

Advanced Placement English Literature and Composition Syllabus 2018-19

Course Description and Overview

The AP English Literature and Composition course is characterized by careful reading and critical analyses of literature which includes a close reading of selected texts. The course is aligned to the curricular requirements described in the *AP English Course Description*. The purpose is to deepen students' awareness and understanding of the way writers use language. The course includes the study of representative texts from various genres and periods presented in the text: *Literature and Composition*, Second Edition, edited by Carol Jago, Renee H. Shea, et. al. The curriculum is based on the thematic content presented: Home and Family, Identity and Culture, Love and Relationships, Conformity and Rebellion, Tradition and Progress, and War and Peace, and includes works outside the text as well. As students read, they consider a work's structure, style, theme, figurative language, imagery, tone, and more.

Arrangement of works into the thematic groups provides students with an opportunity to explore diverse attitudes of the human experience based on common ideas. Students are introduced to each section with an essay outlining the generalities of theme and accompanied by critical thinking questions to stimulate discussion and reading. Students review study questions that follow each thematic unit and complete writing assignments that focus on the essence of the works. In addition, students compare and contrast the works presented in each thematic unit. *Appendices on Reading Fiction, Reading Poetry, Reading Drama, and Reading Essays* introduce formal concepts and historical considerations basic to the reading of literature.

The focus of student writing is the development and ordering of ideas in clear, coherent, and persuasive writing assignments which includes timed writing and more fully developed papers including research papers. Timed writings are assessed holistically and student models are evaluated for comparison. Rubrics are utilized for poetry explications, prose analyses, open-ended questions, and research papers. AP sample test questions and model rubrics are used with writing prompts for comparison and discussion of student writing, and general rubrics are used for specific works discussed. Both in-class essays and research papers are required writing. In-class essays are given weekly, and research papers are presented on a timeline and reflect the current work studied and discussed in class. Academic research papers and writing that borrow from other sources must be clearly documented as described in *A Writer's Reference*, Third Edition by Diana Hacker (MLA Documentation, p. 270). Writing assignments include expository, analytical, and persuasive essays. Students also write creatively and keep reading and/or dialectical journals.

Writing instruction includes the study of the elements of style and the achievement of stylistic maturity characterized by the following categories. Students may reference Hacker's handbook to revise and rewrite drafts:

- A wide-ranging vocabulary (*Word Choice*, p. 85)
- A variety of sentence structures (*Effective Sentences*, p. 65)

- A logical organization of ideas (*Research Writing*, p. 247)
- A balance of generalization and specific elements (*Composing and Revising*, p. 3)
- An effective use of rhetoric (*Effective Sentences*, p. 61)

Critical papers that require outside resources must be well-documented. Students are given time to plan and write critical essays, and drafts are evaluated and returned for students to revise and rewrite for final drafts. As developing writers, students are expected to carefully read and evaluate literature and final drafts to show progressive improvement of writing skills. Students are encouraged to share writing styles and ideas for further revisions and rewriting. Final work presented should illustrate not only a clear understanding of the work, but also a product that shows effective progress and maturation of writing skills.

Reading assignments are varied. Students complete close readings with timelines set for class discussion. As some assignments are challenging, students should plan schedules well in order to prepare for class discussion. Some readings may require two readings, and students are encouraged to do so. Students are expected to be ready to discuss readings and adhere to the reading timelines.

In addition, students are introduced to different critical approaches to literature overviewed in the text. The approaches include: Deconstructionism, Feminist, Formalist, Marxist, New Historical, Psychoanalytic, and Reader-Response Criticism. Critical approaches introduce the basic assumptions of these schools of study and allow students to understand that there are various approaches to the study of literature and that many complement one another. The purpose is to expose students to different reading and to approach literature from fresh perspectives. Students try their hand at two essays, one per semester, based either on a work covered in class or one previously read. With further research and study of a particular literary approach, students construct an essay and discuss their findings in class.

