

**AP Literature and Composition
Advanced Placement English 12**

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INTRODUCTION (Adapted from College Board)

An Advanced Placement course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Students read extensively of fiction, nonfiction, drama, and poetry. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Students read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.

The AP Literature and Composition course, which substitutes for the senior Advanced Composition course, is one of the most varied in the curriculum. The course often allows students to write in a variety of forms — narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to analytical essays. The critical analysis of literature makes up the bulk of student writing for the course. But the overarching purpose in most first-year college writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. The AP Literature and Composition course follows this emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. This experience of the process of composing is the essence of the first-year college course, and the AP Literature and Composition emphasizes this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP Examination, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself.

Students will write in informal as well as formal contexts to gain authority and learn to take risks in writing. Varied writing tasks include imitation exercises, critical analyses, collaborative writing,

and in-class responses, all with the purpose of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students should read a wide variety of styles from works from both British and American writers as well as works written from the sixteenth century to contemporary times.

The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements. Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

The AP Literature and Composition course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- A logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

COURSE DESCRIPTION: ENGLISH 12

Course content both inside and outside of class will center on classic works of literature often used as prompts on the AP exam. Daily content will focus on shorter works including short stories and poetry. Discussions of the novels, poems, individual and group presentations, and a major research project comprise the bulk of the course. Major works (novels and plays) are the cornerstone of the course.

In addition to these required literary works, which all students will read, each student will select one work from my seminar list to present to the class through a power point, with an interactive presentation utilizing all of the AP standards and all of the GPS /ELA 12 standards. An 8-10 page critical analysis/research paper will also be submitted. The seminar will address each of the GPS standards.

Goal: The goal of this course is to help students acquire the ability to read closely, understand the conventions of literary discourse, develop an appreciation of literature, and write accurately and insightfully about it.

Objectives:

- Students will generate pieces of writing that meet the demands of the Advanced Placement Exam in English Literature and Composition.
- Students will read texts that represent both classic and contemporary literature in the following genres: drama, fiction, and poetry.
- Students will develop their ability to discuss important ideas based upon their reading of challenging literature.
- Students will prepare for the Advanced Placement Exam in English Literature and Composition.

Textbook to be issued:

Literature: Reading Fiction, Poetry, and Drama by Robert DiYanni, McGraw Hill Higher Education, 2002: ISBN 0-07-242617-9

Units of Study

Unit One: Point of View, Characterization, Irony, Tone, Language and Style (8 weeks)

Essential Questions: What meaning do words convey? Are actions more important than words? Are unspoken words more important? How do diction and tone contribute to the meaning of a work? How does language reveal truth? How does language shape our identity? Is truth absolute or relative? How does the existentialist view shape man's actions?

Major Works: Two novels, poetry and short stories

Formative assessments: Socratic seminars, inner-outer circles, charts, maps, vocabulary quizzes, dialectical journals

Summative Assessments: AP essay prompts, multiple choice questions, performance-based presentations

Unit Two: The Greek Theater, Tragedy as an art form, Modern drama (6 weeks)

Essential Questions: How is Aristotle's definition of tragedy applicable today? What are the implications of Everyman in ancient and modern drama? What impact do society and our families have on our view of our self-worth? How do we validate our worth to society?

What is the dichotomy of human will vs. divine will? Do prophecies provoke illogical actions in men? What is the nature of modern tragedy?

Major works: Morality play, Greek drama, and Modern drama

Formative Assessments: Reader's theater, reader response logs, class activities, vocabulary

Summative Assessments: Multiple choice tests, AP essay prompts

Unit Three: Research and Oral Presentation (4 week emphasis and ongoing)

Essential Questions: How is literary criticism used to support critical analysis? How do the different types of literary criticism relate to specific works?

The research paper will be a synthesis of information gathered from critical sources on a student selected work and a student prepared critical analysis of the work. The paper will be the basis for an oral presentation with power point and other visual aids.

Formative Assessments: Multiple drafts of paper prior to completion, group studies of various types of literary criticism, presentations of varied types of criticism appropriate to works

Summative Assessments: research paper evaluated according to MLA guidelines, oral presentation, essays based on information presented

Unit Four: Realism and Modernism (6 weeks)

Essential questions: How did the Victorian Society affect the role of women? How do plays that possess the true-to-life quality of realism operate differently for theatrical conventions?

What impact does the environment have on the lives of people?

