

AP English Literature and Composition Syllabus

Course Description:

This Advanced Placement Literature and Writing course is designed to follow the curricular requirements described in the AP English Course Description [C 1].

Course Goals:

1. To study representative works from various genres and periods (from sixteenth to the twenty-first century) but know a few works extremely well.
2. To consider a work's structure, style, and theme as well as such smaller scale elements as the use of symbolism, foreshadowing, tone, point of view, imagery, and diction.
3. To consider the social and historical values a work reflects and embodies.
4. To write focusing on critical analysis of literature including expository, analytical, creative, and argumentative essays to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.

Elements of the Course:

1. Summer reading
2. Vocabulary journal
3. Quote journal
4. A review of literary and poetry terms
5. Poetry responses
6. Reading assignments over several genres
7. Periodic quizzes on reading (short answer/multiple choice questions)
8. Essay writing
9. Research paper
10. Preparation for AP Literature and Composition Exam

Pre-Course Assignment (summer reading/writing assignment, appears on the school web site)

I am very excited about teaching this year's A.P. English 12 Literature and Composition class because you are an excellent group. The information below describes your summer reading and essay assignments. I know that you will enjoy both of these works. The summer reading program is an important feature of the A.P. English 12 program (and the English program as a whole), and it serves two functions: 1) to keep you active as readers, broadening your horizons, and 2) to forestall summer brain death through writing about what you have read. This important requirement will ease your transition into the A.P. Literature and Composition class.

For each of the works that you read, you will write an essay of 750 words from the suggested topics. In addition, you will write a college admissions essay for at least one school you are considering (send for the application now) For all the work, you should date your essays, and you should try to write each time that you finish a work. When you return in January, you will turn in your THREE* essays and take an examination on the works that you read. Don't let things go until the last minute. Also, I will be available to help you during the summer and fall term.

The Works and Assignments are listed below.

The texts are available at most bookstores or they can be checked out at the local library. If you choose not to buy the book (and be able to write and take notes in it), I will obtain a copy for you at your request.

A Lesson Before Dying, Ernest J. Gaines [CR 2]

Brave New World, Aldous Huxley [CR 2]

The assignment: For the works you read, you will write an essay of 750 words (about two typed, double-spaced pages). You may choose from any of the topics below or email me to negotiate a topic of your own. The year notation is for the year in which the question appeared as an open-ended question on the AP examination.

1966: An individual's struggle toward understanding and awareness is the traditional subject for the novelist. In an essay, apply this statement to one novel of literary merit. Organize your essay according to the following plan: 1) Compare the hero as we see him in an early scene with the hero as we see him in a scene near the end of the novel. 2) Describe the techniques that the author uses to reveal the new understanding and awareness that the hero has achieved.

1971: In retrospect, the reader often discovers that the first chapter of a novel introduces some of the major themes of the work. Write an essay about the first chapter of a novel in which you explain how the chapter functions to set forth major themes.

1990: Choose a novel or play that depicts a conflict between a parent (or a parent figure) and a son or daughter. Write an essay in which you analyze the sources of the conflict and explain how the conflict contributes to the meaning of the work.

1973: An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant closure has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense: significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of a novel or play of acknowledged literary merit. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot.

1983: Select a line or so of poetry, or a moment or scene in a novel, epic poem, or play that you find especially memorable. Write an essay in which you identify the line or the passage, explain its relationship to the work in which it is found, and analyze the reason for its effectiveness.

1984: From a novel or play of literary merit, select an important character who is a villain. Then, in a well organized essay, analyze the nature of the character's villainy and show how it enhances the meaning of the work. Do not merely summarize the plot.

1986: Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered, or time may be suspended or accelerated. Choose a novel, an epic, or play of recognized literary merit and show how the author's manipulation of time contributes to the effectiveness of the work as a whole. Do not merely summarize the plot.

1988: Choose a distinguished novel or play in which some of the most significant events are mental or psychological; for example, awakenings, discoveries, changes in consciousness. In a well organized essay, describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action. Do not merely summarize the plot.

1989: In questioning the value of literary realism, Flannery O' Connor has written, "I am interested in making a good case for distortion because I am coming to believe that it is the only way to make people see." Write an essay in which you "make a good case for distortion," as distinct from literary realism. Base your

essay on a work from the following list or choose another work of comparable literary merit that you know well. Analyze how important elements of the work you choose are "distorted" and explain how these distortions contribute to the effectiveness of the work.

Reading Assignments and Expectations:

1. You are expected to read the assigned novels, plays, short stories, and poems outlined in the syllabus.
2. As you read, annotate words that are new to you and quotes that "speak to you" [CR 4].
3. Throughout the course, you will evaluate previously graded AP Literature and Composition exams.