Although reading material is thematically based on the anthology *Literature and Composition*, outside texts vary from year to year with the hope of infusing new and fresh authors and ideas. Additional texts include: *As I Lay Dying*, *King Lear*, *In Cold Blood*, *The Things They Carried*, *Waiting for Godot*, *The Tragedy of Hamlet*, *The Awakening*, as well as a variety of other authors and texts.

The following Syllabus presents the works we study as well as some sample in-class and research essays we complete.

Syllabus

Semester One: Introduction, Analyzing Fiction and Drama, Analyzing Poetry

Consider the following from the textbook for journal writing:

- What types of reading do we complete?
- What types of information are we looking for when we read?
- Why is it necessary to have a deeper understanding of the multiple layers in a text?
- What is the purpose of the conflicts within a text?
- Are the symbols more than a literal meaning? Can they be used by an author to deliver a message or theme?
- How do all the literary elements of a piece of literature contribute to the meaning of the text as a whole?

Objectives:

- To provide an overview for students of the requirements/expectations of the course AP English Literature and Composition
- To review critical thinking and analysis skills necessary for success in an advanced literature course
- To introduce students to the multiple choice and free response components of the AP English Literature and Composition Examination
- To explore characterization in prose and drama and articulate how characterization can reveal theme
- To analyze speaker/voice in poetry and to explore how patterns of language create meaning
- To write an effective analytical essay

Suggested Activities:

- Annotation/note taking strategies
- Analytical strategies such as SOAPStone, TPCASTT, DIDLS, etc.
- Dialectical journals/Reader response journals
- Questioning strategies
- Close reading strategies (e.g., reading poetry in sentences; reading for narrative detail)
- Timed writing
- Multiple choice preview and practice
- Close reading of passages/poems from an extended text, short stories, and poems
- Analysis of character and theme in prose and drama
- Analysis of speaker/voice and theme in poetry
- Writing style analysis essay/discussion
- Writing characterization and analysis essay
- Revision activities – commentary writing, sentence modeling/combining

AP Free Response Practice

2009B prose free response – *Seraph on the Suwanee* by Zora Neale Hurston

2008B poetry free response – “Hawk Roosting” by Ted Hughes and “Golden Retrievals”

by Mark Doty
2004 open question – “Literature is the question minus the answer” prompt
Any other open question prompt that addresses a character issue or theme central to the summer reading text.
2003B prose free response – *We Were the Mulvaneys* by Joyce Carol Oates
2007 prose free response – *Johnny Got His Gun* by Dalton Trumbo
2012 poetry – “A Story” by Li Young Lee
1979 open question – “sympathize with an evil character” prompt
1983 open question – “villain prompt”
2013 open question – “bildungsroman” prompt

Selections:

Poetry:

“Tell all the truth but tell it slant –“ by Emily Dickinson
“Golden Retrievals” by Mark Doty
“The Harlem Dancer” by Claude McKay
“Digging” by Seamus Heaney
“Promises Like Pie Crust” by Christina Georgina Rossetti
“My Heart and I” by Elizabeth Barrett Browning
“To An Athlete Dying Young” by A. E. Housman
“XIV” by Derek Walcott
“Sonnet” by Alice Moore Dunbar-Nelson
“The Century Quilt” by Marilyn Wanick
“Delight in Disorder” by Robert Herrick
“Woodchucks” by Maxine Kumin
“Traveling Through the Dark” by William Stafford

Short Stories and Excerpts:

Spring in the Classroom by Mary Oliver
One of These Days by Gabriel Garcia Marquez
Half A Day by Naguib Mahfouz
Seeing Eye by Brad Watson
The First Day by Edward P. Jones
Girl by Jamaica Kincaid
Trifles by Susan Glaspell

Novel:

Song of Solomon by Toni Morrison

Extended Writing:

- character analysis essay using *Song of Solomon*; or
- identify archetype and pastoral; Milkman and the search for identity. Discuss the protagonist in search of self and culture. How does Morrison dramatize search as an archetypal journey across ancestral territory?

