

12TH GRADE AP ENGLISH LITERATURE SYLLABUS

THE COURSE

This course will follow the curricular requirements outlined by the College Board in the AP English Literature and Composition Course Description which focuses on building the skills necessary for college-level reading, writing, critical and analytical thinking. Materials will include works from a variety of time periods and genres, and writing assignments will include in-class essays as well as formal process essays with several opportunities for revision. This is considered a college-level course, meaning you will be asked to read and analyze challenging, provocative, dense and sometimes controversial material. You will also be expected to come prepared to challenge yourself and others with interesting discussion points on a regular basis.

The course design is based on the premise that the AP English Exam measures the skills you will need in order to be successful in college. In other words, the focus of the course is not merely the AP exam, more so it is an acquisition and mastering of the skills that will lead to success on the exam and in college. The course will focus on skills regarding confidence and facility of advanced language; skills in critical reading, writing, thinking; and success in academic endeavors and study skills. ALL STUDENTS ARE EXPECTED TO TAKE THE AP EXAM IN MAY.

This course includes using approaches that develop skills to study and write about poetry, drama, fiction and non-fiction. This course will build on the vocabulary of literary devices and rhetorical techniques as well as introduce additional terms of literary analysis for poetry and fiction and in some cases in film as literature as well. We will also look at specific strategies to identify tone, style, symbolism, imagery, and structure and how to apply critical theory to the texts we study.

In order to be successful in college literature classes as well as the AP exam, students must master close reading. A primary goal will be to move beyond the reader-response approach into deep analysis and discussion. It is crucial that students possess a high level of motivation and self-discipline in order to keep up with the intense amount of reading and writing response by coming to class fully prepared to engage in critical discussion. Skills will be encouraged to develop their own interpretations to literature that are well supported by specific evidence from the text and supplementary readings. Students should also be prepared to be challenged through small and large group activities, presentations, debates, frequent formal and in-class timed writing assignments, and the demand for inclusion of creativity and independent thought on each assignment.

HOMEWORK AND PREPARATION: In order to be successful in this class, you will need to come to class every day prepared with the text and homework assigned. Discussing various aspects of literature will be a daily practice and that is why your attendance is crucial as there will be no way to make-up the rich, spontaneous interaction with your classmates and myself when analyzing literature. In preparation for these discussions and often, you will be asked to complete written homework to accompany your reading homework. You are encouraged to educate yourselves with additional research and contemplation of assigned reading and

writing whenever possible and expectations of presentations will be professional and always to the best of your abilities. ***Homework not completed on time will receive half credit and must ALWAYS be completed no matter what.*** Most everything that will be asked of you will have immediate importance to the unit but when in doubt, will inevitably be crucial to your success on the exam and your intellectual development overall. We are in training for the marathon of your future and there is little room for exception.

FORMAL WRITING TASKS AND ASSESSMENTS: In addition to written homework, you will complete a number of significant assessments in response to, or inspired by, what we have read. These varied assignments are intended to help you comprehend, analyze and evaluate the text we read. On occasion, you will have the opportunity to rewrite and resubmit writing assignments after peer editing and/or conferences with me. Conferences will address issues in your writing such as idea development, argumentation, organizational choices, sentence structure and variety, and appropriate and advanced word choice. Always use appropriate documentation and proper MLA formatting. Plagiarism is a cop-out and will earn you immediate expulsion from most universities.

IN-CLASS ASSESSMENTS: Over the course of the year you will complete a number of in-class essays in which you will demonstrate three crucial aspects of AP training: your ability to analyze a particular text, your ability to write well, and time management. Each time we will debrief the prompt and quality of responses. At times we will examine anchor papers (student writing) from previous AP exams in order to identify elements of excellent writing as well as shortcomings of emerging writers. Similarly, we will periodically practice answering multiple-choice questions, followed by discussion. Some of these practices will be informal, while others will be graded. You will also take a complete mock exam. Individual preparation should be an on-going process and your success mainly depends on your personal commitment and practice outside of class as well. Students must be reading on their own to familiarize themselves with the extensive list of potential text that may show up on the AP exam. Maintaining a list of outside reading is highly encouraged.

IN A NUTSHELL:

READING AND WRITING: The major works we will study together were chosen for their classic nature, for the author's recognized style, social/cultural/historical value, and for the work's frequent appearance on the AP exam. Keep in mind this course is patterned after a college sophomore course and students are expected to handle sophisticated literature with maturity and grace. Written assignments will focus on critical analysis of literature and include expository, analytical, comparative and argumentative essays.

