

Syllabus: AP English Literature and Composition (Fulfilling requirements for English IV According to N.C. Standard Course of Study)

Although this AP English Literature and Composition course is “year-long,” classes meet every other day, therefore the following weeks:

Schedule of Topics

- 1 week – Summer Reading – Grammar and Writing Review**
- 1.5 weeks – Short Stories – Reading and analyses**
- 1.5 weeks – The Anglo-Saxons and the Middle Ages – Beowulf and Chaucer**
- 1 week – Elements of Drama – Sophocles, and Aristotle’s Poetics**
- 3 weeks – Shakespeare – Hamlet, Criticisms, and A Midsummer Night’s Dream**
- .5 weeks – Satire – “A Modest Proposal”**
- 1 week – A Tale of Two Cities**
- 1 week – British Novel Project**
- 3 weeks – Poetry and AP Test Review (Some AP preparation will take place all during the year.**
- 2 weeks – The Awakening and Death of a Salesman**
- 1.5 weeks – Senior Research and speech preparation**

Some designated time periods may take a day longer for instruction in writing and units of study may vary in order. For this reason, only seventeen weeks are scheduled. This also allows some time for testing and timed essays. Individual and small group writing instruction will be conducted as individual conferences or with individuals after school.

Please use this guide to reference the particular curricular requirement being addressed by each objective, assignment, or list of materials included as part of the syllabus which follows. Curricular requirements are taken from *The College Board’s Curricular Requirements for AP English Literature and Composition*.

Curricular Requirements:

- C-2** The course includes an intensive study of representative works such as those by authors cited in the *AP English Course Description*. 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.
- C-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.
- C-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 papers).
- 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 judgments about a work's artistry and quality, and its social and cultural values.
- **C-5** The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students 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.

Resource Requirements-The school provides each student a copy of all required readings for individual use inside and outside of the classroom.

Local Course Description- Advanced Placement (AP) Literature and Composition: College Board's course description plus the following:

This course is an advanced study of novels, plays, short stories, essays, and poetry, particularly from Britain. High-level skills in reading, literary analysis, and interpretation and composition are needed. The extensive reading list and frequent writing assignments demand concentration and self-discipline. Summer reading required. "A-B" in English 11 Honors/AP Language or "A" in English 11. (One unit) (As stated in the "School 2007-2008 Course Selection Handbook").

Response to Curricular Requirements – C-1 – The teacher has read the most recent *AP English Course Description*.

Response to Curricular Requirements - C-2 - Meeting the requirements for reading of representative works of literature.

Students in AP Literature and Composition at this school have experienced an intensive study of American literature and advanced composition in their eleventh grade English class. This is a requirement fulfilling the English 11, Standard Course of Study for the public schools of our state. AP English Literature and Composition includes an intensive study of representative works most of which are by authors cited in the *AP English Course Description*. **A bibliography of materials is included at the end of the syllabus.**

Novels studied in Advanced Placement English Literature and Composition
Summer Reading (3) – *A Portrait of the Artist as a Young Man, Their Eyes Were Watching God*

School Year in Class (4) – *A Tale of Two Cities, The Awakening, Heart of Darkness, and The Picture of Dorian Grey*

British Novel Project (1) – One novel will be chosen from the following list: - *Pride and Prejudice, Jane Eyre, Emma, Tess of D'Urbervilles, Wuthering Heights*

Short stories studied in Advanced Placement English Literature and Composition Introduction to Analysis Unit

“The May-Pole of Merry Mount,” “The Story of the Hour,” “Three Girls,” “All That You Love Will Be Carried Away,” “A Rose for Emily,” “Bartleby the Scrivener”-“Soldier’s Home,” “A Good Man is Hard to Find”

Twentieth Century Short Stories

“One Warm Saturday”
“An Old Woman and Her Cat”
“The Short Happy Life of Francis Macomber”

Drama studied in Advanced Placement English Literature and Composition

Hamlet Prince of Denmark
A Midsummer Night’s Dream
A Raisin in the Sun
Death of a Salesman

Types of Poetry

“Hazel Tells LaVerne”- “My Last Duchess” - “Mid-term Break”- “Elegy for my Father, Who Is not Dead”- “Bonny Barbara Allan”- “Ballad of Birmingham”- “Do Not Go Gentle Into That Good Night”- “Woman’s Work”- “Ode to the West Wind”- “The World is Too Much with Us”- “My Mistress’ Eyes are Nothing Like the Sun” -“To His Coy Mistress”- “To His Importunate Mistress”- “Sestina”