Semester One: Home and Family and Love and Relationships

Consider the following from the textbook for journal writing:

- What makes a house a home?
- What makes a relationship “complicated?”
- Are writers working through their own failed relationships with mothers, fathers, and siblings?
- Are writers exploring conflicted feelings toward a home they left behind?
- Are writers holding up a mirror that allows the reader to see his/her own home and family in a new light?
- What different kinds of love exist? Characterize several different kinds of love and examine your own motives and behavior in love relationships.

Objectives:

- To analyze character and characterization in an extended text
- To explore tone in prose, poetry, and drama and articulate how tone can reveal larger thematic meaning or purpose
- To analyze how patterns of language create tone
- To write an effective analytical essay that incorporates effective commentary about tone and meaning
- To analyze texts that use satire and humor as a vehicle to comment upon larger issues and themes
- To study techniques authors employ to create humorous or satiric effects
- To compare two texts and write an analysis essay comparing and contrasting the texts’ presentation of tone or theme

Suggested Activities:

- Close reading of passages/poems from an extended text, short stories, and poems
- Introducing the conventions of satire
- Examining techniques authors and poets use to create satiric or humorous effects
- Writing style analysis essay/discussion that focuses on tone
- Writing comparison essays
- Multiple choice practice
- Revision activities – commentary writing, sentence modeling/combining
- Student presentations/student-led discussions
- Vocabulary building exercises

AP Free Response Practice:

2006 poetry response – “To Paint A Water Lily” by Ted Hughes
2009 poetry response – Speech from *Henry VIII* by William Shakespeare
2004 prose response – “The Pupil” by Henry James
2008B prose response – *Northanger Abbey* by Jane Austen
2002 prose response - *Kiss and Tell* by Alain DeBotton
2003B prose response – “The Other Paris” by Mavis Gallant

1987 open response – “change in social/political attitudes or traditions”
1993 open response – “thoughtful laughter”

Selections:

Poetry

“The Death of A Toad” by Richard Wilbur (NMSI Resource)
“A Red, Red Rose” by Robert Burns
“Sea Rose” by H. D.
“A London Thoroughfare, 2 A.M.” by Amy Lowell
“The Love Song of J. Alfred Prufrock” by T. S. Eliot
“On My First Son” by Ben Jonson
“Before the Birth of One of Her Children” by Anne Bradstreet
“Sonnet: On Receiving A Letter Informing Me of the Birth of A Son” by Samuel Taylor Coleridge
“We Are Seven” by William Wordsworth
“A Prayer for My Daughter” by William Butler Yeats
“Mother to Son” by Langston Hughes
“The Writer” by Richard Wilbur
“My Father’s Song” by Simon J. Ortiz
“My Father and the Figtree” by Naomi Shihab Nye
“Wild Geese” by Mary Oliver
“My Papa’s Waltz” by Theodore Roethke
“Those Winter Sundays” by Robert Hayden
“Turtle Soup” by Marilyn Chin
“Peaches” by Adrienne Su

Short Stories/Essays

A Modest Proposal by Jonathan Swift
I Stand Here Ironing by Tillie Olsen
The Moth, by Helena Maria Viramontes
The Progress of Love by Alice Munro
Bliss by Katherine Mansfield
A Rose for Emily by William Faulkner
Woman Hollering Creek by Sandra Cisneros

Novel/Drama

Fences by August Wilson
The Metamorphosis by Franz Kafka
The Dead by James Joyce
The Importance of Being Earnest by Oscar Wilde
The Awakening by Kate Chopin

Extended Writing:

- Analysis of tone or satire in one of the extended works
- Analysis of Swift’s use of irony and satire as a vehicle for social commentary

Semester Two: Identity and Culture

Consider the following from the textbook for journal writing:

- What makes us who we are?
- Why do we choose to represent ourselves as we do on Facebook, Twitter, Instagram, Tumblr, and other social media? How and why do we edit ourselves for these domains?
- Is defining identity based on difference a divisive or a constructive force in society?
- Do we create an identity or do we inherit one?

