**AP English Literature**

**Course Description**

An Advanced Placement course in English Literature is designed to prepare students for the types of close reading, literary analysis, and rhetorical writing they will encounter in college English programs. Students taking this course will learn to read actively and deeply, know a few works very well, and increase their capacities to write clearly, persuasively, and maturely. Students enrolled in the AP American Literature course will be expected to take the AP Literature and Composition Examination for college credit/advance placement in May. For additional information on this test and credit opportunities please see the information available at [www.collegeboard.org](http://www.collegeboard.org).

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This course will give students a learning experience equivalent to a typical undergraduate Introduction to Literature class from the 17th century to present day. Through close reading of literary texts, students will understand how writers use language to provide meaning and make connections. We will analyze and evaluate style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Vocabulary study will be imbedded in all lessons. Students will master literary terms. Additionally, students will write a variety of essays and keep a writing log over the course of the year to document their progress and to provide a platform for reflections. Students will make note of historical context and influences in literature, and understand stylistic features in the representative works of major authors and their British influences. Students will be assessed both in writing and orally on their ability to demonstrate the trends of the American canon. Students taking the AP English Literature class must have completed English II and have read widely in both British and American Literature from the 16th century to the present day, including Charles Dickens, Shakespeare’s *Julius Caesar* and *The Tragedy of Romeo and Juliet* and Homer’s *The Odyssey*.

**Course Outcomes**

Upon completing the AP English Literature course, students will be able to:

* analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
* apply effective strategies and techniques in their own writing;
* create and sustain arguments based on readings, research, and/or personal experience;
* write for a variety of purposes;
* produce expository, analytical, and argumentative compositions that
* introduce a complex central idea and develop it with appropriate evidence
* drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
* demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
* demonstrate understanding of the conventions of citing primary and secondary sources;
* move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
* write thoughtfully about their own process of composition;
* revise a work to make it suitable for a different audience;
* analyze image as text; and
* evaluate and incorporate reference documents into researched papers.

**Instructional Goals:**

The objectives of this course include developing students’ understanding of the history and cultural progress of our country through literature conveying the perceptions and experiences of primarily American authors.

* Students will be able to:

 Analyze and contextualize the evolution of American culture through literature reflective of American literary periods from the Puritan era through modern times by exploring the customs and norms of each period as revealed through unique perspectives from a variety of authors;

* Improve their analytical skills by understanding rhetorical strategies: that form is related to function, that meaningful writing requires authors to choose the most effective voice and genre according to their purpose and audience;
* Ascertain an author’s purpose and flesh out the specific strategies and techniques the author employs to achieve accomplishment, and understand that effective writing (including fiction) conveys an argument;
* Express maturity in their own writing through a variety of sentence structures and syntactical methods as well as through sophisticated diction;
* Incorporate and understand the language associated with AP English, the next step in their academic progression;
* Apply effective strategies and techniques in their own writing;
* Create and sustain arguments based on readings, research, and/or personal experience;
* Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
* Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
* Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
* Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review; correctly using MLA style, including parenthetical citation.

**Primary Learning Goals:**

By the end of the semester, students will:

• Learn to appreciate literature by reading aesthetically and not simply to glean

information;

• Analyze, compare and evaluate various works of literature – read between the lines;

• Understand that effective authors of fiction, nonfiction and poetry carefully consider their stylistic

choices as they pertain to purpose and audience;

• Discern and analyze the rhetorical strategies authors employ and consider applying some of these

strategies to enhance their own writing when appropriate;

• Demonstrate serious engagement with the readings through close reading and analytical writing;

• Participate in active class analytical discussions / seminars;

 • Express analysis and practice writing skills through academic writing assignments and in-class

essays;

• Express themselves through creative writing and free writing;

• Apply steps of the writing process as they write;

• Apply spelling, proofreading, basic grammatical and editing skills to augment their writing;

• Continue to develop sophisticated sentence structures and syntax – subordination and

coordination:

• Demonstrate a knowledge of the basic design and types of multi-paragraph essays;

• Transcend the five-paragraph essay form;

• Improve their vocabulary skills primarily in the context of the literature;

• Develop and apply the study and research skills necessary for academic success;

• Develop and apply oral and presentation skills;

• Develop and apply listening skills;

• Arrange writing conferences for individual instruction;

• Demonstrate their comprehension of the material through regularly scheduled quizzes and tests

• Develop test-taking skills through multiple-choice quizzes and constructed responses

**Compositions:**

* MAJOR PAPERS – students will write approximately 4 to 8 major papers which require prewriting, editing, revision, and final publication during the year. Each will follow a particular style and will vary in length dependent upon style and subject matter. All major papers will be typed and students are required to improve their composition skills by participating in the recursive approach. This includes self/peer/parent edits, teacher edits, conferences, and revisions. Evidence of the writing process will be required and submitted with the final draft for a grade. Students are encouraged and rewarded for taking risks in writing in an attempt to develop personal style. Paper styles will include, but are not limited to, college application essay, comparison/contrast, argument, persuasive essay, cause and effect, analysis, research, or narration. Each quarter’s major paper will focus on a different type of literary response:

These will include: (exact topic/text subject to change)

Personal Reflection: students will write a reflective essay about their own life experiences, beliefs, values, and choices, in preparation for the paths they wish to take in very near future. This essay can take the form of reflection, memoir, or narration.

