

## AP English Literature and Composition – 12<sup>th</sup> Grade

### Course Description

AP English Literature and Composition is designed to be a college/university-level course, thus the "AP" designation on a transcript. This course will provide students with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course. As a culmination of the course, students will take the AP English Literature and Composition Exam given in May (required).

The course engages students in the careful reading and critical analysis of literature. As they read, students consider a work's structure, style, tone, and themes as well as such elements as figurative language, imagery, and symbolism. Because the school mandates a survey of American authors during the junior year, students will be studying British authors during their senior year. The course includes intensive study of representative works from various genres and periods from the sixteenth to the twenty-first century. Reading in an AP course is both wide and deep. It builds upon the reading done in previous English courses. Students read works from several genres and periods but, more importantly, they get to know a few works well. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects.

The name of the course is Advanced Placement Literature and Composition, therefore, students can expect to be working at an advanced pace. The work, as well as the standards for excellence, in AP Literature and Composition will NOT be the same as a regular English classroom. Students will be expected to complete and turn in ALL assignments on the date they are due – no exceptions. If a student is absent from school on the date a paper is due, it is due in my hands on the next day they are present. Like much of any college English Class, AP involves class discussion, participation, note taking, and writing. Everyone should participate in class discussion, and in order to do this, students must have read the material assigned. Students should expect to write a great deal in this course—both in class and out of class.

### Prerequisite for taking Senior AP Literature and Composition:

Students must have completed the course American Literature which includes the study of the following authors: Bradford, Franklin, Bradstreet, Paine, Wheatley, Irving, Cooper, Bryant, Longfellow, Whittier, Lowell, Holmes, Emerson, Thoreau, Whitman, Poe, Hawthorne, Melville, Harte, Bierce, Lanier, Garland, Riley, Jewett, Dickinson, Howells, James, Twain, Crane, London, Norris, Markham, Henry, Frost, Ransom, Millay, Auden, Pound, MacLeish, Sandburg, Cummings, Eliot, Jackson, Connell, Thurber, Rutledge, Welty, Hemingway, Bradbury, Wilder, Catton, Sinclair

### Course Objectives

Upon completing the Literature and Composition course, students should be able to:

- Read with critical and analytical focus by multiple readings
- Identify, describe, and utilize literary genre
- Apply effective strategies in their own writing while developing style and voice
- Develop a philosophy of life based upon the Word of God which will drive their own writings
- Organize, compose, and critique skillful in-class timed writings
- Communicate with clarity, style, and coherence, demonstrating a mastery of Standard English usage, grammar, punctuation, and spelling.
- Participate knowledgeably in class discussions
- Complete college-level research projects
- Read independently a number of selections

#### Required Texts and Materials

In the AP Literature and Composition course, the student should consider obtaining a personal copy of the various novels, plays, epics, poems, and short fiction used in the course. It might be in the student's best interest to have access to the public library as well as Internet access for the purpose of accessing information, novels, plays, epics, poems, short fiction, or other resources that our school library does not have. If available, students may check out books from the teacher.

*Elements of Literature, Sixth Course*, Holt Rinehart and Winston

*Five Steps to a Five* McGraw Hill

*Writing about Literature*, Edgar V. Roberts

*Hamlet*, Shakespeare

*The Odyssey*, Homer (Summer Reading)

*Jane Eyre*, Brontë

*Frankenstein*, Shelley

*How to Read Literature Like a Professor* by Thomas C. Foster (Summer Reading)

*Heart of Darkness*, Conrad

Students are expected to have the following supplies:

A large (1½ inch minimum) three-ring binder, with 5 tab dividers

Plenty of loose leaf note book paper

Blue or black ink pens

Post-it notes of small to medium sizes

Composition books for independent reading journals

#### Performance Tasks

- Timed essays based on past AP prompts

- Essay questions as required of college-level writers
- Reading/responding/analyzing novels, drama, fiction, non-fiction and poetry
- Imaginative writing including but not limited to poetry, imitative structures
- Literary analysis Papers – expository and persuasive
- Personal essay
- Graphic organizers, journals, paragraph responses, questions
- Exams and quizzes based on multiple choice style and format of AP exams
- Weekly vocabulary quizzes, including proficiency in replicating sentence patterns

### Writing Expectations

As this is a literature and composition course, students will be expected to use every assignment that involves writing to practice their best composition skills. Composition assignments will include statements, paragraphs, timed writings (essay tests), and formal essays (personal, expository and argumentative). Students will work with various composition constructions, Standard Written English, sentence variety, and word choice.