Major works: Two plays from the realistic period, senior seminars on student selected works

Formative Assessments: Reader's theater, vocabulary, study questions

Summative Assessments: Performance-based activities, drama objective and essay tests, AP multiple choice practice tests

Unit Five: Reading Poetry through experience, interpretation and evaluation (4 weeks)

Essential questions: What view of the world does the poem present? What feelings does the poem evoke? What sensations, associations, and memories does it give rise to? What ideas does the poem express, either directly or indirectly? How does structure affect meaning?

Major Works Studied: Sonnets, Narrative, Lyrical, Metaphysical, and Modern poetry

Formative Assessments: Reader's journals, annotations, quizzes, vocabulary, group analyses

Summative Assessments: AP multiple choice tests and AP essay prompts on poetry

Unit Six: Plot and Structure, Setting, Theme, and Symbol (8 weeks)

Essential Questions: What is the difference in love and passion? Is getting revenge worth it?

What role do other cultures play in society? What are the effects of intolerance on past, present, and future societies? What is the individual's role in society? How does culture influence the moral code? How does each individual derive a moral code? How does literature reflect the difference between good and evil?

Major works studied: Two novels, critical essays on novels studied

Formative Assessments: Think pieces, relationship maps, reading logs, study guides, vocabulary, reader response

Summative Assessments: Critical analyses, AP multiple choice practice tests, AP essay prompts, performance-based presentations

GRADING POLICY

Aligned with school and county policy, the semester average will count 85% and the Final Exam will count 15%. The semester average is further broken down as follows:

60% = unit tests, novel tests, major projects, essays, research paper

40% = classwork, homework, quizzes, vocabulary, participation

- Students are responsible for scheduling makeup work within five days of returning to school.
- Make-up work will not be done during class time; it is to be done before and/or after school.
- Students absent on a date when an assignment is due must turn in the assignment on the day he/she returns to school or receive a late grade for that assignment.
- Essays will be scored in the following manner:

Advanced Placement Essay Scoring Guide

- 9- 8** These well-written essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing reveals the writer's ability to choose from and control a wide range of the elements of effective writing.
- 7- 6** In these essays, the discussion is less detailed than that in the best essays. The essays are well written in an appropriate style, but with less maturity than the top papers. Some lapses in diction or syntax may be present, but the writing demonstrates sufficient control over the elements of composition to present the writer's ideas clearly. Statements in these essays are supported with relevant evidence, but with less specificity or effectiveness than in essays in the 9-8 range.
- 5** The essays touch on most of the relevant matters but do so in a manner that is less than wholly convincing. They may blur differences or make use of weak examples. They are adequately written, but without demonstrating control over the full range of the elements of composition. Organization will be evident, but it may not be fully realized or particularly effective.
- 4-3** In these essays, the writing is sufficient to convey the writer's ideas, but it suggests weak control over diction, syntax, or organization. These essays may contain consistent spelling errors or some flaws in grammar. The statements in them are seldom supported with specific or persuasive evidence.
- 2- 1** These essays fail to provide a convincing argument. They are unacceptably brief or poorly written on several counts. The writing reveals consistent weaknesses in grammar or another of the basic elements of composition. Although some attempt to answer the question may have been made, there is little or no evidence supplied for the writer's assertions.

SCORING GUIDE CONVERSION:

9==98
8==94
7==88
6==82
5==78
4 = 72
3 = 68
2 = 64
1==60

GPS ELA 12 Standards

LITERATURE

ELA RL1: The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events), main ideas, (and cultural characteristics - World, American, British lit) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA RL2: The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding.

ELA RL3: The student deepens understanding of literary works from around the world by relating them to their contemporary context or historical background, as well as to works from other time periods.

ELA RL4: The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents

ELA RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

READING ACROSS THE CURRICULUM

ELA RC1: The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA RC2: The student understands and acquires new vocabulary and it correctly in reading and writing.

ELA RC3: The student acquires new vocabulary in each content area and uses it correctly.

ELA RC4: The student establishes a context for information acquired by reading across subject areas.

WRITING

ELA W1: The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA W2: The student demonstrates competence in a variety of genres.

ELA W3: The student uses research and technology to support writing.

ELA W 4: The student practice both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

CONVENTIONS

ELA C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA C2: The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

LISTENING, SPEAKING, AND VIEWING

ELA LSV1: The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA LSV2: The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that

convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Units of study will center on a novel or play and be supplemented with related short stories, poetry, and essays. Students will annotate their paperback books and keep reading logs or responses to questions generated by the teacher. Projects or creative activities often accompany assignments to extend learning.