Poetic Devices

“The Guitarist Tunes Up”-“The Hound”-“Song of the Powers”-“Bright Star”-“I Taste a Liquor Never Brewed”-“Metaphors”-“Dream Deferred”-
“The Road Not Taken”-“A Noiseless Patient Spider”-“The Sick Rose”-“Digging”-“Fire and Ice”-
“Because I Could Not Stop for Death”

Reading the Poem

“The Man He Killed”-“Is My Team Plowing”-“Break of Day”-“There’s Been a Death, in the Opposite House”-“When in Rome”-
“Mirror”-“The Clod and the Pebble”-“Facing It”
“Eros Turannos”-“Storm Warnings”

Imagery and Irony in Poetry

“Spring”-“The Widow’s Lament in Springtime”-“I Felt a Funeral in My Brain”-“Living in Sin”-“The Forge”- “After Apple Picking”-
“Barbie Doll”-“The Chimney Sweeper”
“Ozymandias”

Other Readings

Beowulf

The Canterbury Tales - The "Prologue" and two stories.
Excerpts from the Poetics of Aristotle.
"A Modest Proposal"
Oedipus Rex
Several instructor and student chosen critical essays on literature
Selected informational readings from Perrine's Sound and Sense
Selected informational readings from The Bedford Introduction to Literature

Viewing Exercises

Students will view A Midsummer Night's Dream, and write an essay concerning how Shakespeare created humor that appealed to all classes of people in sixteenth century England.

Students will view a video of the same title as the novel chosen for their British novel project and use a guide for critiquing a movie to write a review and evaluate how well the video follows the novel.

Speaking Exercises

In addition to presenting a formal speech to a panel of judges in connection with their senior exit project, students are given numerous opportunities to work in groups and present findings to the class.

Writing Assignments in AP English Literature and Composition - C-3 - Meeting the requirements for analysis of literature, multiple types of writing, numerous writing opportunities, and opportunities to rewrite after peers' and instructor's assessments. C-4 The course requires that students write interpretations of literature based on the major elements of literature as well as on textual details. Composition assignments must demonstrate students' careful observations of structure, style, and themes of literature as well as the social and historical values reflected in some pieces of literature. Interpretations of poetry are a part of the writing assignments in the course throughout the term and are emphasized in a poetry unit focusing on the various aspects of analyzing poetry. Students must show evidence of their ability to recognize and discuss in writing the effect/s of figurative language, imagery, symbolism, and tone on literature.

Longer Compositions – *The Awakening, Wuthering Heights, Their Eyes Were Watching God, A Portrait of the Artist as a Young Man, Hamlet*

Writing - Using your notes, write a paper which identifies the "spiritual reassessment or moral reconciliation" evident in the ending and explain its significance in the work, *Their Eyes Were Watching God* as a whole. © AP Exam

Writing - Using your notes, write a paper which indicates the birth of Edna's "Awakening," its effect on Edna and her family during a major portion of her life, and the final outcome of Edna's having the "Awakening."

Writing - Response to excerpt from *Tarzan of the Apes* by Edgar Rice Burroughs: How do **plot structure, language, and syntax** enhance characterization and the total effect of the excerpt?

Prove the following: Chaucer's *The Canterbury Tales* are a valuable piece of historical literature which reveal the way of life of the common man of fourteenth century England. While proving this statement, comment on how Chaucer's style of writing and plots of the tales reveal much about their tellers. Be sure to note his use of figurative language as a means of revealing the nature of his characters. **Students identify examples of figurative language, imagery, and symbolism in the literature and work in small groups to determine how these elements produce tone and affect the historical significance of the writings.**

Writing – Using your notes from the reading of *The Artist as a Young Man*, “write a well-organized essay in which you explain the allusion that predominates in the work and analyze how it enhances the work's meaning.”@APEXam

Using information found in Aristotle's *Poetics*, prove that according to Aristotle, Oedipus was a tragic hero. **Students will evaluate the character of Oedipus according to the standards of artistry and quality set forth by Aristotle in his *Poetics*.**

Write an annotated composition relating to **one** of the following topics *from A Tale of Two Cities*:

1. Development of major characters as the novel progresses.
2. The effect of setting on the mood and tone of the novel.
3. Identify events in each chapter that relate to the continual themes, motifs, and symbols in the novel.
4. How Dickens's style of writing relates to theme and mood of the novel.