Writing Assignments and Expectations:

1. You are expected to write a variety of essays throughout the course. Expository, analytical, creative, and argumentative writing assignments are included. Journal writing and response papers are also part of the curriculum.
2. You will be writing an extended literary research paper. This paper may deal with an author, an idea, or a work of your choosing.
3. Timed writings done during class time will be scored using the scoring guides recommended by the AP English Literature and Composition Exam for that specific question [CR 4].
4. All writing assignments, except for those written during class time, are expected to be typed and proofread before being submitted for evaluation.
5. In class papers will be written on a regular basis. Thesis papers will focus on a variety of topics.
6. Your papers will be examined for sentence structure, coherence, repetition, transitions, detail, organization, rhetoric, tone, voice, and diction. As a senior in an AP English Literature and Composition course, you should have a good command of Standard Written English. There will be complex grammar/usage, sentence construction, and diction lessons. Occasionally, you may need some additional help. Please consult *Elements of Writing* for grammar problems [CR 5].
7. All writings assignments will include a specific grading rubric. We will go over the rubrics prior to the submission of papers and review expectations for the particular composition or paper. Please consult each rubric carefully before submitting your work. You will be

expected to rewrite larger papers and literary analyses after you receive feedback [CR 5].

Unit 1 (first 4.5 weeks grading period)

- * Summer Reading Evaluation
- * AP Exam (pre-instruction)
- * Poetry Responses
- * Required Reading: [CR 2]
 1. novel- *A Lesson Before Dying*, Ernest J. Gaines
novel- *Brave New World*, Aldous Huxley
 2. play- *Macbeth*, William Shakespeare
 3. short story- *Class Picture*, Tobias Wolff
short story- *The Lottery*, Shirley Jackson
 4. poem- *Richard Cory*, Edwin Arlington Robinson
poem- *The Whipping*, Robert Hayden
poem- *Who Hurt You So?*, Edna St. Vincent Millay
poem- *Sonnet 116: Let Me Not to the Marriage of True Minds*,
William Shakespeare
poem- *Sonnet 18: Shall I Compare thee to a Summer's Day?*,
William Shakespeare
- * Interpretation of Literary Terms: [CR 3]
 1. point of view
 2. symbolism
 3. imagery
 4. theme
 5. tone
 6. style
 7. figurative language
 8. structure
 9. irony
- * Interpretation of Poetry Terms:
 1. point of view
 2. tone

3. diction
4. sonnet

* Writing Assignments (one example) [CR 4]

1. The Lottery-

A scapegoat, in the ritual of purification described in the Old Testament, was an actual goat that was released into the wilderness after having been ceremonially heaped with the "iniquities of the people (Leviticus 16:22). What traces of such a ritual suggested in "The Lottery"? Can you think of any other kinds of rituals that are retained today even though their purpose is now remote or even nonexistent?

* Research Paper- begin the first week of this grading period

* Vocabulary Journal, Quote Journal, and Grammar Lessons

Unit 2 (second 4.5 weeks grading period)

* Required Reading: [CR 2]

1. play- Othello, William Shakespeare
2. novel- Crime and Punishment, Fyodor Dostoevsky
3. short story- The Parable of the Prodigal Son, St. Luke
short story- How to Become a Writer, Louie Moore
short story- The Curse, Andre Dubus
short story- A & P, John Updike
4. poem- London, William Blake
poem- Dancing Toward Bethlehem, Billy Collins
poem- Leaves of Grass, Walt Whitman
poem- The Red Wheelbarrow, William Carlos Williams
poem- The Turtle, Ogden Nash

* Interpretation of Literary Terms: [CR 3]

1. point of view
2. symbolism
3. imagery
4. theme
5. tone
6. style
7. foil

8. structure
9. diction

* Interpretation of Poetry Terms:

1. style
2. meter
3. rhyme
4. allusion

* Writing Assignments: (one example) [CR 4]

1. The Curse- How does the violence in the story impact the main and minor characters and the theme?

* Vocabulary Journal, Quote Journal, and Grammar Lessons

Unit 3 (third 4.5 weeks grading period)

* Required Readings: [CR 2]

1. novel- Black Boy, Richard Wright
2. play- Pygmalion, George Bernard Shaw
3. short story- Barn Burning, William Faulkner
4. poem- The Fish, Elizabeth Bishop
poem- The Second Coming, W.B. Yeats
poem- Harlem, Langston Hughes
poem- The Passionate Shepherd to His Love, Christopher Marlowe
poem- The Nymph's Reply to the Shepherd, Sir Walter Raleigh
poem- My Last Duchess, Robert Browning

* Interpretation of Literary Terms: [CR 3]

1. point of view
2. symbolism
3. imagery
4. theme
5. tone
6. style
7. diction
8. social values
9. historical values

* Interpretation of Poetry Terms:

1. imagery
2. repetition
3. visual images-human history
4. alliteration
5. assonance
6. dramatic monologue

