

Advanced Placement English Literature 2011-2012 School Year

Course Description

Advanced Placement English Literature is an intensive one-year course that will engage students in the careful reading and critical analysis of literature. AP courses prepare students for success in postsecondary education. Through the close reading of selected texts, students will deepen their understanding of various complex concepts. This course will challenge students intellectually and the workload will be consistent with a typical undergraduate university English Literature course. As a culmination of the course, students will be given the opportunity to take the AP English Literature Exam. This course will allow students to analyze a work's structure, style and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism and tone. This course fulfills one of the English credits required for high school graduation.

Performance Outcomes

The goal of the AP English Literature course is to encourage students to read, write, and discuss works critically and with energy and imagination. As they become familiar with the different literary approaches, students can develop and mold their own styles that reflect personal values and preferences.

Upon completion of this course, students will be able to achieve the following:

- Demonstrate achievement in college-level English
- Strengthen higher-level critical thinking skills through discussion and literary analysis. [NS: 2.0, 3.0, 4.0, 6.0, 7.0, 8.0]
- Use the five stages of the writing process to write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments to deepen appreciation of literary artistry. [NS: 3.0, 4.9, 5.0, 6.0]
- Consider the social and historical values a literary work reflects and embodies
- Explore the underlying social and cultural values in a literary work through analysis, interpretation, and argument.
- Become aware of, through speaking, listening, reading, and mainly writing, the resources of language: connotation, metaphor, irony, syntax, and tone. [NS: 5.0, 6.0]
- Study various representative works from a variety of genres and periods (from the sixteenth to the twenty-first century) but to know a few works extremely well.
- Close read, by deliberately taking time to actively understand a literary work's complexity as well as absorb its richness in meaning to analyze how that meaning is embodied in literary form.
- Make careful observations of textual detail to establish connections and be able to draw from those connections a series of inferences leading to an interpretive conclusion about the meaning/value of a piece of literature.
- Study works from many cultures and countries to raise questions about its place in literature in forming identity and community, and expose students to the multiplicity of English usage
- Make literature a part of daily life

Upon completion of this course, students will have demonstrated competency in writing college essays and developing stylistic maturity, which for AP English, is characterized by the following:

- A wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness

- A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail; and
- An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

Performance Tasks

- Timed essays based on past AP prompts
- Essay questions as required of college-level writers
- Reading/responding to/analyzing novels, drama, fiction, nonfiction, and poetry
- Literary analysis papers
- Personal essay
- Graphic organizers, double-entry journals, and paragraph responses

Textbooks

Carroll, Joyce Armstrong, Edward E. Wilson, and Gary Forlini. *Prentice Hall writing and grammar*. Upper Saddle River, N.J.: Pearson Prentice Hall, 2008. Print.

Wiggins, Grant P.. *Prentice Hall literature: the British tradition*. Penguin ed. Upper Saddle River, N. J.: Pearson Prentice Hall, 2010. Print.

Greenblatt, Stephen Jay, and Meyer Howard Abrams. *The Norton anthology of English literature*, . 8th ed. New York: Norton, 2006. Print.

Novels

For the upcoming school year, you will be required to do a large amount of close/active reading. In the AP Literature Course, students should consider obtaining a personal copy of the various novels, plays, poems, and short fiction. Students do not have to purchase the required novels; they can check them out for free at the school library or any of the public libraries. The required readings will be done **PRIOR** to class and a detailed schedule will be given for each novel. Occasionally, there will be supplemental readings from articles, various essays, etc. The supplemental material will be provided to students by the instructor.

PRELIMINARY LIST OF NOVELS, PLAYS, AND ANTHOLOGIZED MATERIAL:

- *Frankenstein*, Shelley
- *The Tragedy of Hamlet, Prince of Denmark*, Shakespeare
- *Heart of Darkness*, Conrad
- *Sir Gawain and the Green Knight*
- *Beowulf*
- *Death of a Salesman*, Miller
- *Go Tell it on the Mountain*, Baldwin

- *The Canterbury Tales*, Chaucer
- *Raisin in the Sun*, Hansberry
- *For Colored Girls...*, Shange
- *Strange Pilgrims*, Marquez
- Short fiction and essays- as selected
- Poetry- as selected

