

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

## Course Description

AP English Literature & Composition is an introductory college-level literature and writing course designed by the CollegeBoard and offered at the high school level in accordance with CollegeBoard requirements described in the AP English Course Description. It is designed to prepare students to successfully complete the AP English examination and receive college credit at participating colleges and universities.

As stated in the AP English Literature and Composition Course Description, “The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (7).

Writing instruction will include attention to the following core elements of the AP English Literature scoring criteria:

- fully responding to a given prompt with a defensible thesis that presents an interpretation and may establish a line of reasoning;
- making textual references (direct quotes or paraphrases) that are relevant to the thesis;
- providing well-developed commentary that consistently and explicitly explains the relationship between the evidence and the thesis;
- demonstrating sophistication of thought and/or developing a complex literary argument;
- and writing with a grammatical and/or mechanical sense of authority and style.

Throughout the course students will practice both timed essays and longer out-of-class papers. Through constructive feedback from both the instructor and peers, students will revise some of their pieces into polished final drafts.

Most important to success in AP English Literature is hard work on the part of each individual student as evidenced by the careful reading of texts, engagement in class discussions, and timely completion of all work, ever seeking to improve as an accurate reader and effective writer.

Although there are no prerequisite courses for AP English Literature and Composition, students would benefit from having taken American Literature, in which they read authors such as Fitzgerald, Hemingway, Williams, and Salinger, and also British Literature, in which they read authors such as Huxley, Orwell, Stoppard, Austen, Shakespeare, Beckett, Dickens, and Tolkien, as well as *Beowulf* prior to taking this course. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

## Course Texts

The primary texts students will use in the course are *Literature: An Introduction to Reading and Writing* by Edgar V. Roberts and *Literature: Reading, Reacting, Writing* by Laurie G. Kirszner and Stephen R. Mandell. The course also includes assorted novels and plays such as, *King Lear* by Shakespeare, *Death of a Salesman* by Miller, *Bartleby, the Scrivener* by Melville, *Metamorphosis* by Kafka, and *The Old Man and the Sea* by Hemingway.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

## Big Ideas and Enduring Understandings

“The big ideas and enduring understandings serve as the foundation of the AP English Literature and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding” (15).

- **CHARACTER** - Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
- **SETTING** - Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- **STRUCTURE** - The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- **NARRATION** - A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- **FIGURATIVE LANGUAGE** - Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- **LITERARY ARGUMENTATION** - Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

## Reading & Writing Assignments

Students are expected to read each assigned text in a timely manner and carefully. Close readings of texts will require more time than pleasurable reading and likely require multiple readings and annotation (especially as it relates to poetry). Students are encouraged to keep a reader-response journal in which they can free-write responses to the works studied as well as record key quotes and vocabulary for each work.

In terms of writing, students will write multiple timed essays, formal critical papers, and creative assignments in relation to the assigned texts and units of study. Opportunities for peer review, writing workshops, and teacher conferences are included throughout the course.

All work must be completed and ready for submission or discussion on the dates assigned. A monthly calendar will be provided each month via Google Classroom (see join code in the header) beyond what is found in this syllabus. *Late work should not even be seen as an option!* If you plan to be out of class on a day an assignment is due (i.e, field trips, show choir), that assignment must somehow find its way to me either in paper form or via email or Google Classroom.

## Harrisburg University Partnership

Students will have the opportunity to take advantage of a partnership with Harrisburg University to earn transferable college credit while taking the AP English Literature and Composition course apart from passing the AP exam in May. More information will be available at an informational meeting in September.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

As part of our partnership with Harrisburg University, our course will also address HU's Course Learning Objectives (CLOs). Upon successful completion of this course, students will be able to demonstrate the following skills:

- **Critical Thinking**
  - Identify an author's purpose and audience
  - Analyze a work's structure and meaning
  - Evaluate how an author's style and writing strategies add to or detract from a written work
- **Communication: Writing**
  - Engage in process writing, which includes brainstorming, incubating, outlining, preparing drafts, identifying when external sources are necessary, reacting to peer evaluation, and revising drafts
  - Write essays that are clearly organized and focused on a well-defined thesis statement
  - Produce written work that is made interesting and persuasive through illustration and evidence
  - Produce grammatically correct written work using an appropriate style and tone as well as correct use of punctuation, spelling, and other mechanics
- **Information Literacy**
  - Use library databases and/or reputable online resources
  - Assess research sources critically to determine their relevance and credibility
  - Synthesize source material into your writing by summarizing, paraphrasing, and quoting appropriately
  - Correctly document sources in the APA style
- **Teamwork and Collaboration**
  - Work and learn collaboratively with other students by examining and discussing class writing assignments and readings
- **Ethical Awareness and Reasoning**
  - Evaluate all reasonably connected consequences of an ethical decision in a given ethical problem
  - Take a position and support it with ethical reasoning and evidence

Papers and essays already a part of the AP English Literature and Composition course will satisfy the requirements of the HU course assignments. Students will be instructed on how to write in APA format for these works.