* Writing Assignments: (one example) [CR 4]

1. The Passionate Shepherd to His Love and The Nymph's Reply to the Shepherd
Compare and contrast these two poems.

* Vocabulary Journal, Quote Journal, and Grammar Lessons

* Research Paper- due at the end of this grading period [CR 4]

Unit 4 (fourth 4.5 weeks grading period)

* Poetry Responses

*Required Reading: [CR 2]

1. novel- *Great Expectations*, Charles Dickens
2. short story- *Araby*, James Joyce
short story- *The Story of an Hour*, Kate Chopin
3. poem- *A Red, Red Rose*, Robert Burns
poem- *I Find No Peace*, Sir Thomas Wyatt
poem- *I Wanted to Share My Father's World*, Jimmy Carter
poem- *Theme for English B*, Langston Hughes

*Interpretation of Literary Terms: [CR 3]

1. point of view
2. symbolism
3. imagery
4. theme
5. tone
6. style
7. structure
8. setting
9. diction

- * Interpretation of Poetry terms:
 1. metaphors
 2. simile
 3. paradoxes
 4. blank verse

- * Writing Assignments: (one example) [CR 4]
 1. The Story of an Hour-
Consider the tone of the last paragraph. What judgment is being made about how men view the importance to women?

- * Vocabulary Journal, Quote Journal, and Grammar Lessons

- * AP exam (post-instruction)

- * Additional Reading- choose one from the ten listed below:
 1. The Picture of Dorian Gray, Oscar Wilde
 2. Wicked, Gregory Maguire
 3. Portrait of the Artist as a Young Man, James Joyce
 4. A Gathering of Old Men, Ernest J. Gaines
 5. The Invisible Man, H. G. Wells
 6. Catch 22, Joseph Heller
 7. Age of Innocence, Edith Wharton
 8. Invisible Man, Ralph Ellison
 9. Out of Africa, Isak Dinesen
 10. The Sun Also Rises, Ernest Hemmingway

- * Three part assignment for additional reading:
 1. complete a major works data sheet
 2. create ten multiple choice questions with a key
 3. essay- prompt given in class

Curricular Requirements for the AP Literature and Composition Course

CR 1= The teacher has read the most recent AP English Course Description, available as a free download at apcentral.collegeboard.com/englit

CR 2= The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. (**Note: The College Board does not mandate any particular authors or reading list.**) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

CR 3= The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

CR 4= The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, and response/reaction paper)
- Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

CR 5= The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the student develop:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- 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

Sample Assignment

Research Paper for AP English Literature and Composition [CR 4/5] Assignment 2010

You will be writing an extended literary research paper. This paper may deal with an author or a work of your choosing. The following details should help you to plan and meet deadlines.

- Date:** The literary research paper is due in March 2010.
- Length:** 10-15 typed pages, exclusive of cover sheet and works cited. These are minimums and maximums. The length in words is approximately 4000-6000 (use a font and line spacing allowing 400 words per page).
- Topic:** Choose any author (poet, novelist, or playwright), literary work, or literary movement. The paper should be based on your interests: it is both acceptable and recommended that you write about an author(etc.)that you already know to some extent.
- Purpose:** To make you an expert in at least one area of literary study. To make you aware of the contributions of critics, historians, and philosophers to the study of literature. To give you a deeper appreciation of the complexity of responses to literature.
- Form:** Use the official **MLA web site** and **Citation Machine** for implementing parenthetical notation and a works cited. Your works cited will be annotated, meaning that you will briefly comment on the value of each source. **[CR 4]**
- Sources:** You must use a representative selection of primary any secondary sources in developing your paper. **You must give evidence of exhaustive research, covering a full range of criticism of your author, work, or idea.**

Due Dates:

January 13
January 20
January 27
February 3
February 10
February 17
March 3
March 10
March 17
March 24
March 31

Topics:

Select a topic
Show me your primary sources
Read and note primary sources
Collect secondary sources
Notes on secondary sources
Have a chosen thesis
Complete rough outline
Complete rough draft
Get criticism from teacher **[CR 5]**
Turn in Final copy
Get positive feedback!!!

Teacher Resources

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*, Boston: Bedford/St. Martin's, 2004.

Ehrenhaft, George, ed. *Barron's How to Prepare for the AP Exam: English Literature and Composition*, Hauppauge, New York: Barron's Educational Series, Inc., 2004

Kinneavy, James L. and John E. Warriner. eds. *Elements of Writing*, New York: Holt, Rinehart and Winston, 1998

Rankin, Estells M. and Barbara L. Murphy, eds. *5 Steps to a 5*, New York: McGraw-Hill, 2007.

Roberts, Edgar V., Henry E. Jacobs, eds. *Literature: An Introduction to Reading and Writing*, Upper Saddle River, New Jersey: Pearson Education, Inc., 2007.