

**AP English Literature/Language and Composition
Syllabus
2009-20010**

General Course Information

Grade level offered: 12
1.0 Credits (.5 per semester)
Prerequisites: Accelerated 11 is highly recommended

Course Description

AP English Literature/Language and Composition will give students a learning experience equivalent to a typical undergrad introduction to literature class. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in life. We will "measure" literature against the history of philosophy to understand how literature fits into its own time as well as in all time. We will ask, "What is art?" and try to determine the qualities of great literature. Our literary analysis will look through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Vocabulary study is important. Students will also master literary terms. Writing well about literature is a key component of the class. In addition to writing a variety of essays, students will keep a writing log over the course of the year to document their progress and to engage themselves in thinking about their writing. It is expected that students will take both the AP English exams in May. Students should check with various colleges to see what credits they offer for each or both tests.

Course Outcomes

In this course students will

- improve close reading and analytical strategies; while texts are provided (except for independent choices), students are strongly encouraged to buy their own copies of each text for ease in close reading and annotating text.
- stretch their imaginative abilities in reaction to a wide variety of literature
- improve their ability to find, explain and defend (through discussion and writing) what is of value in literature
- revisit the purposes and strategies of rhetoric in order to
 - develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
 - improve organization in writing through techniques to improve coherence, such as repetition, transitions, and emphasis
 - effectively state, support and explain their claims in their arguments
- advance vocabulary skills to cope with unfamiliar language

Methods of Instruction

Discussion is the primary way in which students come to understand a particular text. Discussion is both large group and small group. Discussions are sometimes student led. Discussions are sometimes conducted online. Cooperative learning groups are also used extensively in this class. Projects/assignments will be done individually as well. Some assigned texts are to be read independently, in addition to other course texts.

Writing about Literature

- Students will write a variety of AP style essays over the course of the year, most timed and in class. While all essays expect general rhetorical excellence, each one has a particular thematic or analytical focus (see essay summary below).
- Students will be writing to understand, writing to explain, and writing to evaluate. Quality of interpretation comes from depth of insightful understanding.
- Students are encouraged to revise essays. (All revisions are due one week after originals are returned).
- In addition to writing a variety of essays, students will keep a writing log over the course of the year to document their progress and to engage themselves in thinking about their writing. Students will also write reflective, more personal responses to literature throughout the year in study guides, etc.

Essay Summary

1. AP Lit: *A White Heron* (not graded)
2. Lit/Setting: *Canterbury Tales*
3. Lit/Tone: *The Inferno*
4. Lit/Character: *A Doll's House*
5. Lit/Compare & Contrast (three options from short fiction)
6. AP Lang: Coca Cola letters
7. Lang/Satire: Twain's *Advice to Youth*
8. Lang: Persuasive essay (various topics)
9. AP Lit: *Death of a Toad* or *The Author to her Book*
10. AP Lit: *The Crossing* or *Obasan*
11. AP Lang: Fridman's *America Needs More Nerds*

"AP" label signifies that the essay prompt is from an actual previous AP exam. This list is also subject to change.

Resources/Texts

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

Primary text:

Arp, Thomas R. and Greg Johnson. Perrine's Literature: Structure, Sound, and Sense. 8th Edition. Boston: Heinle & Heinle: Thompson Learning, 2002.

Secondary texts:

- *Sophie's World*, Jostein Gaarder (Summer reading)
- *Oedipus Rex*, Sophocles
- *The Canterbury Tales*, (Selected Tales including the Knight's Tale) Chaucer
- *The Inferno*, Dante
- *A Doll's House*, Ibsen
- *The Death of Ivan Ilych*, Tolstoy
- *Paul's Case*, Cather
- *Greenleaf*, O'Connor
- *A Good Man is Hard to Find*, O'Connor
- *Good Country People*, O'Connor
- *Araby*, Joyce
- *The Dead*, Joyce
- *The Importance of Being Earnest*, Wilde
- *A Modest Proposal*, Swift
- Shakespeare (selection will vary from year to year)
- Various satirical selections
- Various persuasive texts
- *Accelerated English 11 & AP English Glossary & Guide* (from 11th grade)
 - This guide is a resource for literary terms, elements of fiction, poetry, and rhetoric. It also includes essay tips, guides, and other helps. Finally, this resource includes a brief grammar handbook.
- Chapter 7 from: Rottenberg, Annette T. *Elements of Argument: A Text and Reader*. 6th Ed. Boston: Bedford/St. Martins, 2000.
- **Three** independent choices from a supplied list (one per quarter)

Assessment:

- Assessment of understanding of literature: quizzes, journals, study guides, etc.
- Weekly vocabulary quizzes, including proficiency in replicating sentence patterns
- Knowledge of literary terms and concepts from *Glossary & Guide* is tested.
- Students are expected to be active participants in discussions, both in class and online.
- An exam is given at the end of the first semester.
- Students who take the AP test in May are not required to take the second semester exam.
- Students will create a writing log to help with self-assessment of writing.

