

## AP Literature and Composition

Where do I fit in?

What motivates human to act?

Why is acceptance important to one's existence?

### **Course Description:**

AP courses are college level classes on a high school campus. This course is designed to prepare students to take the required AP exam in May. We will focus on close reading and critical analysis of imaginative literature spanning from the sixteenth to the twenty-first centuries and a variety of genres. Students will read a few works deliberately and thoroughly to take time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. This curriculum emphasizes the craft of literary artistry as well as considerations of the social and historical implications of a work and the necessary critical thinking and writing skills required to successfully comprehend and complete the AP exam in May. Students may receive college credit depending upon the score earned.

### **Supplies—to bring to class everyday:**

1 three ring binder

tab dividers

Notebooks for reading journals (Sept.-Jan/Feb-June)

1 flash drive

Notebook Paper – wide ruled

Black/blue pens

Post-it notes

folder with pockets

**Ongoing assignments:** ---AP Multiple Choice Questions, Timed Responses to direct AP free response prompts, Reader Responses, write, revise, and edit essays, Daily Oral Participation, Poetry Reactions, Note Taking, Close Reading

**Grammar mini lessons** will be incorporated. Source of material will come from student essays and the errors will turn into grammar lessons and homework.

**Academic Vocabulary** will be addressed with each skill covered, their addition to toolbox and their application in journal entries, discussions, annotation, and essays. **Textual Vocabulary** will be added into reading journals and reading notes.

Students will keep a reading journal in which they will keep notes on their annotations, discussion and their thoughts on a particular poem or excerpt from prose. Journals will be collected and graded bi-weekly. Information gained from journals will help facilitate classroom discussion.

**The College Essay** will be introduced and discussed. Students are encouraged to work on these independently. Can make appointments with me outside of class.

**Essays-** Student papers (in class timed writing) will be submitted for teacher conferencing (Homework grade) and students will then submit a revised paper that will be graded based on:

AP Literature 9 point Rubric and the student’s attention given to suggested revisions and actual application of suggested revisions.

For their portfolio, student will also be required to complete writings in the category of: explanatory, argumentative, and persuasive as well as an end of the year reflection on their connection to the plays, novels and poems read from grades 9-12.

Students will also include in their portfolio analytical, argumentative essays. Students will draw upon textual details to make and explain judgements about a works artistry and quality and its social and cultural values.

**Poetry\*** will not be limited to one unit. Students will be working on poetry from the first day of school until the end. There will be poems used in connection to the novel or play they are reading. Students will look at the theme, imagery, figurative language, diction and syntax in the poem in order to connect it to text they are reading.

**Prose\*\*\*\*** will be treated the same way. Students will be given excerpts from various short stories and novels in which they will apply their knowledge of what is in their wealth of knowledge and literary terms tool box to briefly address writing prompts and or create an original piece (poem, letter, descriptive paragraph, short story etc.)

The background of the author, setting, time and information on what is going on in society at the time will be addressed before the reading of each novel. Students will also be given the task to look this up for homework and present information at the beginning of class. Students will understand that era, setting, and author’s life experience play a role in the creation of a literary piece.

	Resource/Novel/Poem	Activity
Marking Period 1	<u>Brave New World</u> - Aldous Huxley or <u>Fahrenheit 451</u> by Ray Bradbury and <u>Things They Carried</u> - Tim O’Brien  <b>(Summer reading)</b>	Reading check test Multiple choice for novel, <u>Things they Carried</u> BNW or F451 an essay Writing Prompt Free response <b>Essay Question #3</b> from AP Lit Exam-Writers often highlight the values of a culture or a society by using characters who are alienated from that

		<p>culture or society because of gender, race, class, or creed. Choose a novel or a play in which such a character plays a significant role and show how that character's alienation reveals the surrounding society's assumptions or moral values.</p>
	<p>Model College Essay</p>	<p>College Essay Draft- Personal narrative Student s will be given guidance on voice, syntax, details , varied language and sentence structure -done outside class draft review by appt. and on half days scheduled in Oct. and Nov. as needed</p>
	<p>Brave New World- Independent read</p>	<p>In reading journal (for each chapter), students will identify theme, symbols, motifs, allusions and connections to F451.</p> <hr/> <p><b>Essay:</b> Aldous Huxley stated in the forward to the novel that “The theme of Brave New World is not the advancement of science as such; it is the advancement of science as it affects individuals. In a well-developed essay, defend how Brave New World is</p>

		a novel of literary merit. Your consideration may include, but is not limited to: development of theme, symbolism, social/historical significance and conflict/resolution.
	The Art of Fiction-David Lodge List of imp. Lit Terms	Boot Camp Review of rubrics used Students will begin building Literary terms` toolbox
	Perrine's Sound and Sense: An Intro to Poetry-Johnson and Arp	Read pgs. 2-4 Chapter 1 Read pgs. 22-24 Chapter 2 Homework for class discussion
	Excerpts from Bible-Genesis Temptation of Eve- John Milton Cain and Abel	Reading Notes focused on Milton's interpretation of the fall of Adam and Eve. Students will create a toolbox of Biblical terms/references (students will create a toolbox of terms and concepts that may be alluded to later) <b>Allusion</b>
	Epic Poem- Beowulf (Grendel)	In class reading and note taking Prompt notes into reading journal. Choose a character in a novel or play who might, based on their action, be considered evil or immoral. Explain how and why

