

**Portrait of the Artist as a Young Man by James Joyce**  
**AP English Literature & Composition**  
**Meyer-Maite**

**Due Dates 09-10**

**Decade Handout:** Due Thursday, November 18

**Chapter I:** Friday, November 19

**Chapter II:** Monday, November 29

**Chapter III:** Thursday, December 2

**Chapter IV:** Monday, December 6

**Chapter V:** Friday, December 10

**Timed Writing on Joyce:** Monday, December 13

**Details**

- ◆ On days chapters are due, there will be a quiz.
- ◆ **Students are expected to generate class discussion based on their journals.**
- ◆ Journals may be used both on quizzes and on the timed writing.
- ◆ If you are afraid that you will forget information for a quiz, please feel free to record it in your journal.
- ◆ Each chapter journal is valued at 20 points.
- ◆ Journals must be word processed, and **discussion for each chapter should be several pages in length.**

**Journal Ideas:** Excerpt quotes and comment on the following:

- Motifs
- Birds/air
- Water
- Journey
- Seeing
- Epiphanies – each chapter has one
- Allusions
- Style
- Other ideas
- Please be prepared to discuss at least 3 quotes which you use in your journal as well.

## **The Final Timed Writing Prompt**

In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on a single novel or play, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole. Avoid mere plot summary.

**Rubric:** The score reflects the quality of the essay as a whole—its content, its style, its mechanics. Students are rewarded for what they do well. The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These persuasive essays describe a representation of childhood or adolescence in a novel or play and explain how this representation shapes the meaning of the work as a whole. Selecting apt and specific examples, they describe a childhood or adolescence and cogently argue for its significance. Given that the prompt called for a discussion of a conception of childhood, students should not be penalized for selecting more than one character to illustrate this representation. These essays need not be flawless. Nonetheless, they exhibit the ability to sustain a thesis while discussing a literary work with understanding and insight. The best essays demonstrate the ability to compose with clarity and sophistication.
- 7–6** These competent essays present a representation of childhood or adolescence in a novel or play and coherently discuss its contribution to meaning. Although these essays have some insight, the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of ones in the 9–8 range. References to the text may not be as apt or as persuasive. These essays demonstrate the ability to express ideas clearly, but they do not exhibit the same level of mastery, maturity, or control as the very best responses. They are likely to be briefer, less incisive, and less well supported than those in the 9–8 category.
- 5** These essays, though plausible, are characterized by superficiality. They may refer to a depiction of childhood or adolescence and offer some discussion of its significance; however, these essays do not accomplish one or both of the tasks in sufficient depth or with sufficient development. They may rely on unsubstantiated generalizations, or the significance to the meaning of the work may not be soundly addressed. Discussion, though not inaccurate, tends to be thin and may rely on plot summary more than essays in the 7–6 range do. These essays typically reveal unsophisticated thinking or immature writing. Although the writing is adequate to convey ideas and is not marred by distracting errors, these essays are not as well conceived, organized, or developed as those in the 7–6 category.
- 4–3** These lower-half essays reveal an incomplete or oversimplified understanding of the meaning of the work or of the task itself. They may fail to link the representation of childhood to the larger meaning of the text. Their assertions may suggest a misreading (that is, the interpretation may be implausible or irrelevant), or the work may be poorly chosen for the question. These essays may rely almost entirely on plot summary. Often wordy and repetitious, the writing may reveal uncertain control of the elements of college-level composition and may contain recurrent stylistic flaws. Essays that contain some misreading and/or inept writing should be scored a 3.
- 2–1** These essays compound the weaknesses of those in the 4–3 range. They may seriously misread the work. Often they are unacceptably brief. Although some attempt may be made to answer the question, the observations are presented with little clarity, organization, or support from the text. These essays may be poorly written on several counts and may contain distracting errors in grammar and mechanics. Especially inept, vacuous, and/or unsound essays must be scored a 1.

<b>Ages 8-9 (3<sup>rd</sup> – 4<sup>th</sup>)</b>	<b>Ages 10-11 (5<sup>th</sup> – 6<sup>th</sup>)</b>	<b>Ages 12-13 (7<sup>th</sup> – 8<sup>th</sup>)</b>	<b>Ages 14-15 (9<sup>th</sup> - 10<sup>th</sup>)</b>	<b>Ages 16-18 (11<sup>th</sup> -12<sup>th</sup>)</b>
Hobbies & Interests/School & Social Life Focus/ Dreams & Life Ambitions	Hobbies & Interests/School & Social Life Focus/ Dreams & Life Ambitions	Hobbies & Interests/School & Social Life Focus/ Dreams & Life Ambitions	Hobbies & Interests/School & Social Life Focus/ Dreams & Life Ambitions	Hobbies & Interests/School & Social Life Focus/ Dreams & Life Ambitions

Look at the development of yourself in the span of a decade. Analyze yourself. What's changed? What's become unimportant to you? What's stayed the same? What have you let go of? How have your dreams changed? Have you placated yourself in anyway? Is life more complicated? Have you delegated convictions with a specific purpose or have certain focuses grown numb to time and realistic allowances? Is life harder now? Has this changed the perception of yourself and your place in this world? Do you feel more or less optimistic? Are you as passionate now? Can you see how your choices have made you what you are or have choices been made for you making you who you are?