The proposed order of works studied is as follows:

August— <i>As I Lay Dying</i> Faulkner (paperback)	Each major work-novel or play-will incorporate all of the standards for the multiple activities and assignments completed throughout the month
September---- <i>Wuthering Heights</i> Bronte (paperback)	
October— <i>Oedipus Rex</i> Sophocles (in text)	
November— <i>Death of A Salesman</i> Miller (in text)	GPS ELA 12 Standards
December—Student selected novel/play for seminar	RL1, RL2, RL3, RL4, RL5
January— <i>A Doll House</i> Ibsen (in text)	RC1, RC2, RC3, RC4
February- <i>The Glass Menagerie</i> Williams (in text)	W1, W2, W3, W4
March— <i>The Metamorphosis</i> Kafka (textbook)	C1, C2
April— <i>A Lesson Before Dying</i> Gaines (paperback)	LSV1, LSV2
May 8, 2011—AP exam	

Summer Reading

Since the first few weeks of school will be spent analyzing *As I Lay Dying* by William Faulkner, students should read their own paperback copy (available at Barnes and Noble at the Avenue) and keep a reading log. Since shifting point of view will be the major focus, note the stylistic differences of each narrator (character), quotes that reveal character, and actions as well as words spoken. Annotations may be made in the margins to aid in discussion. Students will be encouraged to use their paperback book and reading log in class for formative assignments as they revisit the text for language and meaning. After much in-class discussion and exploration of the text by students and teacher, a summative AP prompt will follow for the students to write an AP essay question as a major test grade.

In addition to the summer reading novel, the non-fiction paperback book *How to Read Literature Like a Professor* by Thomas C. Foster should be purchased and read. This will be used as a reference book throughout the year. Students may also purchase other listed paperback novels from syllabus to read over summer if they would like to have a first reading done before these books are assigned in class. A second reading while the book is being taught often improves the comprehension and relieves the stress of having other assignments in multiple classes. Students should enjoy reading fiction and nonfiction of their choice over the summer as pleasure reading contributes to a well-rounded student.

AP Lit 12 Seminar Works

Each student will select one work from this list to read, analyze, research, and present to the class a power point with interactive activities during one class period. An eight to ten page critical analysis paper following MLA style will be turned in with presentation.

Jane Eyre-----Bronte	The Age of Innocence -Wharton
Wide Sargasso Sea---Rhys	Ragtime-Doctorow
Crime and Punishment—Dostoevsky	
Portrait of the Artist As a Young Man---Joyce	
Great Expectations-----Dickens	The Stranger---Camus
A Farewell to Arms-Hemingway	
Native Son—Wright	Jude the Obscure-Hardy
All the Kings Men—Warren	Separate Peace---Knowles
One Hundred Days of Solitude--Marquez	
Candide---Voltaire	Beloved---Morrison
Invisible Man---Ellison	Ceremony---Silko
Sound and the Fury---Faulkner	
The Piano Lesson---Wilson	
Pride and Prejudice---Austen	
Hamlet—Shakespeare	
Madame Bovary---Flaubert	
Tale of Two Cities---Dickens	
A Confederacy of Dunces-Toole	
The Color Purple—Walker	
Tess of the D'Urbervilles---Hardy	
For Whom the Bell Tolls—Hemingway	
Things Fall Apart---Achebe	
Billy Budd ----Melville	
Light in August—Faulkner	
Passage to India—Forester	
Ethan Frome----Wharton	

