

## Advanced Placement English Literature and Composition

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### Course Overview:

The class focuses on extensive, analytical reading and targeted writing assignments, which range from in-class, shorter assignments to longer, in-depth research projects. Grading will be done on a point basis, varying with the difficulty of each assignment. The school year is divided into four 9-week sessions. Each session is devoted to a particular thematic study, running parallel with the survey study of British literature. Students thus learn the great British classics while also working on the more rigorous curriculum demands of Advanced Placement.

Classes are 90 minute periods, 5 days a week. In addition to in-class writings, assigned readings and writings, students will be given tests on major units and all novels. We use the standard Prentice Hall 12<sup>th</sup> grade text (The British Tradition, Penguin Edition, copyright 2007) as well as the following supplementary works:

### Summer Reading:

Irving, John. A Prayer for Owen Meany. New York: Ballantine Books, 1989.  
O'Brien, Tim. The Things They Carried. New York: Broadway Books, 1990.

### Texts Assigned During the School Year:

Conrad, Joseph. Heart of Darkness And The Secret Sharer. New York: Penguin, 1997.  
Shakespeare, William. Hamlet. Upper Saddle River: Prentice Hall, 2007.  
Stoppard, Tom. Rosencrantz And Guildenstern Are Dead. New York: Grove, 1967.  
Voltaire. Candide. New York: Bantam, 1959.  
Bronte, Emily. Wuthering Heights. New York: Bantam, 1981.  
Austen, Jane. Sense And Sensibility. New York: Penguin, 1989.  
Thomas, Hardy. The Return of The Native. Upper Saddle River: Prentice Hall, 2007.  
Selected Poems from the Kennedy, Gioia edition of Literature: An Introduction to Fiction, Poetry, and Drama.

### Writing Assigned During the School Year:

Writing will be done as assigned research papers, in-class timed writings, creative works, and careful analytical essays based on the works read for the class. Other writings will involve passages and poetry from past Advanced Placement tests. These writings will be done in class at unannounced times. Writings are to be revised and reworked after grading. Peer tutoring and group work on revisions are both good strategies for improved writing. Revisions are due within one week of a graded paper's return.

### Term 1: July 30 – October 3

- Focus: The concept of hero War and the politics of war

### Term 2 – Oct. 17 – Dec. 19

- Focus: The Renaissance Drama

### Term 3 – January 5 – March 13

- Focus: 17<sup>th</sup> and 18<sup>th</sup> centuries

## **Term 4 - March 30- May 28**

- Focus: Victorian Era
- 20<sup>th</sup> Century and Modernism and Postmodernism

### **Key Concepts and Skills:**

By the end of the AP English Literature and Composition course, students should be able to approach a poem, a prose work, and a play and—proceeding beyond visceral and emotional reactions—respond to it analytically and critically, both orally and in writing. These well-developed responses will, at their best, use literary terms and key concepts to illuminate insights rather than simply to show students’ familiarity with them.

### **Scoring Components**

**SC1** The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she 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.

**SC2** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.

**SC3** 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.

**SC4** 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 social, cultural and/or historical values.

**SC5** The course includes frequent opportunities for students to write and rewrite timed, in-class responses.

**SC6** The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.

**SC7** 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, reaction/response papers, and/or dialectical notebooks).

**SC8** The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.

**SC9** The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s artistry and quality.

**SC10** The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work’s social, historical and/or cultural values.

SC11 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.

SC12 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 variety of sentence structures.

SC13 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 logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.

SC14 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.

4 SC15 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.