- Students will read – closely and actively. ANNOTATE – make careful observations of textual details

Establish connections among observations

Draw from these connections a series of inferences leading to an interpretative conclusion about the pieces meaning and value.

Students will write:

To develop and organize ideas in clear, coherent, and persuasive language

With a wide range of vocabulary used with connotative accuracy

A variety of sentence structures

Logical organization using thesis statement, transitions, conclusions

Maintaining consistent voice and effective use of rhetoric

GRADING:

All work is equally weighted on a point scale. The following are generalized approximations.

Journals, classwork, and homework: 5-20 points

In-class essays: 20-30 points

Formal essays: 100 points

Quizzes: 10-50 points

Exams: 50-100 points

Projects and presentations: 50-200 points

Participation: up to 100 points per week

Practice AP exams: 20-50 points

Although trimester grades reflect the quality of a student's work and can be adversely affected by late work or irresponsibility, the good news is that grades in class are actually greatly influenced by improvement and hard work. If a student does his/her best, they may still receive an excellent grade. Grades are earned, not born. ALWAYS do your best.

CLASSROOM EXPECTATIONS

- Be on time and ready to learn at the bell.
- Have all materials with you: binder, journal, text, paper, pen, homework everyday.
- Homework may be written, unless otherwise specified, but must be legible or you will be required to type it.

- All work must be printed out BEFORE class and may only be emailed in emergencies and with PRIOR consent. Homework is considered late if not turned in at the start of class. Late work is half credit; major final assignments and presentations will NOT be accepted after official due date.
- You must communicate with me regularly and proactively if you are having trouble or will be absent. It will be impossible to keep up with classwork otherwise. We can work out any serious matters together – I am here to help.
- If you are absent, get the make-up work as soon as possible! Absent work is due the day after you return at the latest or it will be considered late (i.e. Absent Monday, return Tuesday, Due Wed. along with Tuesday's regular work.) Tests are made up/major papers are due THE DAY YOUR RETURN with an excused absences. If you know you will be gone you MUST make previous arrangements with me. Your grade may depend upon it.
- No food in class please, drinks are ok as long as trash is thrown out. Cell phones must be turned off and out of sight.
- Laptops are acceptable, unless classwork needs to be turned in. Please refrain from using your computer for purposes outside of class needs.
- Discussions in class are paramount. Talking excessively or interrupting other students is considered rude and will affect your participation grade.
- Respect your fellow students and teacher at all times. Discussions may be heated but everyone is entitled to their own opinion unless offensive. Agree to disagree in a mature and productive fashion. My priority will always be to provide a safe place for students to express themselves without judgment. Period.
- We are here to learn, grow, explore and develop as learners and individuals. I will do everything in my power to ensure that happens. Know my door is always open.

Writing Assignment Summary

1. Essay: *The Iliad*
 2. First AP essay: (White Heron not graded rhetorical?) (**Where?**)
 3. Reading Analysis and Dialectical Journal: *Invisible Man*, *Canterbury Tales*
 4. College essay
 5. Essay: *Canterbury Tales*
 6. Analysis/Tone: *Doll's House*/ "The Story of an Hour."
 7. Timed AP essay: Advice to Youth (freshmen) (**Where?**)
 8. Approach Paper: *Feed* Quotes Project and Reflective Letter: *Feed* (**Approach Paper: Dorian Gray?**)
 9. Satire and Irony in literature: "Modest Proposal"/"A Good Man"
 10. Theme/Diction & Imagery: *Things*
 11. Timed Write Symbolism: *Heart of Darkness*/ Student choice
 12. Creative Write Diary entries: *Hamlet*
 - 13 Timed Write: Analysis of sonnet (Shakespeare)
 14. Compare/Contrast two frame stories as to theme, events, purpose: *Frankenstein*
 15. Quotes Project and Reflective Letter: *Macbeth* (Outside Read)
 16. **Responding to a critical analysis (partner) (What pieces? Nonfiction?)**
 17. Timed AP essay:
 18. Timed AP essay:
 19. **Responding to a critical analysis (individual) (?)**
- "AP essay" signifies that the essay prompt is from an actual previous AP exam.

Resources/Texts:

(Texts listed below are generally included in course, but will vary from year to year).

