

AP English Literature and Composition Syllabus

Advanced Placement English Literature and Composition is a grade 12 course with **an emphasis on literary analysis**. It is a **rigorous**, college level course, in which students study the art of reading and writing about great literature. Throughout the course, students will be assessed on their ability to effectively and cogently communicate their ideas about what they read, both **orally and in writing**. Students will be given multiple opportunities to practice these skills before they take their AP Exam in May. Most highly competitive college and universities will award college credit for your successful completion of the examination (a score of 3, 4, or 5 on the 15 scale of evaluation). The most competitive schools require a score of 4 or 5. To help you accomplish your goal, we will cover a significant number of works thoroughly rather than a great number of works superficially and sharpen your skills in **analysis, synthesis, and evaluation**.

This course is designed to comply with the curricular requirements described in the *AP English Course Description*. The AP Literature course will emphasize sophisticated analytical writing and speaking skills. In addition, all English 12 standards will be addressed, arming students with skills necessary for success in both college and the workplace. **The primary objective of this course, however, is that students will become lifelong lovers and critics of literature.** Through reading and writing, students get a chance to explore worlds and ideas outside of their own, enabling them to develop empathy for other genders, ethnicities, generations, nationalities, religions and cultures. *Literature is intimately involved in our quest to understand humanity and the societies we create.* In AP, students are given multiple opportunities to discover and confront issues and questions that exercise their minds and intellects. The course will focus on two overarching areas: **Interpretation** of complex texts (poems, plays, short stories, and novels) and **The technical aspects of writing** (*craft*). The texts for the course are selected for their broad themes and international literary merit.

Course Goals:

- Students will apply their knowledge of **word meaning strategies** to determine the meaning of new words encountered in reading materials and will use those words accurately.
- Students will read and understand material ranging from simple to complex. They will analyze the organizational patterns, arguments and positions advanced.
- Students will read and respond to historically or culturally significant works of literature.
- Students will write coherent and focused compositions that convey a well defined perspective and tightly reasoned argument.
- **Students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce compositions.** Writing will demonstrate a command of standard English, organization, and drafting strategies.

Course Objectives

- Students will use analogies to analyze specific comparisons, relationships and inferences
- Students will demonstrate knowledge of significant cultural, political and historical terms.
- Students will use elements of the text to defend interpretations and make assertions.
- Students will analyze the author's implicit/explicit philosophical assumptions and beliefs.
- Students will determine themes of a literary work and support their interpretation with textual evidence
- Students will analyze written communication in terms of tone, diction, detail, organization and syntax.
- Students will write reflective compositions
- Students will adhere to appropriate formats
- Students will structure written arguments in a persuasive way supported with precise relevant examples.
- Students will evaluate and revise writing to highlight the individual voice and to improve sentence variety and style.

General Grading Policies:

'A' work is highly effective--and interesting. Insights are articulate, accurate, deep and thought provoking. The 'A' student thinks critically and generates superior inferences. Essays demonstrate sophisticated style, command of grammar, and strong development of argument. **'A' work is thorough and complete.**

'B' work is less effective and less interesting. Insights may limited or less insightful as the top quality work, or inconsistent, but critical thinking is demonstrated. Essays many not be quite as sophisticated or as well developed 'A' essays. Again, all work is complete.

'C' work is complete, but most ideas are obvious or superficial. Critical thinking is basic. Essays attempt to prove those ideas that most readers already understand, and present ideas in a simplistic manner.

'D' work is incomplete. *I may give no credit at all to work that is grossly incomplete.* This work will be returned and will require reconsideration to receive credit.

The grade breakdown is as follows:

<u>Grade Percentages</u>	<u>Grading Categories</u>	
A = 90-100%	In-Class Writing	=30%
B = 80-89%	Out-of-Class Writing	=40%
C = 70-79%	Exam	=20%
D = 60-69%	HW/Other	=10%

Additional materials Needed?

Students may wish to purchase the novels we are studying in class so that they can take notes in their own copies.

