / Quizzes**

Every 2-3 weeks, students will complete timed in-class writing assessments. These formative assessments will be based on materials and topics addressed in class. They will cover content, literary strategies, and relevant vocabulary (definitions & use in context). They will also complete practice multiple choice exercises.

#### Classwork (20%)

##### **Focused Free Writes, Topic Questions, Close Reading Exercises, Graded Discussions & Exit Tickets.**

Class work will consist of a combination of whole class & small group analyses of text, 5-7 minute responses to focus prompts based on the assigned readings, Topic Questions (accessible via AP Classroom) and exit tickets as checks for understanding. A lot of class time will be devoted to analyzing and articulating the function of literary strategies such as diction, tone, imagery, and symbolism in the assigned texts. Participation in these discussions is vital towards student learning and will be graded.

#### Summative Evaluation (25%)

##### **Tests: Multiple Choice & Free-Response Questions**

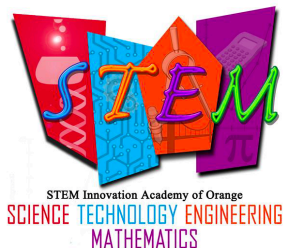
Tests will be timed essay responses that follow the format of the AP English Literature & Composition exam. They will be assessed using the 6-point rubric used by the College Board for free-response questions. Before taking these tests, students will have opportunities to score sample essays as well as those of their peers. There will also be opportunities for students to complete timed multiple-choice questions accessible via the AP Classroom.

#### Authentic Assessments (25%)

##### **Major Essays with process pages, collaborative group work, and presentations**

Major essays will be process writings. For each essay assignment, students will be required to produce three drafts:

1. Initial (Loose) Draft, - this will receive peer feedback
2. Second (Developing) Draft, - this will receive teacher feedback
3. "Final" (Formal) Draft with Process Page.



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Students will be assessed on their ability to fully participate in the writing process so it is crucial to submit all materials associated with the assignment.

### **ACADEMIC DISHONESTY**

Pupils are expected to be honest in all of their academic work. To ensure the integrity of STEM Innovation Academy of the Oranges' educational program, a strict adherence to our district policy of academic dishonesty will be enforced. Students are expected to be honest in order to learn and grow as responsible and ethical citizens. Any breach of this standard endangers the learning process and impugns the integrity of the entire school community. The purpose of education is to prepare students to become lifelong learners, and dishonesty undermines and inhibits that process. No forms of personal and/or academic misrepresentation are permitted. A student, whether cheating alone or helping another person to cheat, will be subject to the disciplinary procedure.

Students will be expected to:

1. Complete his/her own academic work;
2. Refrain from sharing assignments unless authorized to do so;
3. Refrain from engaging in plagiarism when doing research; and
4. Adhere to classroom academic standards when testing.

### **MAIN TEXTS**

*At least three of the novels/plays listed below, as well as*

*AP English Literature & Composition Prep 2022 (Princeton Review)*

*Bless me, Ultima (Rudolfo Anaya)*

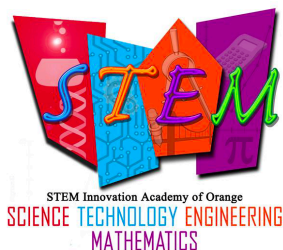
*Fences (August Wilson)*

*The Great Gatsby (F. Scott Fitzgerald)*

*The Kite Runner (Khaled Hosseini)*

*Sing, Unburied, Sing, (Jesmyn Ward)*

*Their Eyes Were Watching God, Zora Neale Hurston*



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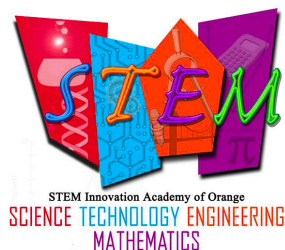
### SHORT STORIES