With teacher assistance, students will plan this composition in small groups. Students must produce a planning chart indicating textual details to be used in proving points in their compositions.

Video Critique – Evaluation of video in conjunction with the British novel project. **Students will be expected to cite textual details from the novel and determine how well the screenwriter captured the mood and tone of particularly important scenes.**

Research Exercises

In addition to writing a lengthy argumentative research paper, students write other annotated compositions and perform research necessary for class presentations. While studying *A Tale of Two Cities*, students will research people, events, and places relative to the French Revolution to determine how well Dickens's novel reflects the historical, cultural, and social milieu of the time. Students will be searching for figures in history as well as details which parallel fictional characters and events from the novel. **Students will be learning how to evaluate the accuracy of the social and historical values expressed in literature.**

Short Compositions – These are done as timed writings in class or overnight writings

1. “Tarzan...” How plot structure, language, and syntax enhance characterization and total effect of the excerpt?
2. “Three Girls” “All That You Love Will Be Carried Away” and “A Rose for Emily”

Choose one of these three short stories and explain the plot structure stating how it enhances the total effect of the work.

3. "Bartleby the Scrivener" – Identify the methods used by Melville to develop the character of Bartleby focusing on the relationship between Bartleby and the lawyer.

4. "Soldier's Home" – How did the setting of "home" complicate the main character's transition back to civilian life?

5. "A Good Man Is Hard to Find"-Identify the theme of the story explaining how it is developed through character and plot.

Describe the Role of the chorus in Antigone. **Students will learn to identify the basic structural elements of Greek drama.**

AP Prompt Responses and Study of Materials for Multiple Choice Questions:

Students will answer writing prompts from previous AP exams at various times throughout the year. Answers will be written during class, peer edited, revised, and marked by the instructor using a rubric. In answering the open-ended questions, **students will be expected to use a variety of literature in answering the prompts. No student should rely solely on one or two pieces or types of literature as supports for answers.** In addition, students will be given multiple choice sections from previous AP exams to answer and review during class.

Poetry Compositions

Each student will develop a power point presentation for the study of poetry. Students will be assigned one poem, and the other poem will be chosen by the students. This must include the title of the poem, the author, a brief prose paraphrase of the poem, the type of poem, and any poetic devices found in the poem. (Students are given a list of poetic devices with definitions.) Students are also to write a brief statement describing their **personal response** to the poem. A guide to planning responses is found on page 31 of Perrine's *Sound and Sense*. Answering questions from Perrine's *Sound and Sense* provides students with guided opportunities to write analyses of poetry emphasizing imagery, irony, tone, figurative language, symbol, allegory, and meaning in poetry.

On page 40 of Perrine's *Sound and Sense*, there are several quotes that define poetry. Students may write their own definitions of poetry or choose one of those suggested by the book. They must then choose one or more poems which best illustrate their definition of poetry and defend the choices through personal response and textual evidence from the poem/s.

Short compositions will be assigned as needed to aid in students' developing skills in poetry analysis.

Creative Writing

Writing the college application essay and the scholarship essay-Students will respond to several prompts that require personal essays as a response to college applications.

Students will respond to several questions frequently asked on scholarship applications.

Each student will choose an argumentative topic and write a creative essay using satire and writing his own “Modest Proposal.”

Students will be instructed in using questions from Perrine’s *Sound and Sense* to analyze and evaluate poetry according to speaker, occasion, setting, purpose, theme, structure, diction, tone, and imagery. Lessons from this text also include identification and evaluation of poets’ use of symbols, metaphor, simile, personification, and metonymy. Students will be taught to examine the functions of paradox, overstatement, understatement, irony, and allusions in poetry. Readings and class discussions on these topics will precede their writing responses as starting points for creative and/or analytical writing assignments.

Write a well-constructed essay that demonstrates common themes, ideas, or insights from four major pieces of literature. You may choose from literature we have studied in this class, or you may choose from other worthwhile reading you have done.

