



Course Syllabus

Advanced Placement Literature and Composition 2017-18

Course Description:

Advanced Placement Literature and Composition is an in-depth examination of various types of literary genres, including novel, poetry, short story, and drama. In reading and analyzing selected texts, students will develop skills in recognizing important literary techniques and learn how to expound upon these techniques in composition.

This is a college level course for students who have an interest in English Literature. The course combines lectures, Socratic seminars, short research projects, and critical papers based on readings from major canonical and world authors. Emphasis is placed on pre-reading, critical discussion and argumentative/analytical writing with the goal of increasing students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. This course will focus heavily on independent reading at an advanced pace and volume under all genres of fiction. ***Additional summer reading is required.*** As part of this course, students will prepare for the Advanced Placement exam.

Course Expectations:

Students will be assigned literature to read on their own **in advance**. Therefore, while the class is discussing one piece of literature, students will be reading and annotating the next piece on their own. **It is essential and expected that students come to class prepared every day.**

Course Units:

Semester 1

Allusions project presentations

Unit 1: Isolation and Captivity and The Human Condition

Ishmael by Daniel Quinn

Beloved by Toni Morrison

The Old Man and The Sea by Hemingway

Catcher in the Rye by J.D. Salinger

Moby Dick by Herman Melville

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

Unit 2: Authority/Societal and Familial/Gender Expectations

Surfacing by Margaret Atwood

Jane Eyre by Charlotte Bronte

Pride and Prejudice by Jane Austen

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

(Additional Unit if time warrants) War “The Great Red, Swollen god”:

The Red Badge of Courage by Stephen Crane
The Things They Carried by Tim O’Brien
Slaughterhouse 5 by Kurt Vonnegut

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

Study Island Poetry Unit: Weekly tutorials.

Study Island Prose Unit: Weekly tutorials

Independent Reading Novel Projects 1 and 2 (see handout For Details)

Allusions projects 1 (see handout for details)

Semester 2

Allusions project presentations

Unit 3: Identity/Injustice and The Horrors of Man

Frankenstein by Mary Shelly

Invisible Man by Ralph Ellison

Heart of Darkness by Joseph Conrad

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

Unit 4: Bereavement and Voices from the Grave

Death of a Salesman by Arthur Miller

As I Lay Dying by William Faulkner

Streetcar Named Desire by Tennessee Williams

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

Unit 5: The Morbid with a Dash of Insanity

One Flew Over the Cuckoo’s Nest by Ken Kesey

A Clockwork Orange by Anthony Burgess

Macbeth by Shakespeare

Poetry and Tales of Poe

Short stories of Stephen King

Timed FRQ Essay over major work.

Timed Prose Analysis Essay over similar themed paragraph

Timed Poetry Analysis Essay over similar themed poem

Independent Reading Novel Projects 3 and 4 (see handout for details)

Allusions project 2 (see handout for details)

Study Island Prose Unit: Weekly tutorials

Study Island Poetry Unit: Weekly tutorials

Major Projects/Assignments:

Reading Assignments: We will be reading a variety of novels, poetry and plays throughout the year. Most of what we read will be organized thematically—and somewhat chronologically. Consequently, we may be reading a contemporary poet directly after reading a novel from the Victorian Era.

-All large reading assignments are of British and American origin. College Board states that works should not date back before the sixteenth century and may extend to the modern day. I have made some exceptions for allegorical value.

-Because so much of the class depends on careful, critical reading of important and oftentimes-difficult texts, it is important that students set aside extra time to make sure that they are prepared.

-Poetry, though short, can be dense. **Poems should be read at least twice.** Before starting novels, students may want to examine information that will give them a clearer idea of what it is they are reading (information such as the author's biographical information, critical reviews, or reliable brief synopses).

Writing Assignments:

Written work will be broken down into 3 categories:

-Critical Writing Assignments: These assignments will require the close-reading of texts, and students must make clearly-defined and well-supported rational arguments regarding particular texts. Critical Writing Assignments will usually take a few weeks to compose. Expect to complete two to three critical writings per semester in the form of research papers, poetry explications and dramatic analyses. Students will be provided with feedback from their peers and from me, and there will be time for revision built-in to each assignment's timeframe. More specific details will be given upon particular critical writings at the time they are assigned.