The following is a partial list of short stories (19<sup>th</sup>-21<sup>st</sup> century) that will be read, analyzed and written about over the course of the year: "A Very Old Man with Enormous Wings" (Gabriel Garcia Marquez), "The Lesson," Toni Cade Bambara, "The Lottery," Shirley Jackson, "The Scarlet Ibis," James Thurber, "Speech Sounds" (Octavia Butler), "The Devil and Tom Walker" (Washington Irving), "The Story of an Hour" (Kate Chopin), "Becky" (Jean Toomer), "Bartleby, the Scrivener" (Herman Melville), "Everyday Use" (Alice Walker), "The Life you Save May Be Your Own" (Flannery O'Connor), "There Will Come Soft Rains" (Ray Bradbury), "The Necklace" (Guy de Maupassant), "A Rose for Emily" (William Faulkner), "The Man with the Twisted Lip" and "A Case of Identity" (Sir Arthur Conan Doyle), "The Yellow Wallpaper" by Charlotte Perkins Gillman, "An Occurrence at Owl Creek Bridge" (Ambrose Bierce), "The Fall of the House of Usher" (Edgar Allan Poe), "A Rose for Emily" (William Faulkner), and "Girl" (Jamaica Kincaid), "Everyday Use," Alice Walker, "The Lifeguard," Mary Morris.

### POETRY

The following is a partial list of poems (16<sup>th</sup> – 21<sup>st</sup> century) that will be read, analyzed and written about over the course of the year: "Introduction to Poetry" and "The Effort" (Billy Collins), "Digging," Seamus Heaney, "Sonnet 18" (William Shakespeare), "Those Wintry Sundays," Robert Hayden, "My Papa's Waltz," Theodore Roethke, "A Small Needful Fact," Ross Gay "Sonnet 10" (John Donne), Sonnet 43" (Elizabeth Barrett Browning), "Yet Do I Marvel," "Heritage" (Countee Cullen), "If We Must Die," "The White House" (Claude McKay), "Kabnis" (Jean Toomer), "Finna" (Nate Marshall), "Dulce et Decorum Est," Wilfred Owen, "Remember," Joy Harjo, "The Hill We Climb," by Amanda Gorman.

	"BIG IDEAS" / SKILLS	TEXTS	SELECT INSTRUCTIONAL ACTIVITIES
<b>Module 1 -Overview of course &amp; AP test; Introduction to Literary Terms and Short Fiction Analysis</b>			
Intro. to the course, literary terms & short fiction I	Character CHR. 1.A Setting SET 2.A Structure STR 3.A & 3.B Narration NAR 4.A & 4.B LAN 7.A	<i>How to Read Literature Like a Professor</i> "Everyday Use," Alice Walker  "The Story of an Hour" (Kate Chopin)	Review of literary elements and terms, as illustrated through the short fiction listed here.  *Diagnostic in-class essay  * Close reading * Discussion



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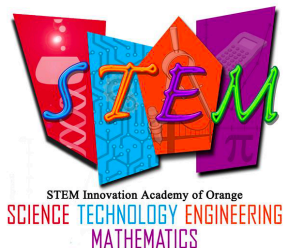
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	<p>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases</p>	<p>Variety of short stories, as listed above and by College Board.</p>	<p>* Writing &amp; Analysis: begin with short analytic writing assignments, and build skills &amp; knowledge leading to full essays. Focus Areas: details that illustrate the setting, sequence of events as expressed via narration, initial assessment of character's perspective &amp; motives.</p> <p>*Focused Free Writes ; Timed essays and revision, silent close reading (with annotation) of a variety of short stories, including "A Very Old Man with Enormous Wings."</p> <p>*In-Class and process writing. Sample writing prompt: "Based on your reading &amp; analysis of "A Very Old Man with Enormous Wings", build an argument as to whether he is an angel. Be sure to include textual evidence &amp; focus on literary strategies that support your claim."</p> <p>*Timed essays in response to past AP FRQ writing prompts.</p> <p>* Practice identification of literary terms; group</p>
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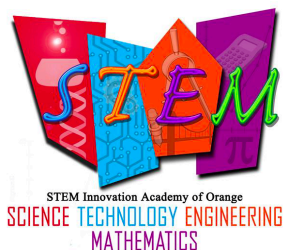
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			presentation on short story *Personal Progress Check
<b>Module 2: Poetry &amp; Summer Reading</b>			
Poetry I: Intro to Poetry Across Centuries & Cultures  Summer Reading: <i>The Kite Runner</i>	Character CHR 1.A Structure STR 3.C & 3.D Figurative Language FIG 6.A & 6.B Literary Argumentation LAN 7.A	Selection of poems (including but not limited to those listed above. "Introduction to Poetry," (Billy Collins), "Sonnet 18" (William Shakespeare) A "Dulce et De Decorum Est," Wilfred Owen "Sonnet 43" (Elizabeth Barrett Browning) "Sonnet 10" (John Donne) "Yet Do I Marvel?" & "Heritage" (Countee Cullen) "If We Must Die" & "The White House" (Claude McKay) "Finna" (Nate Marshall) Poems by Joy Harjo	*Students work in small groups on analyses (using a graphic organizer) and then brief presentations of the treatment of love in Shakespeare's "Sonnet 116" as compared to Browning's "Sonnet 43." Focus areas: Structure, Shifts, Uses of Simile and/or Metaphor. * In-Class Writing: AP Classroom Prompt *Personal Progress Check *Test 1 (MCQ) * Discussion and analysis of big themes of <i>The Kite Runner</i>
<b>Module 3 - Longer Fiction</b>			