Primary texts:

Arp, Thomas R. and Greg Johnson. *Perrine's Structure, Sound, and Sense: An Introduction to Poetry*. 10th Edition. New York: Harcourt College Publishers, 2001.
Literature: Timeless Voices, Timeless Themes. Illinois: Prentice Hall, 2000.
AP English Literature & Composition | Syllabus | 2013-14

Secondary texts:

- *The Iliad*, Homer (summer reading)
- *Invisible Man*, Ellison (Independent reading)
- *The Canterbury Tales*, (Selected Tales including the Nun's Priest's Tale) Chaucer (?)
- *The Tragedy of Macbeth*
- *Hamlet*
- *A Doll House*, Ibsen
- "A Good Man is Hard to Find," O'Connor
- "The Story of an Hour," Kate Chopin
- "A Modest Proposal, Swift
- *The Picture of Dorian Gray*, Wilde (?)
- *The Dubliners*, Joyce
- *Heart of Darkness*, Conrad
- *Feed*, M.T. Anderson
- *The Things They Carry*, O'Brien

- Shakespearian Sonnets (selection will vary from year to year)
- Various satirical selections
- Various persuasive texts

Assessment:

- Assessment of understanding of literature is done primarily through essays.
- Text and vocabulary quizzes are given (weekly vocabulary quizzes).
- Knowledge of literary terms is tested.
- Students are expected to be active participants in discussions.
- An exam is given at the end of the each trimester.
- Students will create a writing log to help with self-assessment of writing.
- Peer Edits

Course Outline

Pre-coursework

Assignment is due the first Friday of the school year.

- Read *The Iliad* by Homer and complete 10 reader responses for any 10 books (see assignment overview)

Trimester One (12 weeks)

WEEKLY Vocabulary Quizzes

Weekly vocabulary quizzes have the following objectives:

- Improve vocabulary knowledge and competence.
- Improve sentence fluency, sentence variety, and grammatical conventions.

INTRODUCTORY UNIT (2 weeks)

- Review summer assignment: discuss projects
- Hand out syllabus & course calendar
- Setting the tone for the course: Class expectations
- Independent reading: *Invisible Man* (see below)
- Introduce Vocabulary Study & Weekly quizzes
- Introduce Elements of Lit. terms for test
- Introduce writing logs

The first AP essay (1) (not graded): *The Iliad*

Timed AP essay (2): A White Heron / **Where can I find this?**

Good choice?

Expectations:

- Analyze elements of literature /rhetorical qualities
- Talk through the process: what went right, wrong, what do you need?
- Make first entry in writing log.

Invisible Man (Independent novel)

Expectations:

- Activities (3): Complete the Reading Analysis Questions and the 5 entry dialectical journal for this book.

Vocabulary Assignment: Complete exercises in Prestwick House's Vocabulary

- Analytical Focus: plot, point of view, diction, tone, faulty reasoning
- Thematic Focus: Racism and the Individual vs. Society

The Iliad

Expectations:

- Activities: Participate in/ list several examples of figurative language
Find 5 extended similes that illustrate the use of figurative language and explain how they contribute to the beauty of the piece.
Within your assigned groups, choose one of the books from your reader's response and find a creative way to present the social, cultural, and/or historical events to the class. (Project details on line)
Evaluate: social, cultural, and historical elements

- Analytical Focus: irony, classical tragedy, Greek drama
- Thematic Focus: self-knowledge, pride, arrogance

College Essay:

Personal Essay (4) for College Admission/Scholarship Application (1 week)

Expectations:

- Writers often use the personal reminiscence/personal essay/essay of experience to state an opinion, explain a viewpoint, and clarify the significance of a person or event.
- The personal essay may take one of three forms: personal essay, personal reminiscence, and essay of experience.
- Students will explore ideas about themselves to determine their topics for writing.
- Students will understand and work with personal writing including but not limited to anecdote, dialogue, details, language, syntax, and varied structures.
- Direct composition instruction on introduction/openings, voice, and use of first-person pronouns, apostrophe, and conventions
- Students will work with conventions of Standard Written English.
- Students will participate in peer editing, rewriting/revising
- Students will complete at least one personal essay for college admission.
- Peer review

Canterbury Tales (2 weeks) **(Need help with this)**

Do I need to cover?

Expectations:

- Activities: Study guide
Vocabulary: Compile a list of twenty-five words along with the sentences in which they appear. These should be words that are new to you. After the sentences, list a definition for each word. Make sure that the definition fits the way in which the word is used.
Critical Essay (5): Canterbury Tales with a partner (Characters /Setting)
Study the General Prologue and The Nun's Priest's Tale.

All students memorize & recite the first 18 lines of the GP in Middle English to understand a bit of what English used to be.