Objectives:

- To analyze character and characterization in an extended text
- To explore tone in prose, poetry, and drama and articulate how tone can reveal larger thematic meaning or purpose
- To analyze how patterns of language create tone
- To write an effective analytical essay that incorporates effective commentary about tone and meaning
- To analyze texts that use figurative language and allusion for effect
- To analyze symbolism and allegory in prose, poetry, and drama and articulate how authors use symbolism to support thematic meaning
- To compare two texts and write an analysis essay comparing and contrasting the texts' presentation of figurative language in their discussion of identity and culture

Suggested Activities:

- Close reading of passages/poems from an extended text, short stories, and poems
- Reviewing the conventions of figurative language, specifically symbolism, metaphor, and allusion
- Analyzing figurative language and allusion in poetry, prose, and drama
- Synthesizing ideas within an extended work or comparing ideas between works
- Practicing with multiple choice items
- Writing commentary
- Revising for development and sentence variety
- Speaking and listening activities/presentations
- Building research skills/using literary criticism
- Building vocabulary exercises

AP Free Response Practice:

Multiple Choice Practice: *Richard II* (multiple choice)

2001 *The Odyssey* by Homer and "Siren Song" by Margaret Atwood

2004 "We Grow Accustomed to the Dark" by Emily Dickinson and "Acquainted with the Night" by Robert Frost

2009B “Icarus” by Edward Field
1981 open response – “allusion/myth” prompt
2009 open response – “symbol” prompt

Selections:

Poetry

“The Quiet Life” by Alexander Pope
“The World Is Too Much with Us” by William Wordsworth
“The Apology” by Ralph Waldo Emerson
“Im Nobody! Who Are You?” by Emily Dickinson
“Heritage” by Countee Cullen
“The Most of It” by Robert Frost
“Fern Hill” by Dylan Thomas
“We Real Cool” by Gwendolyn Brooks
“Identity Card” by Mahmoud Darwish
“Ogun” by Kamau Brathwaite
“Caribe in Nueva York” by Nathalie Handal
“The Facts of Art” by Natalie Diaz
“Dolorosa” by Molly Rose Quinn
“Written by Himself” by Gregory Pardio
“Half-Mexican” by Juan Felipe Herrera
“Snow White and the Seven Deadly Sins” by R. S. Gwynn
“When I consider how my light is spent” by John Milton
“A Blind Man” by Jorge Luis Borges

Short Stories

Young Goodman Brown by Nathaniel Hawthorne
Where Are You Going, Where Have You Been by Joyce Carol Oates
Apollo by Chimamanda Ngozi Adichie

Novel/Drama

Interpreter of Maladies by Jhumpa Lahiri
Heart of Darkness by Joseph Conrad

Extended Writing:

- Analyze a frame story and the setting’s impact on the protagonist’s perspective, including complications of plot and inner conflict
- Analyze symbolism, including the contextual meaning, and repeated imagery (motifs) within the novel
- Analysis of one of the written commentaries for the novel to extend into a full essay; citations from at least two critical essays found in EBSCO; proper MLA citation and works-cited

Semester Two: Conformity and Rebellion

Consider the following from the textbook for journal writing:

- Without duty and order, without cooperation and teamwork, where would we be?
- Define conformity. What forms of rebellion are possible for a person in your situation? Are you a conformist? A rebel? Explain.
- Define sanity. Based on your definition, do you know an insane person? Do you agree with Dickinson's assertion that "*much madness is divinest sense?*" Explain.
- Consider and comment: Governments routinely engage in behavior that would cause an individual to be imprisoned or institutionalized.