## Grading

Unlike most high school courses, AP English Literature is designed to reward students who work hard and show commitment and improvement over the course of the year. Although student achievement will still be assessed through typical means such as written assignments, tests, quizzes, presentations, and homework, the final grade for each marking period will reflect the continued commitment on a student's part to put his or her best effort into each assignment and to be actively engaged in the class.

Grades will be weighted as follows:

- 45% = Papers & Essays
- 45% = Presentations, Tests, and Projects
- 10% = Homework, Classwork, Participation, and Quizzes

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

## **Student Conduct**

All students are required to abide by the GCHS Student/Parent Handbook and Code of Conduct, which includes academic integrity and personal responsibility for learning. Students are responsible for understanding the requirements for the course, for complying with school rules, and for complying with the Code. Students are responsible for reading and understanding the Code of Conduct and the school policy for internet usage, cheating, and plagiarism.

Some of the key qualities that define an exceptional student are as follows:

### **Attendance & Attitude:**

- Consistent attendance, arriving to class on time
  - Student comes ahead of time to get work if he/she knows he/she is going to be absent
  - If absent due to sickness, student takes the initiative to get make-up work
- When in class, the student is alert and maintains a positive and engaged attitude

### **On Task Participation:**

- Prepared to answer questions when addressed; no other work/cell phones out during class
- Freely participates in class discussions with insightful comments or raises thoughtful questions

### **Work Ethic & Effort:**

- All assignments are completed and on time, consistently demonstrating hard work and effort
- Student seeks additional help via teacher conferencing, peer-reviews, or other means as needed

### **Composition & Analysis:**

- Writing showcases insight and understanding of texts with well-explained, specific support
- Writing demonstrates effective composition through well-structured, well-written compositions
- Student revises writing to more effectively convey ideas, showing improvement over the year

## **AP Exam Information**

Beginning in the 2019-2020 school year, The College Board has mandated a new registration policy for AP Exams. Students will go online, via access code, to register for any given exam. Students will use the access code provided in class to begin the registration process. The fee for 2019-2020 is \$94. There is a reduced income-based fee of \$53 for students who qualify. Cash or checks made payable to "GCHS" must be given to Mrs. Lucido in the guidance office no later than November 1, 2019. If a student does register after November 1, 2019 and prior to March 13, 2020, there is an additional \$40 fee assessed (as per CollegeBoard policy). Students may cancel/change exams after the November 1, 2019 deadline for an additional \$40 fee.

## **Wide Reading Novels**

Each marking period students will be required to read a novel/play outside of class self-selected from a suggested AP English Literature wide reading list in order to prepare for the open-ended question of the AP English Literature exam. For each work you read, you will take a reading quiz under supervision AND write an essay responding to a self-selected previously released AP English open-ended prompt (a link to released prompts will be available on Google Classroom).

For your wide reading works, you must pick from the following lists (in any order):

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

1. Choose **TWO works** from the “Titles from Free Response Questions” list that includes every work referenced on the open-ended question of the AP English Literature exam since 1970. Some of the most referenced works include:
  - a. *The Invisible Man* – Ralph Ellison
  - b. *Wuthering Heights* – Emily Bronte
  - c. *Crime and Punishment* – Fyodor Dostoevski
  - d. *Jane Eyre* – Charlotte Bronte
  - e. *Heart of Darkness* – Joseph Conrad
  - f. *Moby Dick* – Herman Melville
  - g. *The Adventures of Huckleberry Finn* – Mark Twain
  - h. *The Portrait of an Artist as a Young Man* – James Joyce
  - i. *1984* – George Orwell
2. Choose **ONE play** from the selections below
  - a. *A Doll’s House* – Henrik Ibsen
  - b. *Oedipus Rex* - Sophocles
  - c. *The Glass Menagerie* – Tennessee Williams
  - d. *The Importance of Being Earnest* – Oscar Wilde
  - e. *Fences* – August Wilson
  - f. Any Shakespeare play not studied in high school
3. Choose **ONE novel or play of choice** (must be of literary merit and get my approval).

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

## Proposed Course Outline

### Unit 1 – Course Introduction and Short Fiction (~3 Weeks)

After introducing the course expectations, the focus will turn to an intense study and analysis of short fiction. As noted in the Course Description, “Understanding character, setting, plot, and narrator are fundamental to interpreting fiction. Unit 1 builds on student understandings of these fundamentals from previous courses while establishing a foundation for the skills and knowledge necessary for this course. Students begin to examine how these fundamental elements function in a text” (33).