- Analytical Focus: Structure, diction, symbolism, imagery
- Thematic Focus: chivalric values, love, human idealism

A DOLL HOUSE (2 weeks)

Expectations:

- Activities: study guide

Vocabulary: Compile a list of fifteen words along with the sentences in which they appear. These should be words that are new to you. After the sentences, list a definition for each word. Make sure that the definition fits the way in which the word is used.

Read: "A Vindication on Women's Rights," Wollstonecraft

Critical Analysis/Tone (6): individual

- Analytical Focus: Character, Irony, Point of View
- Thematic Focus: Women's Rights

FICTION and SATIRE (5 weeks) (**Need help with this**)

"Satire is a sort of glass, wherein beholders do generally discover everybody's face but their own; which is the chief reason for that kind of reception it meets in the world, and that so very few are offended by it.

Expectations:

- Activities: Compare/Contrast graphic organizer
Close reading: "A Modest Proposal," Swift (annotate text) (**Suggestions?**)
Various practice test selections (**Where?**)
Essay (7): A timed write on Advice to Youth (freshmen), or irony and satire (**find?**)

Analytical Focus: various literary elements, as applicable

- Thematic Focus: various themes (**irony, satire?**)

TRIMESTER EXAM

- A practice AP exam is given as the 1st semester exam

Writing Log is due

Trimester 2 (11 weeks)

Fiction and SATIRE Continued (3 weeks)

Expectations:

Feed (Independent novel)

Expectations:

- Activities: Vocabulary: Compile a list of fifteen words along with the sentences in which they appear. These should be words that are new to you. After the sentences, list a definition for each word. Make sure that the definition fits the way in which the word is used.

Articles on MTV and Rap's influences on teens.

Project: With your group find advertisements geared for teens today and compare their effectiveness with those used in *Feed*. Remember to incorporate the research from the two articles in your presentation. Present your finding to the class.

Essay (8): An Approach Paper (**good judgment paper?**)

Essay (9): Compare/Contrast Swift/Anderson, O'Connor/Swift, student choice

- Analytical Focus: Dystopian genre, diction, tone, imagery
- Thematic Focus: value of art, what it means to be human, media in society, ethics of science & technology

The Novel (5 weeks)

The Things They Carry

Expectations:

- Activities: Study Guide, analyzing passages
 - Vocabulary: Compile a list of twenty-five words along with the sentences in which they appear. These should be words that are new to you. After the sentences, list a definition for each word. Make sure that the definition fits the way in which the word is used.
- Essay (10): choose a theme from the novel—diction, tone, imagery, figurative language
- Project: Students will demonstrate via discussions and presentations an understanding of the impact of The Vietnam War on America.
- Analytical Focus: Point of view, diction, tone, imagery, figurative language, etc.
- Thematic Focus: Glorifying service, horrors of war, camaraderie, who starts war/ why?

Heart of Darkness

“The sea molds character, he said, yet, in setting the conditions for shipboard drama—as to some extent it inevitably must—it reveals, like a mirror, the face of character itself.”

Joseph Conrad's *Heart of Darkness* “is the most vividly realized account in literature of the experiences of a European in colonial Africa, and as such is a document of historical importance as well as a literary classic.”

Expectations:

- Activities: Students will research colonialism
 - Vocabulary Assignment from Prestwick House's Vocabulary.
- Essay (11): Timed write on symbolism
- Analytical focus: the literary techniques of impressionistic writing, frame narrative, inference and symbolism.
- Thematic focus: What evil lurks in the hearts of men?
 - How is symbolism/archetypes used in the novel?
 - What changes have taken place in society regarding colonialism/race relations since the writing of this novel?

SHAKESPEARE (4 weeks) Text will vary from year to year

The Tragedy of Hamlet, Prince of Denmark

“For anything so overdone is from the purpose of playing, whose end, both at the first and now was and is, to hold, as ‘twere, the mirror up to nature, to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure.” --Hamlet, Prince of Denmark. Act III. Scene ii.

Expectations:

- **Activities:** Research how the religious, scientific, and cultural beliefs of the Elizabethan age influence Shakespeare in the writing of Hamlet?
Analyzing passages
Essay test/timed write using 1993 and 1994 question #3 from AP English Literature and Composition Exams (**find**)
Literary analysis paper—formal, persuasive essay--- Direct composition instruction: format—clear thesis, incorporation of lines and quotes, pronoun usage, support paragraphs, introduction necessary for audience, thesis followed throughout, strong concluding paragraph.
“Ophelia’s Diary” (12): A creative writing from the perspective of Hamlet and Ophelia.
- **Analytical focus:** Shakespearean structure, figurative language, etc.
- **Thematic focus:** How does the character, the challenges, of Hamlet relate to problems of today’s world, especially today’s young people?
Why is the character of Hamlet depicted as the most complex in English literature?
What is Hamlet’s essential question?
Why is Hamlet considered by many as Shakespeare's greatest achievement?

