

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

ADVANCED PLACEMENT ENGLISH
Literature and Composition
(Course Meets Requirements for Graduation)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course may be obtained from the instructor.

OVERVIEW:

This Advanced Placement English course in Literature and Composition emphasizes the development of skills in critical reading of imaginative and discursive literature and in writing about literature and related ideas. It is designed for the student who has a high-level, disciplined reading ability and has mastered the conventions of writing so that he/she can engage in the careful reading of challenging literary works. The student will study several representative works from various genres and periods. He/she will concentrate on works of recognized literary merit, worthy of scrutiny because their richness of thought and language challenges the reader. The student will develop critical standards for the independent appreciation of a literary work and increase his/her sensitivity to literature as shared experience. The student will study the individual work, its language, characters, action, and themes. He/she will consider its structure, meaning, and value, and its relationship to contemporary experience as well as to the historical time in which it was written. The student will be involved in both the study and practice of writing and the study of literature. Through speaking, listening, and reading, but chiefly through the experience of his/her own writing, the student will develop a greater appreciation of the resources of the English language: connotation, metaphor, irony, syntax, and tone, to mention a few. Writing assignments will focus on the critical analysis of literature and will also include essays in exposition and argument. The student will develop an honest and effective use of language and cultivate habits of reading, writing, and thinking that characterizes life-long learning and enjoyment.

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development:

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATION MATERIALS):** Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials:

- 2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique:

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion).

- 3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature:

- 3.1 Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.5 Analyze the ways in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- 3.6 Analyze recognized works of world literature from a variety of authors:
 - a. Contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern).
 - b. Relate literary works and authors to major themes and issues of their eras.
 - c. Evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

Literary Criticism:

- 3.7 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's place in organized labor). (Political Approach)
- 3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

WRITING

- 1.0 WRITING STRATEGIES:** Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of audience and purpose and progression through stages of the writing process.

Organization and Focus:

- 1.1 Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the insurance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to create a specific tone.

Research and Technology:

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Revising and Evaluating Strategies:

- 1.9 Revise text to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

- 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies outlined in Writing Standard 1.0, students:

- 2.1 Write fictional, autobiographical, and/or biographical narratives:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.
- 2.4 Write historical investigation reports:
 - a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.
 - b. Analyze several historical records of a single event, examining critical relationships among elements of the research topic.
 - c. Explain the perceived reason(s) for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information from all relevant perspectives, taking into consideration the validity and reliability of sources.
 - e. Include a formal bibliography.
- 2.5 Write job applications and resumés:
 - a. Provide clear and purposeful, and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify tone to fit purpose and audience.
 - d. Follow the conventional style for the type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test audience responses and revise the presentation accordingly.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- 1.1 Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).
- 1.2 Analyze the impact of media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication:

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use, various forms of classical and contemporary logical argument, including:
 - a. Inductive and deductive reasoning.
 - b. Syllogisms and analogies.
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
 - a. Informal usage for effect.
 - b. Standard English for clarity.
 - c. Technical language for specificity.
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of images (e.g., visual, music, sound effects, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications:

- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speeches (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their use of patterns of organization, and use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast, "War of the Worlds").

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
 - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
 - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2 Deliver oral reports on historical investigations:
 - a. Use exposition, narration, description, persuasion, or some combination of those to support the main thesis.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

- c. Explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.3 Deliver oral responses to literature:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (i.e., makes assertions about the text that are reasonable and supportable).
 - b. Analyze the imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies (i.e., narration, description, argumentation, exposition, or some combination of the four strategies).
 - c. Support key ideas and viewpoints through accurate and detailed references to the text or to other works.
 - d. Demonstrate an awareness of the author's use of stylistic devices and appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.4 Deliver multimedia presentations:
- a. Combine text, images, and sound, incorporating information from a wide range of media, including television, videos, films, newspapers, magazines, CD ROMs, on-line information, and computer media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, including editing and monitoring for quality.
 - d. Test audience response and revise the presentation accordingly.
- 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate understanding of meaning (e.g., Hamlet: "To Be or Not to Be").