**Pacing guide for 2009-2010 School Year
Calendar for 1st and 2nd semesters**

Week 1 August 13-17	Preview of course Introduction to <i>As I Lay Dying</i> Review of literary terms	Week 19 January 8-11	AP student seminar on <i>Beloved</i>- Poetry selection to include “Death of A Toad” with AP essay Vocabulary unit 8
Week 2 August 20-24	Culture and identity “ Eleven” essay- AP scoring Charts and maps for <i>As I Lay Dying</i> Vocabulary unit 1 Inner/Outer Circles	Week 20 January 14-18	AP student seminar on <i>Catch 22</i>—AP essay prompt- “Sylvia” Read <i>A Doll’s House</i>-Reader’s theater AP essay prompt
Week 3 August 27-31	Stream of consciousness “Jilting of Granny Weatherall” Quote test on <i>As I Lay Dying</i>- AP essay on old AP prompt Self/Peer/Teacher essay evaluation	Week 21 January 22-25	AP student seminar <i>Crime and Punishment</i> Socratic seminar Vocabulary unit 9 AP essay prompt on “The Chimney Sweeper”/Compare Contrast paper
Week 4 September 4-7	Point of view “A Rose for Emily” Inner/Outer circles Performance based project for after reading activity Vocabulary unit 2	Week 22 January 28-31 February 1	AP student seminar <i>Native Son</i> AP essay prompt on “The Evening Hawk” Multiple choice practice test
Week 5 September 10-14	Introduction of AP poetry TPCASTT “Constantly Risking Absurdity” AP poetry essay- Tone “The Story of an Hour”--Irony	Week 23 February 4-8	AP student seminar <i>Madame Bovary</i> Vocabulary unit 10 AP essay prompt “Middlemarch” Multiple choice practice
Week 6 September 17-21	Prose analysis “When I First Saw England” AP essay Plot structure	Week 24 February 11-15	AP student seminar <i>Things Fall Apart</i> AP essay prompt “The Other Paris”

	“Guest of a Nation” Vocabulary unit 3		Harkness table discussion of prose
Week 7 September 24-28	Introduction to <i>A Farewell to Arms</i> Evaluation of diction “ A&P”	Week 25 February 19=22	AP student seminar <i>Ceremony</i> Vocabulary unit 11 AP essay prompt “Obasan”
Week 8 October 1-5	Hemingway Hero- Words vs. Action Tone- “To His Coy Mistress” AP essay Vocabulary unit 4	Week 26 February 25-29	AP student seminar <i>Passage to India</i> Selected poetry of T. S. Eliot
Week 9 October 9-12	<i>A Farewell to Arms</i> objective test/ AP essay- Symbol “Rocking Horse Winner” AP multiple choice practice	Week 27 March 3-7	AP student seminar <i>Sound and the Fury</i> Vocabulary unit 12 Introduce <i>Wuthering Heights</i> Write /think piece
Week 10 October 15-19	History of Drama - “Everyman” Tragedy-<i>Oedipus Rex</i> in text Aristotle’s Poetics Greek Theater Vocabulary unit 5	Week 28 March 10-14	AP student seminar <i>Portrait of the Artist as a Young Man---</i> Inner/Outer circles with <i>Wuthering Heights</i>
Week 11 October 22-26	Three types of irony “My Oedipus Complex” O’Connor Objective test on <i>Oedipus Rex</i>	Week 29 March 17-21	AP student seminar <i>Jude the Obscure</i> Vocabulary unit 13 Revenge essay on <i>Wuthering Heights</i>
Week 12 October 29- November 2	Introduce <i>Death of A Salesman</i>-Reader’s Theater Related poetry presentations Vocabulary unit 6	Week 30 March 24-28	AP student seminar <i>The Sun Also Rises</i> Objective test and AP essay prompt on Poetry-“It’s A Woman’s World”
Week 13 November 5-9	Selected prose passages for Harkness Table discussions AP prose essay prompt Character study –“Astronomer’s Wife”	Week 31 April 2-4	AP student seminar <i>Streetcar Named Desire</i> Vocabulary unit 14 AP essay poetry prompt “To Helen” Review of metaphysical poetry

Week 14 November 12-16	MLA research paper draft on assigned novel Theme “ A Worn Path”-Multiple choice practice test Vocabulary unit 7	Week 32 April 14-18	Review for AP Literature exam Jeopardy Socratic seminar to review novels studied Multiple choice practice tests
Week 15 November 19-30	Southern Gothic Irony-3 stories by Flannery O’Connor-Use of Distortion and Grotesque-AP essay	Week 33 April 21-25	Vocabulary unit 15 Begin <i>A Lesson Before Dying</i> after actual AP exam Inner/Outer circles Jeopardy
Week 16 December 3-7	Poetry selections analyzed from 17th century “The Broken Heart” AP essay using previous AP essay prompt	Week 34 April 28-May 2	Dinner party for characters in <i>A Lesson Before Dying</i>-covered dish with foods from the novel using performance based rubric
Week 17 December 10-14	AP open question—Practice AP essays will be done on major works studied for 4 years of English classes Review of poetry and prose through Socratic seminars in preparation for semester exams	Week 35 May 5-9 May 12-16	Test on <i>A Lesson Before Dying</i>-Senior memory letters-Tapes to parents –Performance based assessments on projects AP Exams in all subject areas
Week 18 December 17-21	Semester exams	Week 36 May 19-23	Final exams