TRIMESTER 2 EXAM

A practice AP exam is given as the second semester exam.

Writing log due

Trimester 3 (12 weeks)

SHAKESPEARE (Hamlet Continued :)

POETRY (4 weeks) (various chapters and selections from Sound and Sense, Perrine)

Students will learn that:

- Reading poetry well means responding to it: if one responds on a feeling level, he or she is likely to read more accurately, with deeper understanding, and with greater pleasure.
- Reading poetry accurately, and with attention to detail, will enable one to respond to it on an emotional level.

- Reading poetry involves conscious articulation through language, and reading and responding come to be, for experienced readers of poetry, very nearly one.
- Paying close attention to the text in poetry makes one appreciate, and understand, text and its possibilities.

Expectations

- Activities: Poetry terms test

Literary analysis (expository) — teacher model and rubric of Donne’s “A Valediction Forbidding Mourning.” Essay will be shared in class and emphasis includes, paraphrase, imagery, syntax, and poetic language.

Direct composition instruction: summary/paraphrase, thesis statement, syntax/sentence structures, audience.

Sonnet —study and analyze multiple sonnets, write an original sonnet

Direct Composition Instruction: comparison and contrast, thesis statement.

Timed Write (13)—literary analysis comparing and contrasting two sonnets including samples and scoring guide.

Multiple-choice practice

Poetry terms test

Literary analysis (expository) — teacher model and rubric of Donne’s “A Valediction Forbidding Mourning.” Essay will be shared in class and emphasis includes, paraphrase, imagery, syntax, and poetic language.

Direct composition instruction: summary/paraphrase, thesis statement, syntax/sentence structures, audience.

Sonnet —study and analyze multiple sonnets, write an original sonnet

Direct Composition Instruction: comparison and contrast, thesis statement.

Timed Write (13)—literary analysis comparing and contrasting two sonnets including samples and scoring guide.

Multiple-choice practice.

- Analytical Focus: Elements of poetry. Study and analyze poems from the Renaissance, Metaphysical, and Modern eras.
- Thematic Focus: varies with poem.

Do they need to write original poem?

The Short Novel (3 Weeks)

Frankenstein

Expectations:

- Activities: Add twenty-five vocabulary words to list.

Essay (14): Compare/Contrast two of the stories as to theme, events, and purpose in the book.

- Analytical focus: Study of frame story emphasizing point of view and tone.

- Thematic focus: Lack of connection to either family or society.

One’s failure to consider consequences of actions.

Ethics of science

Violence and prejudice in the world.

The Dubliners/Macbeth (outside read)
Quotes Project and Reflective Letter (15)

Responding to critical analysis? (16)
Nonfiction? (Articles in *Feed*?)

TEST PREP (3 weeks)

- Practice Objective Tests: two versions
- Review answering strategies, thinking processes, pitfalls, etc.
- Practice AP essay (17): **Suggestion?**
- Going beyond: More test prep materials are available for independent study. Just ask.

Writing log is due

!! AP EXAMS (First part of May)

FINAL PROJECT (2 weeks) (after test through end of school year)

Students suggest a project that meets at least two of the following

- Integrates the study of the literature/concepts/themes we have studied
- Is a new study of a text/concept
- Requires all students to write/contribute
- Is a collaborative or public performance

OR

Novels—Reader's Workshop format.

Students choose two novels to read and study from list of possible titles: *Alias Grace*, *All the King's Men*, *All The Pretty Horses*, *Angle of Repose*, *Animal Dreams*, *Atonement*, *Awakening*, *Beloved*, *Brave New World*, *Catch 22*, *Einstein's Dreams*, *Ethan Frome*, *Frankenstein*, *The Great Gatsby*, *The Grapes of Wrath*, *The Handmaid's Tale*, *The Kite Runner*, *Lord of the Flies*, *Montana 1948/Justice*, *Obasan*, *Player Piano*, *The Poisonwood Bible*, *A Prayer for Owen Meany*, *Snow Falling on Cedars*, *Stones From The River*, *Their Eyes Were Watching God*, 1984.

Expectations

- a) Read two novels.
- b) Test on both.
- c) Formal literary paper—persuasive format—subject of choice