

**APE Lit. & Comp. Assignments**  
**Weeks 7 & 8 (September 30-October 11, 2013)**

**Monday, September 30, 2013:** Students turned in theme statements, and turned in blue literature anthologies. Students worked in pairs and small groups to build consensus regarding last week's multiple-choice practice, and discussed correct answers as a class. Students have no homework tonight.

**Tuesday, October 1, 2013:** Students finished going over correct answers to the multiple-choice section from last Friday. Some classes had enough time to complete a brief, introductory exercise involving tone analysis. Students have no homework tonight.

**Wednesday, October 2, 2013:** Students completed a voice lesson over DETAIL as bell work, then received their TONE poster assignment and had time to work on it in class. As homework, students are to finish their TONE posters.

**Thursday, October 3, 2013:** Students presented their TONE posters to their classmates. Students then worked through several thinking and writing exercises over DICTION. Students are to complete the practice on the final page of the handouts as homework.

**Friday, October 4, 2013:** Students completed multiple-choice practice, reviewed answers, and received homework--students are to read two passages (and use yesterday's DICTION passage for writing formatting and guidelines), then compose an introductory paragraph and DICTION paragraph for each of the two passages.

**Monday, October 7, 2013:** Students completed a new set of thinking and writing exercises over DETAIL and IMAGERY (except first period, who will receive their packets tomorrow). Students are to finish the practice in the packet/handouts.

**Tuesday, October 8, 2013:** Students returned to class with their DETAIL packets (first period received theirs). Students and the teacher reviewed student work in the packets and discussed progress with composing "chunks" that produce literary analysis. Students received a copy of the Henry James passage to analyze in terms of its use of DETAIL by way of paragraph construction and composition (minimum chunks: two).

**Wednesday, October 9, 2013:** All classes completed a DETAIL voice lesson as bell work. Students in the morning classes (first and third periods) considered context and content in the Henry James passage, and how those elements contribute to a proper reading and understanding of TONE in the passage. The teacher advised those classes to take their DETAIL paragraphs home and revise them accordingly (especially with adjustments to their TONE assessments). Students in the afternoon classes (fourth through seventh periods) turned in their DETAIL paragraphs and then worked on completing TONE vocabulary lists. Those lists should be completed as homework if necessary.

**Thursday, October 10, 2013:** Students in the morning classes received their TONE vocabulary lists and are to have all terms defined by the start of class next Tuesday. Other classes took a few minutes to finish theirs if needed. The teacher opened class with a few announcements about upcoming interruptions to the class, and then students received practice packets for POINT OF VIEW. Students worked through the examples and are to compose a point of view analysis paragraph over the Flaubert (*Madame Bovary*) excerpt. This will be due tomorrow at the start of class.

**Friday, October 11, 2013:** Students turned in paragraphs, completed multiple-choice answers, reviewed their choices, and then received the weekend homework task: read "The Birthday Party," write an introductory paragraph and point of view analysis paragraph, AND re-write the story from a different point of view. All work is due at the start of class Monday.