1. When an assignment calls for an "essay" please check your work against the criteria below:

#### Essay Evaluation Criteria

Use these criteria to evaluate your essays

- The first, second, or last sentence contains the thesis statement and key words from the question or assigned topic.
  - Individual paragraphs contain one to three explanatory sentences.
  - Individual paragraphs contain two to four sentences about specific details.
  - Details are colorful, interesting, and appropriate.
  - Essay ends with a good closing that refers to the thesis without repeating it.
  - Essay contains no run-ons or sentence fragments.
  - Essay is free of errors in agreements.
    - Subject/verb – singular or plural.
    - Pronoun selection correct – singular or plural
    - Pronoun selection correct – subject or object
  - Free of punctuation errors.
  - Free of spelling errors
  - Handwriting is easy to read.
2. All assignments for formal papers will include a specific grading rubric. We will go over the rubrics prior to submitting 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 analysis after you receive feedback.

3. **Timed Writings (essay tests)** will present a scoring guide as a feedback. These will be scoring guides as used by the AP English and Composition Exam for that specific question.
4. **Grammar and usage:** As a senior in an AP English and Composition course, you should have a good command of Standard Written English. There will be mini-lessons throughout the course dealing with complex grammar and usage issues, sentence constructions, and diction. Occasionally you may need some additional help with this. There are many good online guides to grammar. The link below is one such guide. Please consult this guide or a writing handbook for grammar problems.  
<http://grammar.ccc.commnet.edu/grammar/index.htm>

#### **Assessment and Evaluation**

**Discussion and Participation (incl. daily work, homework, and MC practices) = 25 %**

**AP Timed Writings \*/Tests = 40 %**

**Quizzes (incl. vocabulary and reading quizzes) = 15 %**

**Essays (analysis, literature-based expository, and argumentative) = 20 %**

**\*AP writings will be systematically graded in the first semester and holistically graded thereafter.**

#### **Pre-Course Assignments**

**Students will be given summer assignments to prepare them for the semester. Summer assignments should be completed prior to the first day of class.**

#### **Units of Study**

**Units are chronological. In each unit we may cover a range of genera. At the end of the semester each student will have a basic overview of each timeframe and the authors that it encompasses. Often, the discoveries and fads of the times play into the message of the writer. By fully understanding the century in which the writing took place, student can fully grasp how a culture can impact literature as well as how that particular culture shaped the literature for its specific purposes.**

#### **Unit One: Anglo-Saxon Period (History of Literature)**

##### **Unit Outline**

- **Background for Anglo-Saxon Time Period**
  - **Study of Germanic Tribes (Anglos, Saxons, Jutes)**

- Christianity/Religion
  - Heroic Values
- *Beowulf*
  - Folk Epic Characteristics
  - Stylistic Devices (kennings, alliterations, caesuras)
- "The Seafarer"

#### Unit One Expectations

- Close reading of fiction, drama, prose and poetry
- Original poetic works
- Epic Components compared to lyric components
- Poetry Terms and techniques
- Major themes (courage of hero, briefness and sadness of life, cruelty of the sea)
- Literary explanation of folklore and its value to developing nations

#### Unit Two: Medieval Period (1100-1500)

##### Unit Outline

- Background for Medieval Period
- Ballads
  - "Edward"
  - "Lord Randall"
  - "Get Up and Bar the Door"
- Geoffrey Chaucer
  - "Prologue of the Canterbury Tales"
  - "Pardoner's Tale" or "Knight's Tale"
  - "Wife of Bath's Tale"

#### Unit Two Expectations

- Close reading of fiction
- Characteristics of a ballad
- Literary Analysis— persuasive. Explain whether or not you think that Chaucer's writings were the building block of Medieval Literature. Focus on a strong thesis, word choice and support (teacher advice given and revisions made)

#### Unit Three: Elizabethan/Renaissance Period (1500-1660)

##### Unit Outline

- Historical Background for Elizabethan Period
- English Drama
  - Edmund Spenser ("Faerie Queen")
  - Christopher Marlow ("The Passionate Shepherd to His Love")

O William Shakespeare (*Sonnets, Macbeth, and Hamlet*)

**Unit Three Expectations**

- Close reading of fiction, drama, and poems
- Distinctive features of Renaissance Lit (sonnet, conceit, etc.)
- Major Themes (quest for fame and honor, courtly love, disease and death)
- Time Writing-Importance of Hamlet and use of foils
- Distinct Features of Shakespearean Drama