-Creative Writing Assignments: Less formal and time-consuming, these writings may require students to compose their own work based on readings completed for class. These assignments will require students to analyze style, narrative voice, word choice and structure using such vehicles as short-story writing, original poetry, character sketch scenarios and dialogue samples. Expect one to two of these types of assignments for every major work read for class.

-Timed Writing Assignments: These assignments will always be conducted in class and will model the AP Literature Exam's essay questions. Students will be given an open question to apply to a provided sample of literature or a work the class is currently covering. This is meant to help students become acquainted with the type of essay they will encounter on the AP exam. **These will not be easy initially**, but it is my hope that by May all AP Literature students will be comfortable with the form these questions take, how to answer them appropriately, and how to structure the essays based on the provided question. These writings, conducted once every week, will often be scored in class and will count for points.

All writings (except for timed writings) must be turned in at the beginning of class to receive full credit.

Independent Reading Novel: (see handout for particulars)

Allusions in literature Projects: (see handout for particulars)

Required Materials:

- 4-5 Independent reading novels (student choice for 1st one all subsequent novels as approved by instructor)
- MacBook
- Pens, Pencils, Highlighters
- Post-its, Notebook, and Folder – are recommended

Grading Policy:

This course uses **weighted grading** with the following categories:

• Tests	40%	<u>Grading Scale</u>
• Projects	20%	<u>100-90%</u> <u>A</u>
• Classwork	15%	<u>89-80%</u> <u>B</u>
• Homework	15%	<u>79-70%</u> <u>C</u>
• Quizzes	10%	<u>69-60%</u> <u>D</u>
		<u>59% ></u> <u>F</u>

You earn your grades based on your development of skills and knowledge (classwork, homework, quizzes) toward mastery of the standards.

Missing work will NOT be given close to the end of IPR and end of semester.

Late work is to be submitted according to the English Department's policy of 1 week of grace after the previous IPR of 4 weeks. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable.

Learning Standards:

Semester 1

- Students will analyze what the text says explicitly as well as implicitly using strong and thorough textual evidence (including determining where the text leaves matters uncertain) from a fiction and non-fiction source. (RL.11.-12.1 and RI.11-12.1)
- Students will determine the meaning of words and phrases as they are used in aesthetically invigorating fiction texts (Shakespeare and others) in order to analyze the impact of specific diction on tone and meaning. (RL.11-12.4)
- Students will determine the meaning of words and phrases as they are used in a piece of literature in order to analyze the impact of specific diction on tone and meaning, as well as how key terms are used and refined over the course of the text. (RI.11-12.4)
- Students will analyze figurative language, word relationships, and nuances in word meanings with special emphasis on interpreting figures of speech (e. g. hyperbole, paradox, metaphor) in context and analyze their role in the text. (L.11-12.5)
- Students will write effective argumentative communication that is supported by claims and counter claims, pointing out the strengths and limitations of both with textual evidence found in credible sources. (W.11-12.1)
- Students will select evidence from canonical literary texts (pre-19th century and contemporary) or informational texts to support analysis and reflection. (W.11-12.9)

Semester 2

- Students will analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed). (RL.11-12.3)
- Students will analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to the overall structure and meaning as well as the aesthetic impact. (RL.11-12.5)
- Students will write effective argumentative communication that is supported by claims and counter claims, pointing out the strengths and limitations of both with textual evidence found in credible sources. (W.11-12.1)
- Students will select evidence from canonical literary texts (pre-19th century and contemporary) or informational texts to support analysis and reflection. (W.11-12.9)

Behavior Expectations:

Please refer to DPS61 Handbook and Code of Conduct.

Original Work, Cheating, Plagiarism, and Paraphrasing Policy:

Please refer to DPS61 Handbook and Code of Conduct.

I have read and understand the attached syllabus and course guidelines for Advance Placement Literature and Composition.

Student Name (print)

Signature

Parent/Guardian Signature