General Structure of the Course by Topics/Units

Poetry

Various

Short Stories

Various

Novella and Novel

Texts

We will select from among the following, but may include others:

Heart of Darkness, Joseph Conrad

Beowulf, Anonymous

Frankenstein, Mary Shelley

Canterbury Tales, Geoffrey Chaucer

The Metamorphosis, Franz Kafka

The Kite Runner, Khalid Hosseini

Bless Me Ultima, Rudolfo Anaya

Candide, Voltaire

Great Expectations, Charles Dickens

Pride and Prejudice, Jane Austen

Wuthering Heights, Emily Bronte

The Great Gatsby, F. Scott Fitzgerald

Rain of Gold, Victor Villasenor

Crime and Punishment, Fyodor Dostoyevsky

The Awakening, Kate Chopin

The Poisonwood Bible, Barbara Kingsolver

Portrait of the Artist as a Young Man, James Joyce

The Bluest Eye, Toni Morrison

The Bell Jar, Sylvia Plath

Drama:

Texts

We will select from the following, but may include others:

Oedipus Rex, Sophocles

Macbeth, William Shakespeare

Othello, William Shakespeare

Death of a Salesman, Arthur Miller

The Glass Menagerie, Tennessee Williams

The Piano Lesson, August Wilson

Grading / Assessments:

Students will be graded on a point system using the following assessments:

- Daily reading and homework assignments
- Unit tests and quizzes
- Close reading exercises
- Regular vocabulary quizzes
- Timed writings
- Essays with multiple drafts, scoring essays
- Reading logs required for each novel
- Literature Circles – Discussion logs
- Novel Q's*

The following pacing guide may be altered or changed depending on the progress of the class, need for review, or other unforeseen circumstances.

First Semester 8/17/16--12/22/16 [18 weeks]

(Thanksgiving break is 11/21--11/25)

First Quarter 8/17/16--10/14/16 [9 weeks]

Introduction to Course Weeks 1-2 [8/17--8/26]

Poetry Weeks 3-9 [8/29--10/14]

Poetry Basics [not necessarily in order or limited to these elements]

- Speaker / Tone / Mood
- Ambiguity / Precision
- Rhythm & Sound
- Allusion
- Figurative language
- Structure
- Imagery
- Diction
- Symbolism
- Figures of Speech
- Symbolism
- Irony
- Allegory

Second Quarter 10/17/16--12/22/16 [10 weeks]**Drama**

<i>Oedipus</i>	Weeks 10-12	[10/17--11/4]
<i>Macbeth</i>	Weeks 13-14	[11/7--11/18]
	Thanksgiving break	[11/21--11/25]
	Week 15	[11/28--12/2]
<i>Death of Salesman</i>	Weeks 16-18	[12/5--12/22]

In class timed essay

Choose a complex and important character in a play of recognized literary merit who might—on the basis of the character’s action alone—be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might. Avoid plot summary.

Second Semester **1/10/17--6/7/17 [21 weeks]***(Spring Break is 4/14--4/21)***Third Quarter** 1/10/17--3/17/17 [10 weeks]**Short Story** Weeks 1-3 [1/10--1/27]

- Characterization – “Everyday Use”
- Theme – “Young Goodman Brown,”
- Point of View – “The Lottery” “Cathedral”
- Symbol, Allegory, and Fantasy – “The Rocking Horse Winner” “The Chrysanthemums” “The Ones Who Walk Away From Omelas”
- Irony and Paradox – “The Necklace” “The Gospel According to Mark”
- Tone and Style – “A Clean, Well-Lighted Place” “Barn Burning”

Novellas / Novels/ Weeks 4-21 [1/30--6/7]**Epic Poetry**

<i>Beowulf</i>	Weeks 4-6	[1/30--2/16]
<i>Heart of Darkness</i>	Weeks 7-8	[2/21--3/3]
<i>Frankenstein</i>	Weeks 9-10	[3/6--3/17]

Practice AP Prompt- An over-riding theme in this book is the contrast and conflict between light and darkness. Write a well-organized essay in which you analyze both the literal and metaphoric uses of light and darkness. Avoid plot summary.

Fourth Quarter	<u>3/20/17--6/7/17</u>	<u>[11 weeks]</u>
<i>Frankenstein cont'd</i>	Week 11	[3/20--3/24]
<i>Pride and Prejudice</i>	Week 12--14	[3/27--4/13]
AP review and prep	Week 15	[4/24--4/28]

Students will spend this time reviewing, going over class and books notes in preparation to take the AP exam in May. It is during this time that they will take the practice tests for multiple choice and write several essays. The answers will be reviewed in class, with corrective feedback focused on improving scores and speed to make them efficient test takers.

After the test- *6 weeks Weeks 15-21 [5/1--6/7]

The AP exam is administered the first week of May, hence the week of 5/1--5/5 consists of prep and a little time devoted studies AFTER the exam...So not quite *6 weeks (5? 5 ½?)

Students will work on a culminating project of a **portfolio**, consisting of the work generated this year in the AP class as well as reflections and plans for the future. It is something they can take with them at the end of the year and be able to present to various schools as a reference to the hard work and the successes they have accomplished this year.

OR

Students will work on:

a) an original short story

OR

b) an original short film

All three choices are worth the same grade--this will serve as your final exam for the course. Presentations will be conducted during the final exam period.