Research Paper, Speech, and Project

Students in this school are required to write a research paper. Each paper must have ten sources of several types and must follow the guidelines for writing research papers as set forth in the MLA Handbook for Writers of Research Papers. Students use this paper as a basis for a speech that is presented to a panel of judges from the community. In AP Literature and Writing, the project is a formal proposal for action.

Assessment of Compositions – C-5 - Meeting requirements addressing teacher’s instruction and feedback on students’ writing assignments both before and after student revisions.

The following is the procedure for marking major compositions and responding to needs for remediation:

Major compositions and some shorter compositions will be peer edited using a rubric based on scoring rubrics from past AP literature tests from College Board.

Students will be given an opportunity to rewrite after peer editing, and papers will then be handed to the instructor who will mark errors in grammar, word choice and syntax, and comment on suggestions for improvement in content. Suggestions to improve word choice, sentence variety, organization, and selection of details in development will be addressed in individual conferences. Students will receive a preliminary grade on their best effort draft. However, after teacher corrections and suggestions have been made, students will correct papers for added points. **Correcting papers is mandatory.**

Students will keep a log of their own errors, and writing instruction will be based on their logs and a general “composition error and weakness” log compiled by the instructor.

While marking, the instructor will note on students’ papers the need for a greater variety of sentence structures as well as a need for subordination and coordination. In early compositions, the instructor will change the sentence to reflect the needed correction/s. In later papers, the instructor will highlight sentences that need corrections and mention suggestions for corrections. (Note that all compositions are double spaced to allow ample room for teacher comments and corrections.)

After each composition is returned, the instructor will use the logs mentioned above as a basis for **instruction in grammar.**

Individualized instruction and writing conferences will be available by appointment after school hours. Individualized or small group instruction on grammar and composition may be required for students who have particular difficulties.

Timed writings will, on some occasions, be peer edited. Students must make any changes suggested during the class period, and no paper may be handed to the instructor after the class has ended. These papers will not be marked as stringently so far as grammar and syntax is concerned but will be evaluated heavily on quality of analysis and content.

Grammar Instruction and Composition Revision-C-5

Activities for grammar review will be completed independently by students using teacher approved websites and lessons.

Other grammar instruction will be done as a response to errors made on compositions. Problems concerning diction and syntax are approached through exercises on sentence combining and correcting errors made in compositions.

Students are frequently reminded of the need to choose words and vary sentence structure in their writing to achieve a tone appropriate to the purpose of their paper and their audience. Students are frequently reminded to choose details of the literature appropriate to the thesis of their composition and to avoid simply writing a plot summary of the literature. **Paper corrections and individual conferences address this problem.**

On designated compositions, students who score at least a 90 may write over only the sentences in which they have errors for correction credit. All students who receive grades below 90 on compositions must rewrite the entire composition correcting all errors or forfeit 5 points.

Some direct instruction described on this page will occur before term writing assignments are assigned and will be repeated either to the entire class during school hours, or to small groups or individuals in after school sessions, as needs are indicated by student performance. The teacher will offer direct instruction to help students develop a wide-ranging vocabulary and encouraging appropriate and effective use of words. Teach students to use *Internet* sources to locate the “right” words. Example sites include lists of “action words,” “emotion or feeling words,” and “descriptive words” that may be used for general and character analyses. Students are encouraged to print word lists to use while they write. The teacher will offer direct instruction to help students develop a variety of sentence structures and appropriate use of subordination and coordination.

Practice grammar exercises in phrase and clause identification. When teaching comma rules, students do exercises in sentence combining requiring them to combine sentences using subordination and coordination as well as appropriate use of commas.

The teacher will offer direct instruction to help students develop logical organization in writing and appropriate transitions.

Students will be given lists of transitional words and phrases and will be instructed concerning how to find additional help on the *Internet*. During grammar study, early in the semester, students will be given exercises requiring that they supply appropriate transitional words and devices to achieve fluency in writing.

The teacher will offer direct instruction to help students develop an effective use of rhetoric including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Students will be given a list of rhetorical devices and will be expected to give an example of each on a quiz. Examples of these rhetorical devices will be used in the exercise described below.

Students will work in groups to retell fairytales from various points of view to achieve humor, pathos, disgust, envy, and various other tones in speaking and writing. (Diction and sentence structure are addressed earlier in the section on appropriate and effective use of words and varying sentence structure.)