Course Activities

- **Critical analysis writing assignments:** Each student will write several short critical papers, explicating poetry and drama, and performing a close reading of novels, including one that is research-based. I will be more specific on what will be expected from these critical assignments as each novel is introduced; each analysis must use specific and well-chosen evidence to articulate a well written argument. Specifically, these critical essays are based on close textual analysis of structure, style (figurative language, imagery, symbolism, tone), and social/historical values. These critical papers must be approximately two-to-three typed pages, double-spaced, and proofread (especially spell-checked) with the research-based paper being around five-to-six pages. A rough draft will often be required for papers- it can be typed or handwritten (either format will suffice). Writing will be workshopped during class and a holistic rubric will be utilized as the criteria for assessing effective critical writing.
- **Cornell Notes:** Notetaking is valuable for many reasons, including sustained engagement in reading/class lectures, and provides individuals with a resource for contribution. Cornell notes require students to take note in an organized, systematic fashion.
- **Conferencing:** As needed, time will be given for students to meet with their instructor on an individual basis to discuss assignments or any other issue that you may be experiencing.
- **In-Class Writing, Quizzes and Exams:** Students will, on occasion, have an essay examination that asks to synthesize their understanding of specific literary work(s). These exams are to help students respond to literary questions in a way much less restrictive than the AP-based “exams” that form the in-class writings on literature. Students will be asked to free-write their responses to the reading on a regular basis. Students should bring a free-writing notebook to each class so they are prepared for this informal writing exercise, which is designed to explore what they learn as they read.

In-class writings will primarily be AP-based examinations, though there will also be quick-response, in-class writings as a basis for discussion. I will not announce quizzes ahead of time, and they may be numerous. Reading quizzes will always be given the first five minutes of class; if a student arrives late without a pass, he or she may not take the quiz. Questions on reading quizzes will be straightforward and simple as long as the required reading is done prior to class.

- **Portfolio:** Students will produce a final portfolio- a kind of individual writing archive. Student essays (literary, argumentative, critical analysis, etc.) will be edited in order for the writing to turn into polished final drafts. In the process of these workshops, students will be exposed to

their conscious choice of diction and the appropriate use of words, the ability to create varied and effective syntactic structures, the capacity for coherence, and logical organization, the ability to balance generalizations with specific and illustrative details, and, overall, students ability to combine rhetorical processes into an effective whole.

- **Socratic Seminars:** A method to try to understand information by creating a dialect in class in regards to a specific text or issue. Students seek deeper understanding of complex ideas in text through rigorous, thoughtful dialogue rather than by memorizing bits of random information.
- **Double Entry Journals:** Double-entry journals give students a way to interact personally with the text, by reflecting on and writing about their understanding of the material they are reading. Students can use the text to form an opinion and then use pieces of text to support their opinions. Students process the information and relate to the text, increasing reading comprehension.
Students can use a double-entry journal to help them study concepts, vocabulary, express/justify an opinion (using text), and understand/respond (to the text). The double-entry journal is a two-column journal. In the left column, students write a piece of information from the text, such as a quotation or a concept, which students want to expand upon, understand better, or question. In the right column, students relate to or analyze the information that is written in the left column. For example, the student could title the left column "Quotes" and the right column "Reflections." In this instance, the student would copy quotes from the text in the left column and reflect upon its meaning in the right column.

Research by Marzano (1988) emphasizes the importance of metacognition and student learning. By writing about what they are thinking, students show their thinking process as they read, allowing teachers to redirect or encourage students to become better readers.

- **Literary Analysis- Data Sheet(s):** For each assigned work, students will be required to complete a data synopsis using a graphic organizer. Students must identify the following (all or some- depends on the data analysis sheet):
 - Provide information about the period (literary, historical, philosophical, etc.)
 - Identify the genre & specify how this work fits its characteristics
 - Provide plot points (use bullets or graphic organizer)
 - Provide significant details about the author
 - Explain the significance of each passage or explain how it relates to the work as a whole
 - Identify and explain the use and effect of **three** literary techniques
 - Identify any figurative language used in the literary work
- **Class Participation:** When called upon, you must, in a genuine effort, attempt to answer a question or provide a contribution to the class. Failure to do so will result in a deduction of points from your overall grade.
- **PBL Projects:** During the course of the year, students will be required to complete one major PBL project that will be interdisciplinary in nature. The PBL dates will be announced during the first few weeks of school. At intermittent times, students will be assigned small-scale projects that are relative solely to English.
- **Writing Workshops:** The purpose of a critical forum is to give you an opportunity to share and reflect upon the reading(s) of the week with your peers. Copies of your writing will occasionally be distributed to the class in order to gain feedback for revision purposes.
- **Timed Writings:** Timed writings are an excellent way to exercise students' thought process and organizational skills. Timed writings will also challenge how well students handle questions they have no exposure to, such as those that occur on the AP examination in May.0

- **Full-length Practice Exams:** One full-length practice exam per semester will be given on a Saturday (dates- TBA) in order to grasp challenging concepts which may appear on the actual AP examination.

Writing Expectations

As this is a literature and composition course, you will be expected to use every assignment that involves writing to practice your best composition skills. Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository and argumentative). No matter the kind of writing assigned, your best composition skills should be practiced. We will work with various composition constructions, Standard Written English, sentence variety, and word choice.

