

West Linn–Wilsonville School District

English Language Arts – Course Statement

Course Title: English 12 Advanced Placement (AP) – Literature/Composition

Length of Course: Year
Number of Credits: 2
Grade Level: 12
Prerequisites: Staff recommendations; essay/writing sample; placement by English teacher; complete summer reading
CIM Work Samples Offered in Course: Writing work samples

Date of Description/Revision: 2002

Course Overview

English 12 AP Literature/Composition is an intensive course which emulates college coursework and emphasizes writing concisely, thinking clearly, and reading critically. The course stresses the importance of independent meaning-making as students engage in the critical reading and analysis of literature. Students will develop critical thinking skills, use reading and writing to construct meaning, expand their understanding of discourse in academic and social communities, and take control of their literacy development. The course is fueled by active student participation in the study of complex work of recognized literary merit. Students are required to take the AP exam for which college credit and/or appropriate placement may be earned at participating colleges.

Essential Questions

Concepts providing focus for student learning

- What are the defining characteristics of the major genres of literature (short fiction, novel, drama, poetry)? How does each genre communicate meaning? What are the similarities and differences in the techniques?
- What is an author's meaning-message and how is it communicated?
- How do we define a writer's individual style? What impact does style, or *how* the writer writes, have on the meaning of the text?
- What are the various approaches to literary interpretation and analysis (social, cultural, textual, topical) and how do they define the meaning of a text?
- How does literature define and deepen our awareness and appreciation of the human experience?
- What impact can an exploration of various cultural contexts have on our own personal experience?
- How does writing about literature broaden and deepen our understanding of a text and our own personal experience?

Proficiency Statements

Upon completion of course, students will:

- Gain a meta-cognitive awareness of their development as formal, academic writers.

West Linn–Wilsonville School District

English Language Arts – Course Statement

- Develop a personal style and voice in their writing while maintaining traditional academic standards of argumentation.
- Learn to examine texts on literal and figurative levels.
- Appreciate that literature reflects and affects history, culture, social values, and individual philosophies.
- Further their understanding of collective human identity while continuing to develop and broaden their awareness of their own identity.
- Understand that active participation in small and large discourse communities is essential to individual learning.
- Know and apply all the major literary terms (metaphor, symbol, irony, tone, etc.).

General Course Topics/Units & Timeframes

Semester 1

A. Reading, Discussing, Writing about Literature

(Study of Literature)

3-4 weeks

Coursework - Reading:

- Review of summer reading and/or “*Trying to Save Piggy Sneed*”, Irving / *Ceremony*, Silko / “*Birches*”, Frost / *The Tempest*, Shakespeare
- Selected essays about literature and literacy
- Writers’ workshop: conference-revision-portfolio
- Critical approaches: introduction

Composition:

- Writing process
- Writing about literature-focus: analysis v. summary
- Essay exams: free response

B. Novel

7-9 weeks

Focus theme: “Know Thyself”

Coursework - Reading:

- *Pride and Prejudice*, Austen / *Heart of Darkness*, Conrad / *Things Fall Apart*, Achebe OR *Crime and Punishment*, Dostoevsky / *A Portrait of the Artist as a Young Man*, Joyce / *Slaughterhouse Five*, Vonnegut
- Critical approaches to interpretation (e.g. feminism, psychoanalytic, Marxist, etc.)

Composition:

- character-style analysis/point of view-style analysis/setting-free response
- prose analysis/theme analysis/concept pieces/fiction critique

C. Drama

2-3 weeks

Focus theme: “Know Thyself”

Coursework - Reading:

- Introduce genre: periods-conventions
- *Oedipus the King (Oedipus Rex)*, Sophocles
- Critical approaches: archetypal-structural

West Linn–Wilsonville School District

English Language Arts – Course Statement

Composition:

- Theme-free response
- Scene analysis/theme analysis/storyboard

D. Unit 4: Poetry

3-4 weeks

Coursework - Reading:

- Introduce genre: periods-conventions
- *Sound and Sense*, Perrine (selected chapters) and/or “The Shape of a Poem”, Frost
- Poetry research-student presentations

Composition:

- Imagery-poetry analysis/metaphor and simile-poetry analysis/symbolism and allegory-poetry analysis
- Single poem analysis/writing poems

E. Unit 5: Semester Portfolios -

AP Exam Preparation - Midterm: mixed AP exam

1 week

Coursework:

- Exam strategies
- Review coursework

Composition:

- Writing process
- Conferencing
- Revision

Semester 2

F. Poetry

3-4 weeks

Coursework - Reading:

- *Sound and Sense*, Perrine (selected chapters)

Composition:

- Tone - poetry analysis
- Comparison and contrast - poetry analysis
- Prosody - poetry analysis

G. Thematic Studies: Drama/Novel

8-9 weeks

Focus theme: complexity of human identity-moral ambiguity-madness and meaning

Coursework - Reading:

- *Hamlet*, Shakespeare
- *Crime and Punishment*, Dostoevsky OR *Heart of Darkness*, Conrad
- *Beloved*, Morrison and/or *Coming Through Slaughter*, Ondaatje and/or *In the Lake of the Woods*, O'Brien
- Critical approach: deconstructionist, reader-response

Composition:

- Theme-free response

H. Semester Portfolios -

Exam Preparation - Exam

1-2 weeks

West Linn–Wilsonville School District

English Language Arts – Course Statement

<p>Coursework:</p> <ul style="list-style-type: none"> • Exam strategies • Review coursework <p>Composition:</p> <ul style="list-style-type: none"> • Writing process • Conferencing • Revision 	
I. <u>Post AP Exam - Film - Research Essay</u>	4-5 weeks
<p>Coursework - Reading:</p> <ul style="list-style-type: none"> • Various films • Student selected research essay - projects • Critical approach: structuralist <p>Composition:</p> <ul style="list-style-type: none"> • Research essay 	
Resources	
<ul style="list-style-type: none"> • Text: <i>Prentice Hall Literature – Timeless Voices, Timeless Themes - The British Tradition</i>, Prentice Hall, 2000 • Other: See “General Course Topics” for additional resources 	