Assessments and Evaluations: Stanford; teacher/site tests, quizzes, essays, oral presentations, video logs, video presentations, written and elective portfolios

INSTRUCTIONAL MATERIALS

TEXTBOOK

Literature: An Introduction to Fiction, Poetry, and Drama, Little, Brown

CORE WORKS/EXTENDED READINGS

CORE WORKS represent a selection of literary works that are eloquent statements of experiences common to all human beings from which all students can benefit. EXTENDED READINGS are literary works that will satisfy the students' curiosity about the ideas encountered in the core works. The authors and titles listed below are representative of students' interests and abilities at this age level; however, the list is not all-inclusive, required, nor restrictive

Novel/Novella:

Bellow, Saul; Albert Camus; Joseph Conrad; William Faulkner; Joseph Heller; James Joyce; Franz Kafka

Drama:

Albee, Edward; Samuel Beckett; Goldsmith William Congreve; Henrik Ibsen; Eugene Ionesco; Arthur Miller; Sean O'Casey; Eugene O'Neill; John Osborne; Harold Pinter; William Shakespeare; George Bernard Shaw; Richard B. Sheridan; Tom Stoppard; Oscar Wilde; Tennessee Williams

Prose Fiction:

Austin, Jane; James Baldwin; Saul Bellow; Charlotte Bronte; Emily Bronte; Orson Scott Card; John Cheever; Sandra Cisneros; Joseph Conrad; Stephen Crane; Don DeLillo; Charles Dickens; George Elliott; Ralph Ellison; William Faulkner; Henry Fielding; F. Scott Fitzgerald; Thomas Hardy; Nathaniel Hawthorne; Ernest Hemingway; Zora Hurston; Henry James; Gish Jen; James Joyce; Maxine Hong Kingston; D. H. Lawrence; Gus Lee; David Wong Louie; Gabriel Garcia Marquez; Carson McCullers; Herman Melville; Bernard Malamud; Toni Morrison; Vladimir Nabokov; Flannery O'Connor; Katherine Anne Porter; Tom Robbins; Jonathan Swift; Amy Tan; Mark Twain; Alice Walker; Eurora Welty; Richard Wright

Poetry:

Arnold, Matthew; W. H. Auden; Elizabeth Bishop; William Blake; Rupert Brooke; Robert Browning; Samuel Taylor Coleridge; E. E. Cummings; Emily Dickenson; James Dickey; John Donne; T.S. Elliott; Lawrence Ferlinghette; Robert Frost; Thomas Hardy; Nathaniel Hawthorne; George Herbert; Gerald Manley Hopkins; Langston Hughes; Robinson Jeffers; Randall Jarrell; Ben Johnson; John Keats; Frederico García Lorca; Robert Lowell; Andrew Marvel; John Milton; Marianne Moore; Sylvia Plath;

Alexander Pope; Ezra Pound; Adrienne Rich; E. A. Robinson; Theodore Roethke; William Shakespeare; Percy Bysshe Shelly; Wallace Stevens; Alfred Lord Tennyson; Dylan Thomas; Walt Whitman; Richard Wilber; Carlos William Williams; William Wordsworth; William Butler Yeats; Yevgeny Yevtushenko

Expository Literature:

Addison, Joseph; Matthew Arnold; James Baldwin; James Boswell; Thomas Carlyle; Ralph Waldo Emerson; William Hazlitt; Samuel Johnson; Charles Lamb; Norman Mailer; Mary McCarthy; H. L. Mencken; John Stewart Mill; George Orwell; Richard Steele; Lewis Thomas; Henry David Thoreau; James Thurber; Barbara Tuchman; Virginia Woolf

Additional Materials:

Additional materials are taken from College Board list of suggested authors of essays, poetry, and short fiction.

Audio-Visual Materials:

- Films, filmstrips, and videocassettes from the District Library
- School-based materials that have been approved as outlined by the District's evaluation process
- Other teacher-approved materials that coordinate with outlined curriculum

The English Language Arts Standards have been integrated into this course description.

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