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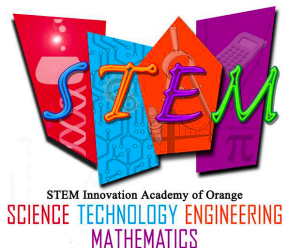
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<p><i>Sing, Unburied, Sing</i>, by Jesmyn Ward;  <i>The Great Gatsby</i>, F. Scott Fitzgerald; <i>Bless Me, Ultima</i>, Rudolfo Anaya</p>	<p>Character            CHR 1.A, 1.C, 1.D            Setting            SET 2.A, 2.C            Structure            STR 3.B, 3.C, 3.E &amp; 3.F            Narration            NAR 4.D            Figurative Language            FIG 5.C            Literary Argumentation            LAN 7.A – 7.E</p>	<p><i>The Great Gatsby</i> (F. Scott Fitzgerald)   <i>New York: A Documentary Film</i> (Ric Burns)</p>	<p>*Students examine the various techniques used by the authors to create meaning in the text. By selecting a specific thematic thread and following its development, they will craft a well-written analysis, providing text evidence            *Students will complete Small Group Critique (SGQ) of drafts (peer review)            *Personal Progress Check            *Major Essays 1(to be assessed using the six-point rubric)</p>
<b>Module 4: Drama</b>			
<p>Drama: <i>Fences</i>, August Wilson</p>	<p>Character            CHR 1.A, 1.B, 1.E            Structure            STR 3.A – 3.B, 3.D-3.F            Narration            NAR 4.C-4.D            Figurative Language            FIG 5.A, 5.C            Literary Argumentation            LAN 7.B – 7.E</p>	<p><i>Fences</i>, August Wilson</p>	<p>*Using a graphic organizer, students keep track of when shifts occur in the play that reveal important pieces of the layered plot.            *In-Class Writing. After completing several close readings, students will address the following prompt: Based on the soliloquies, dialogue, and plot development in the play, build an argument as to what Wilson is articulating about the nature of family, relationships, race and</p>



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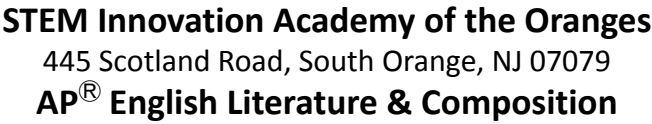
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			<p>racism in America, human existence, and relevant topics. View film version of play.</p> <p>*</p> <p>*Personal Progress Check</p> <p>* Major Essay 3.</p> <p>(Evaluated using the 6-point analytic rubric)</p>
<b>Module 5 - Epic Poems</b>			
Inaugural poems	<p>Structure</p> <p>STR 3.C</p> <p>Figurative Language</p> <p>FIG 5.A &amp; 5.B, 5.D</p> <p>FIG 6.B – 6.D</p> <p>Literary Argumentation</p> <p>LAN 7.B – 7.E</p>	<p>“The Hill We Climb,”</p> <p>Amanda Gorman</p>	<p>*In small groups, students explore the figurative language, historical allusions, imagery</p> <p>In-Class Writing. Prompt: Explore how literal &amp; figurative language – specifically symbols and imagery - create multi-layered themes in this poem.</p> <p>*Students will complete SGQ (rounds of peer review)</p> <p>*Major Essay 2</p>



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I, the undersigned student, have reviewed with my parent/guardian the expectations of the AP English Literature & Composition class as outlined in the syllabus and accept the terms and expectations as they are laid out.

I understand that my parent/guardian may be contacted if I am found to be in serious default of my expectations, solely for the purpose of correcting the problem before my grades are negatively impacted.

(Student signature) (Name) (Date)

(Parent/guardian signature)                      Contact email)                      (Contact phone)

## Internet access at home?

	Yes
	No

Any other information I should know:

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