Writing tasks in this unit will be focused on developing paragraphs that include a claim that demands defense and the textual evidence that provides that defense, with various paragraph structures practiced.

Works to be studied:

- from *The Standard of Living* by Dorothy Parker, *The Lottery* by Shirley Jackson, and *A Rose for Emily* by William Faulkner

Unit Skills to be Developed:

- Identify and describe what specific textual details reveal about a character, that character’s perspectives, and that character’s motives.
- Identify and describe specific textual details that convey or reveal a setting.
- Identify and describe how plot orders events in a narrative.
- Explain the function of a particular sequence of events in a plot.
- Identify and describe the narrator or speaker of a text.
- Identify and explain the function of point of view in a narrative.
- Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

### Unit 2 – Poetry (~3 Weeks)

As noted in the Course Description, “Poetry and prose differ in a variety of ways, with structure often being the most obvious and notable of these differences. Unit 2 explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations” (41). The focus of the poems will center around character (both as the speaker and subject of the poem) and include a study of word choice, simile, and metaphor.

Works to be studied:

- *Theme for English B* by Langston Hughes; *Manifesto: The Mad Farmer Liberation Front* by Wendell Berry; *Virtue* by George Herbert; and *The Trashpickers: Madison Street* by Naomi Shihab Nye

Unit Skills to be Developed:

- Identify and describe what specific textual details reveal about a character, that character’s perspectives, and that character’s motives.
- Explain the function of structure in a text.
- Explain the function of contrasts within a text.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of a simile.
- Identify and explain the function of a metaphor.



# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

- Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself
- *Compose a personal narrative (see assignment)*

## Unit 3 – Longer Fiction: Drama (~3 Weeks)

Through our study of Shakespeare's *King Lear*, we will explore "the development of characters, conflicts, and plots and how these relate and contribute to the representation of values" ("Course and Exam Description" 49). Specifically, we will drill down into the various characters' perspectives, noting how they shift over the course of the play and how the characters' actions or inactions reveal the characters' deeper motives.

Works to be studied:

- *King Lear* by William Shakespeare

Unit Skills to be Developed:

- Identify and describe what specific textual details reveal about a character, that character's perspectives, and that character's motives.
- Explain the function of a character changing or remaining unchanged.
- Identify and describe specific textual details that convey or reveal a setting.
- Explain the function of a significant event or related set of significant events in a plot.
- Explain the function of conflict in a text.
- Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.
- *Compose a critical analysis of a source relative to King Lear in our time (see assignment).*

## Unit 4 – Short Fiction II (~4 Weeks)

In our return to the study of shorter fiction, our focus will turn to complexity and nuance. As noted by the CollegeBoard, "Characters, plots, and dramatic situations - like people and events in the real world - are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make" (57).

Works to be studied:

- *Two Kinds* by Amy Tan; *Everyday Use* by Alice Walker; *Orientation* by Daniel Orozco; *The Things They Carried* by Tim O'Brien; and *I Stand Here Ironing* by Tillie Olsen

Unit Skills to be Developed:

- Identify and describe what specific textual details reveal about a character, that character's perspectives, and that character's motives.
- Explain the function of contrasting characters.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

- Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- Explain the function of setting in a narrative.
- Describe the relationship between a character and a setting.
- Identify and describe how plot orders events in a narrative.
- Explain the function of contrasts within a text.
- Identify and describe the narrator or speaker of a text.
- Identify and explain the function of point of view in a narrative.
- Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.
- *Compose a descriptive essay relative to the historical/social context of a text (see assignment).*

## **Unit 5 – Poetry II (~3 ½ Weeks)**

"In this unit, students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text" ("Course and Exam Description 67). As such, students will grow in their ability to interpret imagery, extended metaphors, personification, and allusion.

Works to be studied:

- *Musee des Beaux Arts* by W. H. Auden; *Dolor* by Theodore Roethke; *Sometimes in Winter* by Linda Pastan; *One Art* by Elizabeth Bishop, and "*Hope*" is the thing with feathers by Emily Dickinson

Unit Skills to be Developed:

- Explain the function of structure in a text.
- Distinguish between the literal and figurative meanings of words and phrases.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of an image or imagery.
- Identify and explain the function of a metaphor.
- Identify and explain the function of personification.
- Identify and explain the function of an allusion.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.



# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

## **Unit 6 – Longer Fiction: Novellas (~4 Weeks)**

This unit focuses on three novellas to broaden understanding of longer fiction. As noted in the “Course and Exam Description,” “Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed” (77). Students will specifically focus on the analysis of symbols in literary works in this unit as a foundation for future units.