Analytical Essay: The students will draw upon textual details to develop an extended interpretation of a how an author uses story elements, poetic devices, and literary techniques in a text. In this essay the student will examine how an author chooses and uses devices and elements to create and manipulate meaning in a text. In an essay, the students will discuss “The Jilting of Granny Weatheral,” “The Story of an Hour,” and “A Rose for Emily,” and examine how the authors manipulate point of view, chronology, and imagery to alter the reader’s interpretation of the stories, using specific references to the text.

Argumentative Essay: In *The Great Gatsby*, *The Crucible*, and *Of Mice and Men*, questions of law (degree of respect for it or power of it) are key to the work’s themes. The student will choose one that he or she personally found most compelling or valuable for reading and show clearly how attitudes towards law are relevant to the work. The student will write an essay that that logically defends their argument using specific references to the text, including at least three direct quotes.

Literary Analysis: students will draw upon textual details to make and explain judgments about work’s social, cultural or historical values through the lens of literary theory. Students will examine a work from different critical perspectives and write an argumentative essay about a particular work to support a particular theory. For example, the students will read “The Yellow Wallpaper” and may choose to argue a feminist perspective, historical perspective, or psychoanalytical perspective. The essay will use both textual evidence to support the argument and evidence that the student understands the literary theory.

* ARTICLE OF THE WEEK - Literature is alive. Students will read articles and respond to contemporary issues and connect those issues to the reading they do for class through their journaling and discussion.
* TIMED WRITINGS – Students will practice 40-minute writings bi-weekly in class which will be scored against a 9-point rubric. Time will be spent discussing and noting possible strategies for timed write responses. In addition, students will practice scoring a wide selection of sample exam essays.
* INFORMAL WRITING – This will include journal responses, essays, poetry, and narratives. Also, after reading selections, students will record thoughts and information regarding the authors’ writing style, techniques, and strategies in a journal.
* VISUAL ANALYSIS – Based upon their experience with writing, students will analyze a visual piece of work according to elements such as repetition, emphasis, fluency, dominant impression, symbolism, and parallelism to art, graphics and media.

**Required Texts:**

Arp, T.R. and Johnson, G. (2012). *Perrine’s Literature: Structure, Sound & Sense*. (11th Ed). Wadsworth. Boston, MA.

*Prentice Hall Literature* (2012). Pearson Education Inc. Upper Saddle River, NJ.

Short stories: (subject to change)

“A Rose for Emily” by William Faulkner

“A Jury of Her Peers” by Susan Glaspell

“The Guest” by Albert Camus

“The Yellow Wallpaper” by Charlotte Perkins Gilman

“The Story of an Hour” by Kate Chopin

“The Storm” by Kate Chopin

“Young Goodman Brown” by Nathaniel Hawthorne

“A Wagner Matinee” by Willa Cather

“A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez

“The Boarding House” by James Joyce

“The Notorious Jumping Frog of Calaveras County” by Mark Twain

“An Occurrence at Owl Creek Bridge” by Ambrose Bierce

“An Episode of War” by Stephen Crane

“To Build a Fire” by Jack London

“The Jilting of Granny Weatherall” by Katherine Anne Porter

“The Life You Save May Be Your Own” by Flannery O’Connor

“Everyday Use” by Alice Walker

“The Ones who Walked Away from Omelas” by Ursula Le Guin

“Happy Endings” by Margaret Atwood

Poets:

William Wordsworth

William Butler Yeats

Anne Bradstreet

Samuel Taylor Coleridge

Langston Hughes

Ayn Rand

John Donne

William Shakespeare

Robert Frost

Seamus Heaney

Billy Collins

John Keats

Emily Dickinson

Sylvia Plath

Walt Whitman

Maya Angelou

Paul Laurence Dunbar

T.S. Eliot

Edwin Arlington Robinson

Novels/Plays not included in the textbooks: (subject to change)

*The Crucible* by Arthur Miller

*The Awakening* by Kate Chopin

*A Raisin in the Sun* by Lorraine Hansberry

*The Great Gatsby* by F. Scott Fitzgerald

*The Bluest Eye* by Toni Morrison

*The Grapes of Wrath* by John Steinbeck

*Of Mice and Men* by John Steinbeck

*Frankenstein* by Mary Shelley

*The Metamorphosis* by Franz Kafka

Students will be asked to carry reading book of their choice that will be read during scheduled silent, sustained reading times and when students are finished with class work. These books may be checked out of the library, a public library or purchased at the discretion of students.