		<p>the character makes the reader react more or less sympathetically than usual</p> <p>AP Lit. rubric</p>
	<p>Frankenstein (4 weeks)</p>	<p>Background Mary Shelley</p> <p>Read six chapters per week</p> <p>Take notes, quizzes every six chapters</p> <p>Students will compose an essay based on the theme of individualism and the quest to be accepted by a society (in a critical status driven society). Can connect to poems read as well as the character of Grendel in Beowulf</p>
<p>Marking Period 2</p>	<p><u>Their Eyes Were Watching God</u> (independent read)</p>	<p>Background Zora Neale Hurston</p> <p>Reading Notes Are Due</p> <p>AP Prose Prompt/Discussion</p> <p>Students will look at the authors use of geographical locations and imagery and write an essay on the how the setting and images how they affect the characters and tone of the novel.</p> <hr/> <p><b>Essay:</b> Read the passage from chapter 16 page 145, “Once having set up her</p>

		<p>idols and built alters to them.... Oh, for an army terrible with banners and swords. Then write a well-organized essay in which you analyze the central metaphor and explain what is being revealed about the character of Mrs. Turner</p> <p>Paper due for teacher conferencing Final draft due date (TBA)</p>
	<p>“Eleven”- Sandra Cisneros Poem “15”- William Stafford</p>	<p>Close Read (Talk Around) TP-CASTT notes in journal Addressing connection between the poem and short story.</p>
	<p>Tragedy of Hamlet or Tragedy of Macbeth- William Shakespeare</p>	<p>In Class read aloud Note taking (in journal) Reading Quizzes for each Act For Hamlet- Re-read Hamlet’s soliloquy, 4.4.34-69. Then, in a well-organized essay, discuss how Hamlet uses rhetoric to achieve a specific purpose. For Macbeth- Read soliloquy after Lady Macbeth’s death, Lady Macbeth’s Out, out Damned spot and Out, Out, by Robert Frost and identify</p>

		connection of the theme.
	Arthur Miller- “Tragedy and the Common Man”	Background Arthur Miller Annotate- SOAPStone- complete chart for grade Compare to Aristotle’s tragic hero (in writing journal)
	<u>Death of a Salesman</u> - Arthur Miller	Read play independently/answer prep questions Socratic Seminar Essay on the Modern day tragic hero where students will analyze how Arthur Miller portrayed the Tragic Hero in the play Death of a Salesman.
	Satire- Importance of Being Earnest Modest Proposal Excerpts from Animal Farm	Background Oscar Wilde Close reading/ Talk About Notes and reflection responses in journal
	Book of choice from 3-4 available titles**	Choose Book and Group Reading Notes Due Look at your book through a critical lens (packet on critical lens will be distributed also on Purdue Owl) Presentation for class (will require research)

	Group discussions begin followed by presentations date TBD??? Mid Terms or Acuity Assessment	Presentation of book to class Discuss: author, theme, setting, motifs/symbolism, critical lens. Prezi, PowerPoint
Marking period 3-4	Whole reading poetry, students will keep a journal of Contemporary and Classic poetry	Create a toolbox (poetic lit. terms) and complete exercises that prove students can apply what they learned about the term. Also, students will paraphrase poem to demonstrate their interpretation of the poem
	Poetry Unit Pre 20 <sup>th</sup> Century poetry-Modern) Poetry will be done daily up until AP exam	Close reads TP-CASST and SIFT exercise Poetry Research paper- Students will research one poet and look at 2-3 of their poems with a common theme and write a paper based on language style, and tone
	(Poetry continues)	Compare and contrast poems of similar themes Poetry Paper- research paper due Students will present their poet and poems to class

**\*Poems- These are a few that will be used for discussion along with Novels/Plays**

Shelley- Galway Kinnel

Alice Walker- Woman

Still I Rise – Maya Angelou

Richard Cory-Edwin Robinson (listen to song Richard Cory by Simon and Garfunkel)



Break of Day- John Donne  
Disgust- Elizabeth Scanlon  
Departmental – Robert Frost  
The Hollow Men T.S. Eliot

**\*\*Books for groups to choose for independent Read project**

Sun Also Rises    Bluest Eye    Joy Luck Club    Fahrenheit 451  
Huck Finn    Jayne Eyre    Kite Runner    The Awakening

**\*\*\*Poetry will include the following authors, but not limited to:**

W. H. Auden, Elizabeth Bishop, William Blake, Gwendolyn Brooks, George Gordon, Lord Byron, Geoffrey Chaucer, Lucille Clifton, Samuel Taylor Coleridge, Billy Collins, Emily Dickinson; John Donne, Rita Dove, Paul Laurence Dunbar, T. S. Eliot, Robert Frost, Seamus Heaney; George Herbert, Robert Herrick, Langston Hughes, Ben Jonson, John Keats, Robert Lowell, Andrew Marvell, John Milton, Sylvia Plath, Edgar Allan Poe, Alexander Pope, Adrienne Rich, Anne Sexton, William Shakespeare, Wallace Stevens, Alfred, Lord Tennyson, Dylan Thomas, Walt Whitman, Richard Wilbur, William Carlos Williams, William Wordsworth, William Butler Yeats

**\*\*\*\*Short Stories include the following, but not limited to:**

“The Story of an Hour” by Kate Chopin  
“A Rose for Emily” by William Faulkner  
Excerpt from *A Secret Sorrow* by Karen Van Der Zee  
“A Sorrowful Woman” by Gail Godwin  
“Miss Brill” by Katherine Mansfield  
“Popular Mechanics” by Raymond Carver  
“A Good Man is Hard to Find” or “Good Country People” or “Revelation” by Flannery O’Connor  
“The Hills are Like White Elephants” by Ernest Hemingway  
“A Modest Proposal” by Jonathon Swift  
“The Rape of the Lock” by Alexander Pope