Grading:

- Standard English Department Scale
 - A: 100-90
 - B: 89-80
 - C: 79-70
 - D: 69-60
 - F: 59-0
- Grades are calculated using total points.
- AP Rubric is used for scoring essays (all essays worth 50 points)

Course Outline

Pre-coursework

Assignment is due the first Friday of the school year.

- Read *Sophie's World* by Jostein Gaarder (see assignment overview)
- Participate in online discussion (see guidelines in assignment overview)
- Create a project (alone or with a partner) and present it to the class
 - Project details are online

Semester One (18 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)

Overview of course:

- Hand out syllabus & view course website and calendar
- Setting the tone for the course: *The Emperor's Three Questions*
- Establishing class norms

First assignments:

- Hand in summer assignment and present projects
- Independent reading: Choose your first book from a given list and get details on the assignment and your reading journal. The first one is due at the end of quarter 1.
- Introduce Vocabulary Study & Weekly quizzes
- AP Glossary & Guide and related tests
- Answering the "So What?" question
- The first AP Lit essay (not graded): *A White Heron*
 - Analyze rhetorical qualities: your argument, how you supported it, etc.
 - Talk through the process: what went right, wrong, what do you need? \
 - Make first entry in writing log
- First Glossary and Guide test

THE COLLEGE ENTRANCE/SCHOLARSHIP ESSAY (1 week)

- Look at exemplars
- Analysis: what makes an exemplary essay?
- Rhetorical focus: voice/ethos and logic/logos; organization; fluency; word choice; convention

- Peer review

OEDIPUS REX (1 week)

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

CANTERBURY TALES (3 weeks)

- Study the General Prologue, *The Pardoner's Tale* (on video), *The Knight's Tale*, *The Miller's Tale* & *The Reeve'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
- Assignment: study guide
- Essay (2): Lit/Setting

THE INFERNO (2 weeks)

- Analytical Focus: structure (terza rima), contra passo, diction, tone, symbolism, figurative language, allegory
- Thematic Focus: heroic journey, choices, more
- Assignment: study guide
- Lit/Essay (3): Tone

A DOLL'S HOUSE (2 weeks)

- Analytical Focus: Character, Irony, Point of View
- Thematic Focus: Women's Rights, Self-determination
- Assignment: study guide
- Lit/Essay (4): Character

SHORT FICTION Unit (4 weeks)

- Analytical Focus: various literary elements, as applicable
- Thematic Focus: various themes
- Close reading: annotate a major text from this unit
- Compare/Contrast graphic organizer
- Essay (5): Compare/Contrast (three options)

THE IMPORTANCE OF BEING EARNEST (2 weeks)

- Analytical Focus: humor, irony, satire, syntax
- Thematic Focus: Manners & Conventions
- Assignment: study guide
- Video (if time permits)

SEMESTER EXAM

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

Writing Log is due

Semester Two:

WEEKLY: Vocabulary Quizzes

REVIEWING RHETORIC (2 weeks)

- Review sections in Glossary & Guide
- Read ch. 7 "Language & Thought," Rottenberg
- Argument/Rhetoric terms test
- Lang/AP essay (6): Coca Cola letters

SATIRE UNIT (2 weeks)

- A Modest Proposal, Swift (annotate text)
- Supplemental texts
- Various practice test selections
- Lang/Essay (7): Advice to Youth

REVIEWING RESEARCH METHODS (3 weeks)

- review research methods
- small group inquiry: choose a topic (current and controversial), gather 4-5 sources, write a short persuasive essay, report to the class
- practicing the synthesis essay
- Lang/Essay (8): persuasive essay

SHAKESPEARE (3 weeks) Text will vary from year to year

- Analytical Focus: Shakespearean structure, figurative language, etc.
- Thematic Focus: varies
- Activity: Analyzing passages

POETRY (3 weeks) (various chapters and selections from *Sound and Sense*, Perrine)

- Analytical Focus: elements of poetry
- Thematic Focus: varies with poem
- Analyzing Shakespeare's sonnets
- Short practice tests on poems
- Essay (9): *Death of a Toad* or *Author to her Book*

TEST PREP (3 weeks)

- Practice Objective Tests, Lit and Language
- Review answering strategies, thinking processes, pitfalls, etc.
- Practice AP Lit essay: (10) *The Crossing* or *Obason*
- Practice AP/Lang essay: (11) Fridman's *American Needs its Nerds*
- Going beyond: More test prep materials are available for independent study. Just ask.

Writing log is due

!! AP EXAMS (First part of May)

PUBLIC SPEAKING (3-4 weeks) (after test through end of school year)

- Overview of speaking skills and strategies
- Students will further their speaking skills by writing and delivering the following speeches:
 - Impromptu (2 minute): topic: what I have learned in this class
 - Personal reflection speech (5 minutes): choose from the following topics
 - Valedictory address (You are the valedictorian. What do you say to your class. Please avoid all the cliches).
 - Dear Mr. President (your own hopes and dreams for your country)
 - The most important thing....
 - your own choice