Objective:

-Students will be able to apply and analyze Foster’s arguments on literature with their own writing in a well developed, revised, and supported essay (C5, C7, C8).

Essential Questions:

* What vocabulary should be used for critical analysis and writing?
* What devices and views does Foster promote in his book when approaching literature?
* How can select poems, novels, and short stories fit into Foster’s views of critical literary analysis?

Paper Description (per syllabus)

* ***Literary Application Paper***—Students will pick at least one piece of literature from one of the following: their previous English courses, the unit poetry selections, short stories, and/or summer reading, and apply at least **FOUR** of Foster’s views to the literary piece. Students will need to use cited evidence from both pieces of literature and create a logical argument. Students will share their first drafts with small groups for a critique, revise on a 2nd draft, and submit a final draft (3rd draft) that is 3-4 pages long (C2, C3, C5, C7, C8).

Conventions/Logistics:

* 3-4 pages
* 12 pt Font, Times New Roman only.
* *MLA Header:* Full Name, Date, and AP Literature/Composition.
* Cited Evidence from both Foster and at least one supplementary text.
* At least one “12-sentence paragraph.”

WHAT YOU NEED TO DO NOW…

*Make sure as you read, you are taking note of important passages, theories, etc. for BOTH seminar and this future paper. Think about literature you have read in the past that could be a good focus, but realize it should be AP worthy and appropriate (so books like Twilight do NOT count).. Also, think about literature you are reading during this first unit. We will be looking at several short stories coming up, and we also just read two books over the summer that could serve as great options for your literature choice.*

Questions/Concerns/ Brainstorming and Ideas: