

Please consult the *AP English Language and Composition Course Description* at apcentral.collegeboard.com. This course is designed to meet these national AP curricular requirements as discussed in the pre-registration meeting in January. The attachment, "The Value of English," by Kathleen Puhr (Puhr-See Supplemental Materials) serves as an excellent statement of important philosophical concepts inherent in AP English. Specific "Classroom Expectations and Grading Policies" are at the end of this syllabus. **Please read the information below carefully and completely, and request clarification. The "compact" form of this syllabus is intended to save "some" paper; the information is serious and important. The student and parents are asked to signify reading and comprehension of this information by completing the "Contact Information/Syllabus Receipt" page for return to teacher.**

As for all college classes, a mature level of planning and self-discipline is essential to success in this class:

1. **Reading** must be active and thorough, not just passive skimming. Since students are not required to purchase their own texts, reading journals are required as evidence of annotation and reflection. Reading journals are informal and personal writing, but over the course of the year, should reflect a student's growing understanding of rhetorical devices, universal themes and personal writing style. Usually, three to five comments for each "chapter" (sectioning and comment "amounts" will differ for each reading item/journal) are the MINIMUM for a B test grade with participation in oral seminars. Journals submitted after the due date will earn only half credit IF complete. Journal grades will be a 0 after the three day county-wide limit for submission of late work. Discussions should reflect a student's complete reading and stylistic analysis of a work. In addition, students will complete written tests on reading content, and analysis of rhetorical devices elected to develop voice and theme. As per the *AP English Course Description*, our emphasis will be on understanding "rhetorical and linguistic choices rather than literary conventions" (8) employed by authors, whatever the genre we are reading. We will combine *AP Language* "Suggested Guidelines for Authors" (9-10) with our state/county curriculum requirements which mandate the study of American Literature (and history) for the junior year to formulate a largely chronological American Literature reading list. We will combine American Literature readings with essays from our *Bedford* text that coincide in theme and/or rhetorical mode. Students are encouraged to use the year's reading as opportunity for individual growth as humans and as writers, building reading experiences into their writing, both academic and personal.
2. **Writing** will be practiced daily, formally or informally. We will "emphasize expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context." (*AP Course Description* 6) Our writings will vary in mode and length, but will include timed, in-class compositions and out-of-class multi-draft compositions that require research. For research projects, we will employ MLA style (MLA guidelines are

in our *Bedford* text, Chapter 3). We will often employ peer editing in the revision process. We will examine a basic AP writing rubric and marking code during week one; we will employ these basic evaluation concepts all year, enhancing the basics with content specific rubrics. The first unit will include an individual conference with teacher about the diagnostic essay on summer reading. The teacher will be available after school by appointment for writing conferences. We will schedule other individual writing conferences throughout the school year. Some writing pieces will be evaluated for grades by teacher, some pieces will be evaluated for classwork or homework completion, some pieces will be self-evaluated by comparison with AP models. We will “practice” and “self-evaluate” before completing graded “test” essays. “Practice” designations indicate utilizing peer evaluation and, self-evaluation, employing comparison to AP Language models. Students are expected to employ Standard Written English; grammatical problems will be diagnosed from students’ writing and addressed as needed. All writing must be kept by students for mid-semester and final semester self-evaluation, revision and “best effort” evaluation by teacher as part of students’ final exam grade. We are working to develop stylistic maturity demonstrated by the student who employs:

- (1) a wide-ranging vocabulary used appropriately and effectively;
- (2) a variety of sentence structures, including appropriate use of subordination and coordination;
- (3) logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- (4) a balance of generalization and specific illustrative detail; and
- (5) an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. (*AP Course Description 8*)

Diction study cannot be separated from reading and writing. However, we can enhance reading and writing skills with specific vocabulary study. An individually developed vocabulary journal is required every six week grading period to help students develop wider ranges of personal diction for enhancing their writing voices. Sentences employing weekly vocabulary from current reading material are required on Fridays. A direct study of rhetorical terminology will be a very important aspect of our vocabulary study in an effort to give students the confidence in employing appropriate rhetorical terms in their thinking, speaking and writing.

3. **Standardized Testing Preparation** – Our cumulative improvement efforts in reading and writing will be our major standardized test practice. We will complete AP multiple practice tests at least every other week, starting week two. A released AP multiple choice test will be a portion of the final exams. In early fall students are required to take the state writing test, first of the state mandated high school graduation tests that must be successfully completed for earning a diploma. This is a timed, persuasive mode essay for which we will begin practice immediately first semester.

Please contact teacher via e-mail. (Phone calls usually end in “phone tag;” e-mail is a far more effective communication method.)

SUMMER READING

(1) Read ONE book from the “Summer List” or secure approval from teacher if selecting another novel, biography, or memoir. (Use the “AP Language Suggested Author List” as a guideline.) Keep a reader-response journal with 5 comments per chapter (see teacher if there are questions are text “divisions”) (2) Preview, read, and take notes on *Bedford* text, introductory section pgs. 1-70 for TEST on Chapter 2, “Writing Effectively,” developing an essay, Wk 2 (3) Select 25 words from books, text or other sources, define, give sources, and compose original sentences for Vocabulary Journals. (4) Using the *Bedford* “Thinking Critically About Visual Images,” select a visual from any source (use PG-13 judgment or NO CREDIT) and answer the questions provided as guidelines for evaluation of a visual (13 total) (5) Reading, Vocabulary Journals and Visual Discussion (text questions) are due on Day ONE of class; none will be accepted after Day ONE. These will comprise the first TEST grades of the year. We will use the *Bedford* introduction and summer book as the basis of a diagnostic essay, Week One. USE THE SUMMER WISELY!!!!!!!!!!!!

Major Texts

All books are available from the school’s collection; other than the *Bedford* text, books are of varied editions. Students are welcome to acquire their own copies, but all books will be available from the teacher. NONE NEED BE PURCHASED. These texts are for out-of-class readings which meet the state mandated American Literature reading curriculum as well as AP Language “Guidelines.” We will focus on these texts as studies in varied writing styles and voices.

Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader 9th Edition*. Boston, Mass: Bedford/St. Martin’s, 2006.

Summer Reading List: Select one or See Teacher

The Heart is a Lonely Hunter, or Ballad of Sad Café, McCullers, Carson; *A Farewell to Arms*, Earnest Hemingway; *The Jungle*, Upton Sinclair (8 copies only); *The Last of the Mohicans*, James Fennimore Cooper; *Life on the Mississippi, or Puddin’head Wilson*, Mark Twain; *I Know Why the Caged Bird Sings*, Maya Angelou; *My Antonia*, Willa Cather; *Light in August*, William Faulkner (3 copies only); *The Autobiography of Malcolm X*, Malcolm X; *A Woman Warrior*, Maxine Kingston; *Native Son*, Richard Wright; *Song of Solomon*, Toni Morrison; *All the King’s Men*, Robert Penn Warren; *Grapes of Wrath* – John Steinbeck; Brokaw, Tom, *The Greatest Generation* (8 copies); Dillard, Annie, *Pilgrim at Tinker Creek*

See teacher for approval of others – Choices must be from American authors

Book Two – Arthur Miller, *The Crucible*
Book Three – Nathaniel Hawthorne, *The Scarlet Letter*
Book Four – Henry David Thoreau, *Walden*
Book Five – Herman Melville, *Bartleby the Scrivener*
Books Six – Mark Twain, *The Adventures of Huckleberry Finn*
Books Seven/Eight – Frederick Douglass, *Narrative of the Life of Frederick Douglass*,
and Stephen Crane, *Red Badge of Courage*
Book Nine/Ten – Edith Wharton, *Ethan Frome*, and Henry James, *Daisy Miller*
Book Eleven – F. Scott Fitzgerald, *The Great Gatsby*
Book Twelve – William Faulkner, *As I Lay Dying*
Book Thirteen – Zora Neale Hurston, *Their Eyes Were Watching God*
Book Fourteen – Sue Monk Kidd, *The Secret Life of Bees* and selections from Annie
Dillard, *Pilgrim at Tinker Creek*

Supplemental Texts:

College Board. *AP English Course Description*. apcentral.collegeboard.com, 2006.
Daniel, Kathleen and Mescal Evler, eds. *Elements of Literature, 5th Course: Literature of
the United States with Literature of the Americas*. Austin, Texas: Holt, Rinehart
and Winston, 1977.
Puhr, Kathleen. “AP Literature Syllabus.” apcentral.collegeboard.com.
College Entrance Examination Board, 2004.
Sebranek, Patrick, Verne Meyer, and Dave Kemper. *Writers Inc: Write for College: A
Student Handbook*. Wilmington, Mass.: Great Source Education Group, 1997.
Vogel, Richard, and Charles F. Winans. *Multiple-Choice and Free-Response Questions in
Preparation for the AP English Language and Composition Examination 6th
Edition*. NY, NY: D&S Marketing Systems, Inc., 2001.

Course Outline

Following is the outline for our year’s study. There is flexibility such as differing on reading materials, but we will be rigorous in maintaining our overall schedule for this is a college level class. In May students will be taking the national AP English Language and Composition Exam so that colleges may assess achievement levels as outlined in the AP course guide, but the AP Exam score is NOT a factor in the AP English class grade. Timing for units are approximate as we will always be interrupted by school-wide demands or unanticipated student needs. **Summaries for each unit, in compressed form, outline major assignments and activities. The term “practice” indicates that an essay is for a classwork grade, intended for peer and self-evaluation. “Practices” are learning activities, intended to prepare students for “test” essays which allow the teacher to evaluate student progress. “Unit” tests will include short discussion questions on specific content; a test grade for a book is first derived from a combination of the written journal and a student’s contribution to the class discussion. Thorough preparation on out-of-class reading is very important! This compressed plan will be more helpful as we establish learning practices and routines over the course of the year.**

Unit I – Style Elements/Reasoned Argument/Autobiography Wks 1-6

Day One – summer assignments are due; notes on Puritanism and *Crucible*; distribute *Crucible* for out-of-class reading due week 3

Essential Questions: What is reasoned argument? What is meant by an author’s style and voice? What are rhetorical devices and how do I apply these to the concept of writing style? What are the characteristics of mature writing style? How do I apply my prior reading experiences to my current reading?

Week One – lectures/notes/discussion – reasoned argument, style, voice, mature style; introductory “Four Corners” discussion “Should ‘My-Space’ be used by a college or a business for personnel evaluation?” (Margaret Lee, Woodward Academy); introduction to general grading rubric and marking guidelines; diagnostic in-class essay based on summer reading and *Bedford* essay; review rhetorical devices-quiz #1;

Wks 2-3 – display of visuals from summer – these will be used daily for class writing warm-ups – classwork grades; teacher writing conferences for diagnostic essays; introduction to Socratic Seminar form and discussion of summer reading using guided questions (combined with summer journals for test grade); practice evaluating stylistic elements with close reading of passage from summer reading book; rhetorical terms quizzes 2-3; AP Multiple Choice practice test #1 on wk. 2 (by-wkly on even weeks afterwards); practice AP synthesis essay from *Vogel*; reading journals, unit test on *Crucible*; 4-Corners discussion “Rewriting History” following notes on Salem history and excerpt from Cotton Mather’s *Wonders of the Invisible World*, end of week 3; excerpts from film version of *Crucible* – practice essay on differences in impact of film and play - CW

Wks 4-6 - begin *Scarlet Letter* out-of-class due week 7; “Style Checklist” handout; Autobiography Reading/Writing Workshop in class using *American Lit*: excerpts from Bradford, Bradstreet, Edwards, Taylor, Byrd, Equiano, Rowlandson, Franklin, and from *Bedford*: Ciseros, Dillard, Tan, Sedaris, White, Angelou, Lairi, Alexie (reading choices may vary); Examine modes of narration, description, and example to develop autobiographical journals and essays; Use “Style Checklist” and text questions for individual classwork responses and two Socratic Seminars on selections; keep a 12 entry journal detailing an aspects of your environment that “makes you who you are;” develop one entry into a personal essay - test grade; 2 practice/self-evaluation AP Language prompt essays; one AP Prompt Test Essay – week 5; rhetorical devices quizzes 4&5; Voc Journal #1 due Wk 6 – test grade; synthesis essay practice #2 from *Vogel*; AP MC practices wks 4 & 6; rewrite and illustrate a Franklin aphorism for a younger sibling

Unit II – Wks. 7-12 Research/Speeches/Persuasion/Rationalism/Romanticism

Essential Questions: How does a novel differ stylistically from autobiography? How does *Scarlet Letter* compare to *The Crucible* in perspectives on Puritanism? What is meant by Rationalism and Romanticism, and how do these concepts affect writing style and author’s voice? What are the basic principles of persuasive and argumentative writing? What are unique characteristics of speeches? What is the persuasive power of visual mode?

Wk 7 – journal, unit test for *Scarlet Letter*; 4-Corners discussion: “Rewriting History #2 – *Crucible* and *Scarlet Letter* – Writing a comparison/contrast essay; Test essay: “What arguments are being made by each author and how do they compare in their use of

Puritanism?” Bring in new “visuals” for class warm-ups; Notes/Handout on Rationalism compared to Romanticism; issue *Walden* – selections from *Walden* due Week 10; AP MC practices wks 8, 10 &12

Wk 8 – Reading, notes and unit test over basic principles of argument and persuasion in *Bedford*; Reading/Writing Workshop using argument/persuasive essays in *Bedford* using text questions to examine for style and persuasive techniques; AP prompt practice persuasive essay; importance of persuasive writing to Age of Rationalism in Amer. Lit.

Wk 9 – Speech as persuasion; notes of speech principles and readings from America Lit text: Edwards, Paine, Henry, King with “Style Elements Checklist,” and analysis for principles of speech and persuasive writing; AP prompt test essay on a speech; outline persuasive speech research project – topic due wk 10, written draft wk 12, final written version wk 13; speech dates TBA after teacher has read speeches

Wk 10 – journal, unit test, Socratic Seminar on *Walden*; legacy of *Walden*; imitate a passage from *Walden*; translate a key passage from *Walden* for an elementary school age audience; MLA review from *Bedford* and on-line sources; speech topics due;

American Lit readings in-class from Thoreau’s *Civil Disobedience*, Emerson’s *Essays*, Dr. King’s “Letter from the Birmingham Jail,” for style comparisons and effectiveness

Wk 11 – Reading/Writing Workshop in-class: American Lit text – “Dark Imaginings” – the other side of American Romanticism – readings from Poe, Hawthorne, and Melville; Melville’s *Bartleby the Scrivener*;” imitate” a passage from Poe; 4-Corners discussion: “Is the Glass Half Full or Half Empty? – Transcendental Optimism vs. Anti-Transcendental Pessimism;” Personal Essay after discussion – test grade; Discuss *Bartleby* with a friend “who prefers not to” succeed in school in persuasive essay mode

Wk 12 – Researched Speech Draft Due; Finish from weeks 10-11; teacher/student conferences on speech drafts; assign *Huck Finn* – due week 15; Final written versions of researched persuasive speeches due week 13; AP MC practice;6 wk vocabulary journals

Unit III –Modes of Writing/Style Analysis/Realism Wks 13-18

Essential Questions: What are the modes of writing? How can I improve my own writing with a better understanding of these modes? How can I improve writing a synthesis essay? How do I describe the stylistic devices employed by an author? What are Realism and Naturalism and how do these concepts apply to themes and styles employed by authors? What gives power to visual modes?

Wks 13-15 – Speech final due; Bring in new class warm-up visuals; notes on Realism/Naturalism and *Huck Finn*, with emphasis on Twain’s stylistic devices and innovations; Reading/Writing Workshop: use *Bedford*’s chapters on “Narration, Description and Example” for essay examples, close reading practice on rhetorical devices employed- two close reading practice essays; comparison to Twain’s style in *Huck*; end week 15 – journal, unit test, Socratic Seminar on *Huck*; Voc Journal wk 17

Wks 16-18 – 4-Corners: “What’s in a NAME? Is “profanity a “right” or “rude?” Synthesis Test Essay (following two practices earlier); Comparison mode: Frederick Douglass’ *Autobiography* and Crane’s *Red Badge*- study for style and voice comparison: autobiography, novel, audience, diction, tone: whole-group comparison composition

WEEK 18 FINAL EXAMS/PERSUASIVE SPEECHES

- I. **Students submit a “best effort” essay Day One Wk 17**
- II. **Released AP Multiple Choice test during exam period**
- III. **AP timed essays/Explain rules of “cursing” to YOUR child** Pg 6

Unit I Semester 2 -More Modes/Transitions and Modernism

Essential Questions: What are the modes of writing? How can I improve my own writing with a better understanding of these modes? How can I improve my writing of an AP prompt essay? How do I describe the stylistic devices employed by an author? What makes visuals effective? What makes the Civil War Period an age of literary transitions? What are the characteristics of Modern American literature? What can I learn about rhetorical devices and choices from poetry? **(DELIVER PERSUASIVE SPEECHES?)**

Wk 1-3 – *Ethan & Daisy* due end of wk 3; bring in new visuals for warm-ups;

Reading/Writing Workshop: *Bedford* – “Process, Division, Classification” definitions and example essays; write practice essays for each mode and select “best” for test grade; AP MC practice wk 2; journals, unit test, Socratic Seminar comparing themes and styles of *EF* and *DM* - end wk 3; essay: explain to YOUR child the “rules” of a different culture

Wk 4-6 – AP prompt essay tests wks 4& 6(we have “practiced;” now we will write on even weeks and self-evaluate odd weeks); AP MC quizzes wks. 4&6; Reading/Writing Workshop: *American Lit* text – notes/terms on Transitions, Modernism and poetry – stylistic changes and contrasts: Whitman, Dickinson, Chopin, Bierce, London, Cather, Frost,(may vary) Fitzgerald – applying rhetorical devices and modes to prose and poetry; close reading practice; write poem in imitation of Whitman – “Song of Myself” – due wk6; introduction to *Great Gatsby* wk 5 – due wk 7; personal Voc journal due wk 6

Unit II Semester 2–Wks 7-13/More Modes/More Modernism

Essential Questions: What are the modes of writing? How can I improve my own writing with a better understanding of writing modes? How can I improve writing an AP prompt essay? How do I describe the stylistic devices employed by an author? What makes visuals effective?

Wk 7 – Film of “Bernice Bobs Her Hair” and excerpts from film of *Great Gatsby*; how does the visual affect our perception the book? Journal, unit test, Socratic Seminar for *Gatsby*; bring new warm-up visuals – graphics only this unit

Wks 8-10 – AP prompt essay tests and AP MC quizzes wks 8, 10; In-Class wk 8 - introduce Faulkner and *As I Lay Dying* – due wk 11 – compare w/Fitzgerald in style and voice from the “same generation;” Reading/Writing Workshop: *Bedford* chapters on “Cause/Effect and Definition” – examine characteristics and essay examples in-class; “outlines” of group compositions for each type using text suggested topics

Wks 11-12 – AP prompt essay test and AP MC quiz wk 12; *As I Lay Dying* – journal, unit test and 4-Corners disc – “Style: Fitzgerald vs. Faulkner” wk 11; introduce *Their Eyes Were Watching God* w/excerpts from Hurston’s autobiography – personal experience to fiction – due wk 16; Personal Voc Journal due wk 12

Unit III Semester 2 – Wks 13-18/Researched Synthesis/Contemporary Literature

Essential Questions: How do I describe the stylistic devices employed by an author? What are the characteristics of contemporary literature? How can I apply my research skills to a synthesis essay? What do I do to better my AP Language Exam score? What have I learned this year about myself and about writing?

Wks 13-15 – Review MLA format and research skills; AP synthesis essay ideas and student ideas; follow topic/research process to develop a topic & 6 sources for a synthesis essay; in-class research workshop – 6 sources must include a visual and a graph; AP MC quizzes wks 12&14;synthesis essay and 6 sources due wk end wk 15

Wks 16-18 – notes on characteristics of contemporary literature; *TEWWG* journal, unit test, Socratic Seminar wk 16; *American Lit* Reading/Writing Workshop: readings from *Amer. Lit.* text and supplements from teacher; Annie Dillard, *Pilgrim at Tinker Creek* excerpts and Sue Monk Kidd, *Secret Life of Bees*; Final Personal Voc Journal wk 17; course evaluation

AP EXAM DATE: WEDNESDAY MAY 14, 2008 Wk 16

Week 18 Semester Two – Final Exam

- I. **Students submit a “best effort” essay Day One Wk 17**
- II. **Released AP Multiple Choice test during exam period**
- III. **AP timed essays (Or what have you gained from this year?)**

Please bear in mind that the teacher does not recognize “senioritis” as an excuse for “slackin’;” YOU WILL HURT YOURSELF WITH ABSENCES SO BE HERE AND BE “TUNED IN!” If YOU do not let me know about your problems, I cannot help, BUT you must learn the ALL-IMPORTANT ART OF SELF-DISCIPLINE!

Ultimate Objectives:

Upon completing the AP English Language and Composition course, then, student should be able to:

1. analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
2. Apply effective strategies and techniques in their own writing;
3. create and sustain arguments based on readings, research and/or personal experience;
4. write for a variety of purposes;
5. produce expository, analytical, and argumentative, composition that introduce a complex central idea and develop it with appropriate evidence drawn from primary and /or secondary sources, cogent explanations, and clear transitions;
6. demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing;
7. demonstrate understanding of the conventions of citing primary and secondary sources;
8. move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
9. write thoughtfully about their own process of composition;
10. revise a work to make it suitable for a different audience;
11. analyze image as text; and
12. evaluate and incorporate reference documents into researched papers
(*AP English Language and Composition Course Description 9*)

**AP Literature and Language and Composition
Classroom Expectations/Grading Policies**

1. RESPECT YOURSELF AND EVERY OTHER PERSON IN THIS ROOM.
2. PLAGAIRISM in any form will not be tolerated.
3. Come daily with all appropriate materials: books, black ink pens, college-ruled paper, index cards, sticky/post-it notepads, and a three ring binder in which to keep handouts and notes in an organized manner for retrieval all year.
4. Students are well served by purchasing personal copies of novels for close reading and annotation, but copies will be provided by the instructor. **HOWEVER, STUDENTS MUST PURCHASE AN INEXPENSIVE “POCKET” DICTIONARY!**
4. Students need regular access to internet and Word; students will be allowed to use classroom computers during, before and after class, but get permission from teacher. Computer usage is a privilege, not a right; abuse of this privilege will result in its loss.
5. Work is due at the announced time or earlier. Homework is due at the start of class. **LATE WORK IS NOT ACCEPTABLE; after the original due date, work will earn only half credit. Work over three days late will receive a zero.** Make-up work from excused absences must be completed in three days **by appointment with teacher.**
6. When you arrive in class, plan to STAY. If you have a physical problem, bring a verifiable note from a parent. Otherwise, an “emergency” restroom visit will cost a 10 minute AM or PM detention.
7. School tardy and food/drink policies will be followed so see the Student Handbook. Grading Policies

See Student Handbook for general county policies. The AP exam in May does not affect the student’s final grade. Those scores will be sent to individual students in the summer. The County awards ten quality points for all AP classes.

Tests/Essays/Project: 40%
Quizzes/Practices: 30 %,
Homework/Classwork: 15 %
Final Exam/EOCT: 15%

Evaluation Methods will vary:

1. Reading and Vocabulary Journals
2. Tests – identification of characters, settings and discussion of significant quotes, situations and themes
3. Participation in seminar discussions, and oral readings
4. Timed essays based on AP exam prompts
5. Varied modes of multi-draft essays, analytical and personal
6. Multiple choice standardized test practices
7. Reading and summaries of introductory and critical materials
8. Research projects, completely and correctly cited, with MLA form
9. “Pop” quizzes
10. Mastery of Standard Written English
11. Vocabulary tests
12. Self-evaluations of essays based on rubrics and model essays

Syllabus

The Value of English

Let's begin with this declaration: literature, for the most part, is not "practical." It doesn't tell us how to repair our computers, build a bookcase, or change a tire. What it does do, however, is more subtle and, I believe, more powerful. It takes us out of ourselves, providing transcendent experiences that often leave us shaking our heads in amazement. More importantly, perhaps, it also takes us into ourselves, helping us to process the events of our lives and to produce our own narratives. It provides case studies of successful lives and failures: of what to do and what not to do. Through literature, we live vicariously: we travel, both in time and place; we change genders; we experience melancholy and elation, fear and courage, ignorance and wisdom. We grow, and we know.

This course is built on the notion that literature is greater than the sum of its parts but that knowing both the parts and the sum is crucial. Students of literature need to be conversant in the terms specific to its genres; they need to know something about the various theoretical approaches to literature; and they need to be familiar with the significant works of Western culture.

Finally, literature is grounded in morality. Each text has a moral agenda, whether explicit or implicit. Morality is tied to each of this course's major themes: Identity and Perception; Truth and Illusion; the Nature of Good and Evil; and Finding Purpose. *Literature challenges us to take an informed moral stance: to examine lives well-lived and lives squandered, to examine our values and morals in light of others. Ultimately, literature guides us in developing a moral code with which we can comfortably live.*

This course will challenge you academically. You will read constantly, write frequently, and think relentlessly about who you are and how you are. At times you will be confused; at times you will doubt; at times you will curse yourself/your parents/your counselor/your teacher for subjecting you to this torture. Remember that growth is sometimes painful, and my goal is to cause you to grow. Welcome to AP English.

The course will focus on the following broad, interconnected themes, addressed in approximately quarter-length units.