**Unit Four: Seventeenth Century (1625-1700)**

**Unit Outline**

- Historical Background for Seventeenth Century
- Metaphysical Poetry (selected poems may vary)
  - O John Donne
  - O George Herbert
  - O Andrew Marvell
  - O John Suckling
- Cavalier Poets (selected poems may vary)
  - O Ben Jonson
  - O Robert Herrick
  - O Richard Lovelace
- Religious Writers
  - O John Milton
    - Poems
    - *Paradise Lost* (Excerpt)

**Unit Four Expectations**

- Close reading of poetry
- Poetic Devices (alliteration, simile, metaphor, hyperbole, etc)
- Original poetic works
- Literary Analysis- expository (Explain *Paradise Lost* and its significance to this time period)

**Unit Five: Age of Reason/18<sup>th</sup> Century (1660-1780)**

**Unit Outline**

- Historical Background for Age of Reason
- Major Authors
  - O Jonathan Swift ("*A Modest Proposal*" and *Gulliver's Travels* (excerpt))
  - O Alexander Pope ("*The Rape of the Lock*" and "*Essay on Man*")
  - O Daniel Defoe (*Robinson Crusoe* (excerpt) *A Journal of the Plague Year* (excerpt))

**Unit Five Expectations**

- Close reading of fiction, drama, prose and poetry
- Literary satire-humorous and current. Should have a clear thesis, incorporation of lines and quotes, support and a strong concluding paragraph
- Original prose works
- Timed Writings – critical analysis Pope's Writings (theme, word choice, tone, and symbols)
- Satire terms and techniques

#### Unit Six: Romantic Period (1780–1830)

##### Unit Outline

- Historical Background for Romantic Period
- Romantic Poets (1<sup>st</sup> Generation)
  - Robert Burns ("A Red Red Rose" and "To a Mouse")
  - William Blake ("Songs of Innocence" and "The Tyger")
  - William Wordsworth ("The World is Too Much with Us" and "She Dwelt Among Untrodden Ways")
  - Samuel Taylor Coleridge ("The Rime of the Ancient Mariner")
- Romantic Poets (2<sup>nd</sup> Generation)
  - Lord Byron ("She Walks in Beauty" and "The Destruction of Sennacherib")
  - Percy Bysshe Shelley ("Ozymandias" and "Ode to the West Wind")
  - John Keats ("On First Looking into Chapman's Homer" and "Ode to a Nightingale")
- Independent Novel: *Frankenstein* – Mary Shelley

##### Unit Six Expectations

- Close reading of poetry and novel
- Original poetic works
- Time writings – critical analysis of poem
- Poetry Terms and techniques
- These used by romantic writers (wonder of nature/natural world, fascination of the exotic and medieval, uniqueness of individual, and the appeal of mystical)

#### Unit Seven: Victorian Period (1830–1900)

##### Unit Outline

- Historical Background for Victorian Period
- Major Authors
  - Alfred Lord Tennyson ("Lady of Shalot" and *Morte d'Arthur*)

- Robert Browning ("My Last Duchess")
- Thomas Hardy ("The Darkling Thrush" and "Channel Firing")
- Rudyard Kipling ("The Mark of the Beast")

- Independent Novel: *Jane Eyre* by Charlotte Brontë

#### Unit Seven Expectations

- Close reading of fiction, prose and poetry
- Literary analysis paper – formal and persuasive, Should have a clear thesis, incorporation of lines and quotes, support, and a strong concluding paragraph
- Original poetic works
- Poetry Terms and techniques
- Timed Writing – critical analysis of poem

#### Unit Eight: 20<sup>th</sup> Century (1900–Current)

##### Unit Outline

- Major Authors (Selected works may vary)
  - T.S. Eliot
  - William Butler Yeats
  - James Joyce
  - Dylan Thomas
  - Katherine Mansfield
  - Doris Lessing
  - Virginia Woolf
  - Elizabeth Bowen
- Independent Novel: *Heart of Darkness* by Joseph Conrad

#### Unit Eight Expectations

- Close reading of fiction, drama, prose and poetry
- Formal analysis – comparing and contrasting two pieces of literature. Essays will be submitted, edited and reworked. Paper will include quotes, precise word choice, and focus on a particular literary technique.
- Poetry terms and techniques
- Timed Writing – critical analysis of poem

#### Unit Nine: AP Practice Tests

##### Unit Outline

- Practice AP Exams
- Practice Test Questions
- Analysis and Group Discussion

**Unit Nine Expectations**

- **Time Writing from the AP College Board**
- **Old Samples of Essay Writing grading workshop**
- **Multiple choice tests and answer discussions**