**Summer Readings**—Students are required to read two works over the course of the summer. Students will pull short excerpts from the writings to analyze in an essay on literary elements or theme. The novels cover a variety of time periods and themes.

**Journals**—Beginning in the summer and continuing throughout the year, students will explore their thinking about reading and practice their expression of ideas by keeping up their journals. The entries will take various forms through the year:

* Literary Analysis
* Persuasive Writing
* Creative Writing
* Cornell Notes
* Graphic and Visual Analysis

**AP Test Practice—** Throughout the course, the students will practice both objective and timed open-ended AP test questions usually related to the curriculum. College Board materials will be provided including marker papers for students’ understanding and revision. The students will be assessed according to AP provided rubrics.

**Critical Reading—**Readings for the course include excerpted as well as full-length fiction and non-fiction texts. Students are expected to do thee readings outside of class and come prepared to discuss the texts beyond a superficial level. The students’ reading is inherently assessed by all activities of the class.

**Discussion—**Discussion in class will take various forms ranging from graded formal Socratic Seminars to informal classroom chat. Students will be assessed on their meaningful contributions to discussions at all levels.

**Oral Presentations**—Students will need to complete an oral presentation covering an independent analysis of an assigned text. Students may enjoy some latitude of choice with presentation. Ideas rest with presenters, but strongly suggested are two or more of the following concerns. Students will be assessed on their thorough treatment, organization and depth of analysis in addition to the standards of public speaking.

* cultural setting and related issues (any background research must be documented)
* thematic focus
* characterization
* techniques and style
* author’s attitude to particular elements of the works, such as character(s)
* or subject matter

**Vocabulary**

Each week students will receive a weekly vocabulary list. Students are to study these terms and will be quizzed weekly on terms.

 **Additional Support**

**After-School Tutoring -** Students are encouraged to obtain additional support, when needed. To assist students, tutoring will be held by appointment, pending teacher meetings, or during the posted tutoring hours in the class room. An hour of tutoring is **highly recommended** for all students who are receiving a grade below a “C”. Students in this situation who fail to attend or improve their grade may receive a phone call and/or letter home to arrange for tutoring assistance.

 **Academic Honesty**

* Academic honesty is very important. Please protect your own honor and integrity by being sure to hold yourself to a high standard of academic honesty.
* Any dishonest work will receive a zero and will result in the highest penalty possible for all parties involved. **If caught copying work from another student, BOTH students will receive a zero on the assignment.**
* Academic dishonesty includes, but is not limited to: providing assistance on an assignment that was specified as individual work; supplying or accepting ideas or words for or from another person’s work; using work from a previous class towards this course; using all or part(s) of another person’s work (with or without their permission) without citing that person as a source; and buying or selling work for the purposes of plagiarism. If you have any questions about what constitutes cheating in general or for particular assignments, please ask.

 **Grading Policy/Scale**

**LATE WORK IS UNACCEPTABLE, AND WILL NOT BE TOLERATED**. The late policy is as follows: 50% off for day late; after two days, the assignment **WILL NOT BE ACCEPTED**.

**WORK UNTIL YOU ACHIEVE:**

On any assignment that is an ASSESSMENT OF YOUR LEARNING you must achieve a minimum grade of C.  If you do not, the assignment will be returned to you.  You will have one week to correct the assessment and turn it back in.  Your goal in this class is not to simply fill out work and receive a grade.  Rather, it is to learn and absorb the material.

**Grading Scale:**

A 94-100 B 83-86 C 73-76 D 63-66

A- 90-93 B- 80-82 C- 70-72 D- 60-62

B+ 87-89 C+ 77-79 D+ 67-69 Fail Below 60

 **Absences & Make-up Work**

Attendance is vital to your success in this class. Attendance is highly important and shows the students’ commitment to this class. The majority of reading and writing for the course will occur OUTSIDE OF CLASS. Class time will be used for discussion, connecting literature, and conferencing about writing and literature. Excessive tardiness and/or absences will be handled according to school policy.

Make up work is your responsibility. Your job is to consult the calendar, retrieve the work from the folders, complete it and turn it in.

**Supplies**

It is imperative that your English work be organized in order for you to be successful in this class. Please bring the following supplies to class daily:

A **three-ring binder** divided into sections**,** filled with **loose leaf, college-ruled paper. All assignments must be completed in blue or black ink.**

I have read the syllabus and understand the requirements for this course.

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