Works to be studied:

- *Bartleby, the Scrivener* by Herman Melville; *The Old Man and the Sea* by Ernest Hemingway; and *The Metamorphosis* by Franz Kafka

Unit Skills to be Developed:

- Identify and describe what specific textual details reveal about a character, that character’s perspectives, and that character’s motives.
- Explain the function of contrasting characters.
- Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- Identify and describe how plot orders events in a narrative.
- Explain the function of a particular sequence of events in a plot.
- Explain the function of contrasts within a text.
- Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
- Explain how a narrator’s reliability affects a narrative.
- Identify and explain the function of a symbol.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.
- *Compose a critical evaluation of man’s place in the modern world (see assignment).*

## **Unit 7 – Short Fiction III (~4 ½ Weeks)**

Our final unit of study relative to short fiction “looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character’s epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations” (“Course and Exam Description 87). Students will also learn to transfer their comprehension of figurative language from our earlier unit on poetry to prose and will further understand the need to revise interpretations as they gather additional information.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

Works to be studied:

- *Blue Winds Dancing* by Thomas S. Whitecloud; *First Confession* by Frank O'Connor; *A&P* by John Updike; *An Ounce of Cure* by Alice Munro; *Good Country People* by Flannery O'Connor; *The Shawl* by Cynthia Ozick; and *The Masque of the Red Death* by Edgar Allan Poe

Unit Skills to be Developed:

- Explain the function of a character changing or remaining unchanged.
- Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- Explain the function of setting in a narrative.
- Describe the relationship between a character and a setting.
- Identify and describe how plot orders events in a narrative.
- Explain the function of a particular sequence of events in a plot.
- Explain how a narrator's reliability affects a narrative.
- Identify and explain the function of a symbol.
- Identify and explain the function of an image or imagery.
- Identify and explain the function of a simile.
- Identify and explain the function of personification.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- *Compose a compare and contrast essay on "A&P" and "An Ounce of Cure" (see assignment).*

## Unit 8 – Poetry III (~4 Weeks)

Our final unit of study relative to poetry will “continue to develop [a student’s] understanding of how to read a poem...focusing especially on how interpretation of a poem’s parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding the complexity of meanings” (“Course and Exam Description 97).

Works to be studied:

- *The Parable of the Old Man and the Young* by Wilfred Owen; *The Juggler* by Richard Wilbur; *Those Winter Sundays* by Robert Hayden; *My Papa's Waltz* by Theodore Roethke; *Sonnet 97* by William Shakespeare; and *A Valediction: Forbidding Mourning* by John Donne

Unit Skills to be Developed:

- Explain the function of structure in a text.
- Explain the function of contrasts within a text.
- Explain the function of specific words and phrases in a text.
- Identify and explain the function of a symbol.
- Identify and explain the function of a metaphor.
- Identify and explain the function of an allusion.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- Demonstrate control over the elements of composition to communicate clearly.
- *Compose an observation and response of a selected poem (see assignment).*

## Unit 9 – Longer Fiction: Drama II (~4 Weeks)

“Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character’s traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that events, conflicts, and perspectives of a narrative embody different values and the tensions between them” (“Course and Exam Description 105). By this point in the course, as we tackle Miller’s *Death of a Salesman*, students should have developed the ability to not only compose a nuanced literary analysis but also grow in their appreciation for a variety of genres, authors, and styles that will motivate them to continue engaging literature even after the course concludes.

Works to be studied:

- *Death of a Salesman* by Arthur Miller

Unit Skills to be Developed:

- Explain the function of a character changing or remaining unchanged.
- Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- Explain the function of a significant event or related set of significant events in a plot.
- Explain the function of conflict in a text.
- Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
- Identify and describe how plot orders events in a narrative.
- Explain the function of a particular sequence of events in a plot.
- Explain the function of contrasts within a text.
- Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- *Compose a cause and effect argument relative to a character in Death of a Salesman (see assignment).*

## Unit 10 – Film Analysis (~3 Weeks)

Our final unit of study focuses on film adaptations of classic literature. Students will be instructed on the key elements of film and staging and perform a “close-viewing analysis” of the film presented in order to critique its effectiveness in translating the text to the big screen. Students should become better critics of film and develop active viewing skills for all films. Specifically, students should focus on comparing and contrasting characters or works studied in the course with the films.

# AP English Literature & Composition Syllabus 2019-20

Mr. Anastasi – Room 209 – [vince.anastasi@gcasdk12.org](mailto:vince.anastasi@gcasdk12.org) - Google Classroom Code: z12ide

Works to be studied:

- *The Pursuit of Happyness* by Steven Conrad; *As You Like It* by William Shakespeare; and *Henry V* by William Shakespeare

Unit Skills to be Developed:

- Compare and contrast characters, plots, settings, and other details relevant to the specific film with previously studied works in class.
- Critically analyze how effective the directors and/or screenwriters are in translating fiction to film through the elements of film (cinematography, sound, lighting, camera angles, etc.).