1. When an assignment calls for a “paragraph,” please check your work against the paragraph rubric below:

Stand-Alone Paragraph Evaluation Rubric	
Use these criteria to evaluate paragraphs that are not part of a longer piece of writing.	
1.	The first, second, or last sentence contains the main idea and key words from the question or assigned topic. (The first sentence is usually preferable.)
2.	Paragraph contains one to three explanatory sentences.
3.	Paragraph contains two to four sentences about specific details.
4.	Details are colorful, interesting, and appropriate.
5.	Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6.	Paragraph contains no run-ons or sentence fragments.
7.	Paragraph is free of errors in agreement. A. Subject/verb—singular or plural B. Pronoun selection correct—singular or plural C. Pronoun selection correct—subject or object
8.	Free of punctuation errors.
9.	9. Free of spelling errors.
10.	10. Handwriting is legible.

Make-up Work

Students must procure make-up work within three days of returning from an absence (per CCSD regulation). Since this is a college-level class, missing one class worth work will in essence set a student back two full classes. It is imperative not to fall behind! If an exam is missed, expect to make it up within three days of your return to class. It is your sole responsibility to gather your make-up work and make an appointment to reschedule any missed exams. If you are absent on the due date of a final writing assignment, send it electronically by the end of the school day!

Late Work

Students should turn in work in a timely manner; late work is not accepted.

Student Assistance

If you need extra assistance with class work, I am available before school and after school for at least one-half hour. Please try to schedule an appointment ahead of time if you need individual tutoring (48 hours is ahead of time). You may also email the instructor regarding grades, class progress, and questions on the curriculum.

Evaluation:

Criteria for calculating your semester average:

First or third quarter grade = 45%

Second or fourth quarter grade = 45%

Semester Exam = 10%

Grading Scale

A = 90 - 100

B = 80-89

C = 70-79

D = 60-69

F= 59 and below

Brief Quarter Overview

Unit 1: Introduction and Poetry

1. Summer Reading- Discussion and Essay

Assessment Question (1979 AP Open-Ended Question):

Choose a complex and important character in a novel or a play of recognized literary merit that might—on the basis of the character’s actions alone—be considered evil or immoral. In a well organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might. Avoid plot summary.

2. What is literature? Reading, Responding, Recognizing Literature

What is composition and language? Analyzing Literature Ready for writing— “Considering Rhetorical Situations”: genre study; language (style); audience; the nature of writing assignments in AP Literature

3. Introduction to Poetry- Various Poems, Papers, and Presentations

Poetry: The Basics (Tone, Speaker: *The Norton Anthology and Various Poems*)

In-class reading aloud of poetry with discussion of tone and speaker; discussion of tone as metaphor for sound: the sounds we hear daily; conversion of sounds to words. In-class writing: converting words and photography/landscape into a “poem” (a study of diction/vocabulary; various poems)

The Basics (Language, Imagery, and Symbolism: *The English Literature Norton Anthology and assigned poems*). In-class reading aloud of poetry with discussion of precision, ambiguity, metaphor, simile, and symbols—terminology as concept and poetic choices; finding these in

the world around us; finding them in one's own clothing, presentation, persona; finding them in parable; finding them in Depression era photographs
Timed in-class writing: critical analysis of poem (reader-response theory; literary groups, and workshops)

Unit 2: Genre Study

What does the term *genre* mean?

Genre: A category of literary work. In critical theory, genre may refer to both the content of a given work—tragedy, comedy, pastoral—and to its form, such as poetry, novel, or drama. This term also refers to types of popular literature, as in the genres of science fiction or the detective story. What are the different genres of literature? There are many ways we might answer this question. The basic types or larger components of literature, however, can be grouped into categories, including novel, short fiction, poetry, drama, and epic. How does a writer of poetry and prose craft a work of literary merit? Contrary to the opinion of many of my former students, works of fabulous imagination seldom fall from the sky. Writers of great literature are “technicians of their form,” that is, they use all the tools of literary technique, language, and style to enhance their works. What sort of writing skill will an AP student need to acquire in order to be successful in this class and in college? Your goal will be to emulate the masters of the English language and to become “technicians,” employing all the tools of literary technique, language, and style.

Unit Expectations:

Students will gain experience with:

- Close reading of fiction, drama, and poetry
- Composition instruction (see writing expectations):
 - Students will take material from their double entry journals dealing with central themes in *Frankenstein*, and use the material to develop an interpretive essay based on a central theme in the novel. Students may select a theme of their own, granted it is approved by the instructor, or they may select one of these two themes: the tension between individualism and social acceptance; or the tension between technology and human aspiration.
- On-demand writing—experience with timed writing about prose—complex characterization, figurative language, resources of language
- Evaluation of on-demand writing—working with a rubric
- Paragraph writing, short answers, graphic organizers (Data Entry- Literary Analysis Template)
- Literary terms and techniques
- Elements of literature including novel, short story, and drama

Novel: *Frankenstein*

Nonfiction: **TBA**

Short Story: **TBA**

Drama: *Trifles*

Poetry: *The Rime of the Ancient Mariner*, “Ode on a Grecian Urn”