Objectives:

- To analyze character and characterization in an extended text
- To analyze poetic structure and articulate how structure can reveal meaning
- To analyze form and structure in prose and drama and discuss how form can reveal meaning
- To explore tone in prose, poetry, and drama and articulate how tone can reveal larger thematic meaning or purpose
- To analyze how patterns of language create tone

Suggested Activities:

- Close reading of passages/poems from an extended text, short stories, and poems
- Analyzing point of view and irony in poetry, prose, and drama
- Examining relationships between characters and tone
- Analyzing figurative language in poetry, prose, and drama
- Synthesizing ideas within an extended work or comparing ideas between works
- Practicing with multiple choice items
- Writing commentary
- Revising for development and sentence variety
- Speaking and listening activities/presentations
- Building research skills/using literary criticism
- Building vocabulary exercises
- Mock Exam debrief

AP Free Response Practice:

Multiple Choice – “Patty’s Charcoal Drive-In (multiple choice)
2005 poetry response – “The Chimney Sweeper” by William Blake
2010 poetry response – “The Century Quilt” by Marilyn Waniek
2004 prose response – “The Pupil” by Henry James
2004B prose response – *Mary Barton* by Elizabeth Gaskell
2010B prose response – “Cherry Bomb” by Maxine Clair
2003 open response – “colliding cultures” prompt

Selections:

Poetry

“Sound and Sense” by Alexander Pope

“Song: To the Men of England” by Percy Bysshe Shelley
“Much Madness is divinest Sense – “ by Emily Dickinson
“Disillusionment of Ten O’Clock” by Wallace Stevens
“anyone lived in a pretty how town” by E. E. Cummings
“Do Not Go Gentle into that Good Night” by Dylan Thomas
“The Chicago Defender Sends A Man to Little Rock, Fall 1957” by Gwendolyn Brooks
“Her Kind” by Anne Sexton
“The Day Lady Died” by Frank O’Hara
“Is About” by Allen Ginsberg
“Talk” by Terrance Hayes
“To be Walang Hiya” by Barbara Jane Reyes
“Art & Craft” by Robin Coste Lewis
“Ghazal for White Hen Pantry” by Jamila Woods
“An Epitaph” by Matthew Prior
“The Unknown Citizen” by W. H. Auden

Short Stories

Bartleby: The Scrivener by Herman Melville
Spunk by Zora Neale Hurston
The Prospectors by Karen Russell

Novel/Drama

The Book of the Dead by Edwidge Danitcat
The Tragedy of Hamlet, Prince of Denmark by William Shakespeare

Extended Writing:

- Analysis of the imagery of poison throughout *Hamlet* including its physical, political, and symbolic use
- Analysis of one of the written commentaries for the play to extend into a full essay; citations from at least two critical essays found in EBSCO; proper MLA citation and works-cited

Semester Two: Exam Preparation and Time Management Skill Building

Objective:

- To prepare for the AP English Literature and Composition Examination

Suggested Activities:

- Practice with NMSI deconstruction lessons
- Discussion of student performance on mock/practice exams
- Close reading of passages/poems from an extended text, short stories, and poems
- Writing style analysis essays
- Reviewing class texts in preparation for the open question
- Writing comparison essays

- Multiple choice practice
- Revision activities – commentary writing, sentence modeling/combining
- Student presentations/student-led discussions
- Vocabulary building exercises

AP Practice:

2014 free response questions
Multiple choice deconstruction lessons
Peer editing checklist
Multiple choice inventory assignments
Grading strategies

Sources:

AP Central. apcentral.collegeboard.com.

Hacker, Diana. *A Writer's Reference*. 3rd Ed. New York: St. Martin's Press, 1995.

Jago, Carol and Renee H. Shea. *Literature & Composition*. 2nd Ed. New York: Bedford, Freeman & Worth, 2017.

National Math & Science Initiative. www.nmsiteachers.org.