

Syllabus:

Course Description:

- Advanced Placement Literature and Composition engages students in a rigorous study that involves close readings and analytical criticisms of a variety of genres and in various time periods. The close readings involve a study of authors' use of structure and style as well as introduce topics of classroom discussion regarding elements such as voice, themes, imagery, and tone; this analysis is practiced with the multiple choice format used by the Advanced Placement Literature and Composition exam. Additionally, students will reinforce reading with writing. Students realize that all essays are an argument and the syntheses of these analyses contribute universal meanings for the literary pieces whereby students compose and revise essays, formal and timed, according to specified structural formats and rubrics. This overall study of literature provides a student with the experience, the interpretation, and the evaluation of prose and poetry.

Course Objectives: Students will...

- Read for the experience.
- Research the cultural literacy of each literature selection.
- Choose an independent reading selection each quarter from the list in the *Advanced Placement Program Course Description* book.
- Read closely with paraphrasing, explicating, annotating, analyzing, and synthesizing.
- Compose reader response journals with each selection of literature.
- Participate in literary circle discussions of responses to literature.
- Apply close reading skills to *Applied Practice* and retired College Board multiple-choice tests.
- Apply these close reading skills to the creation of multiple-choice questions according to AP format.
- Analyze structure and form of poetry.
- Approach literature on the levels of Bloom's Taxonomy: knowledge, understanding, application, analysis, synthesis, and evaluation.
- Analyze the author's style: diction, syntax, and literary devices.
- Compose body paragraphs that consist of concrete details supported with commentary information.

- Compose an extended explanation or interpretation of the universal meaning.
- Compose analytically based argumentative essays.
- Compose creative writing assignments.
- Apply prior and post writing grammatical mini lessons during prewriting, writing, and revisions.
- Improve rhetoric of compositions focusing on stylistic maturity elements such as tone, voice, diction, sentence structure, coherence, and unity; in addition, improve emphasis through parallelism and antithesis.
- Continue the district's vertical team process for effective research.
- Improve vocabulary on a weekly basis with the supplemental source *Word Power Made Easy*.

Texts:

Required:

Literature: An Introduction to Fiction, Poetry, and Drama

X.J. Kennedy/Dana Gioia

Supplemental:

The Elements of Style Strunk and White

Image Grammar Noden

How To Read Literature Like A Professor Foster

***5 Steps to a 5: Writing the AP English Essay* McGraw Hill**

5 Steps to a 5: AP English Literature McGraw Hill

How Does A Poem Mean? Ciardi/Williams

Applied Practice

***Voice Lessons* Dean**

Word Power Made Easy Lewis

The Complete New Yorker CD

Rules for Writers Hacker

A Handbook to Literature Hugh Holman

Literature: An Introduction to Fiction, Poetry, and Drama
Longman

Edith Hamilton's *Mythology*

English and Western Literature Scribner McMillan

Supplemental Websites:

www.unitedstreaming.org

www.collegeboard.org

Specific literary works are listed within their correlating units below.

Composition Requirements:

Students will compose essays according to an essay format guideline that includes the following components:

- Prewriting, writing, and revisions with both formal and informal compositions
- Analysis with concrete details and commentary information.
- Focus on active voice, literary present tense, and powerful verb choices.
- Focus on developing voice, a variety of sentence structures, elevated diction, coherence, and unity.
- Apply the stylistic instruction from *Elements of Style*.
- Apply grammatical mini lessons to compositions.
- Presentation of analysis that culminates with universal meaning.

Pre-Course Assignments:

The purpose of the summer reading study is to introduce students to the philosophy of existentialism and have them read for the experience as it prepares them for an additional close reading in Unit 1 that cumulates with analysis and synthesis in essay format.

The Stranger Camus

Hamlet Shakespeare

Students will chart themes of existentialism with examples from both pieces of literature; they will also journal their responses to the evidence of these themes in the literature.

Themes:

<http://www.anselm.edu/homepage/dbanach/sartreol.htm>

Additional existential information:

<http://ozpk.tripod.com/APexist>

Unit 1: Existentialism (4 weeks)

The purpose of this unit is to familiarize students with a literary philosophy through multiple genres. Close readings of these genres will analyze the stylistic devices employed by the author and culminate in a synthesis of

universal meaning. Understanding of these analysis and synthesis skills will be evident through compositions and multiple-choice exams.

Unit Expectations: Emphasis will be given to the following objectives:

- Close readings of multiple genres from multiple time periods
- Research cultural literacy of literary pieces
- Active Reading - Annotating terms regarding style: diction, syntax, literacy devices
- Analysis of literature and synthesis of universal meaning
- Composition: Timed and formal essays according to essay guidelines that focus on prose analysis prompts.
- Revisions according to Strunk and White's *The Elements of Style* and grammatical mini lessons.
- Multiple Choice Tests in AP testing format: *Applied Practice: Hamlet*
- Study of *Word Power Made Easy*

Existential Literature:

Novella: *The Stranger* (Camus)

Drama: *Hamlet* (Shakespeare) *No Exit* (Sartre)

Poetry: *The Love Song of J. Alfred Prufrock* (Eliot)

Nonfiction:

- Albert Camus' Nobel Prize for Literature Speech
- *The Myth of Sisyphus* (Camus) – a study of the Absurd Hero.

Independent Reading Selection

Unit 2: Poetry: Structure and Form (5 weeks)

The purpose of this unit is to have students paraphrase, explicate, annotate, analyze, and synthesize poetry as well as identify its structure and form. Close readings of these genres will analyze the stylistic devices employed by the author and culminate in a synthesis of universal meaning answering the question, “How does the poem mean?”

Understanding of these analysis and synthesis skills will be evident through compositions and multiple-choice exams.

Unit Expectations: Emphasis will be given to the following objectives:

- Read for the experience and compose reader response journals.
- Research cultural literacy of literary pieces.
- Read closely and apply close reading skills to multiple-choice tests and the creation of multiple-choice questions.
- Compose reader response journals and participate in literary circles that discuss the poetry on the various levels of Bloom's Taxonomy.
- Analyze structure and form.
- Compose timed and formal writings that focus on poetry analysis prompts.
- Revise writings according to lessons in *The Elements of Style*, mini grammar lessons, and stylistic maturity lessons.
- Creative Writing: Poetry
- Continue study of *Word Power Made Easy*

Poetry: Burns, Browning, Donne, Whitman, Thomas, Frost, Shelley, Tennyson, Pope, Kooser, Hall

5 Steps to a 5

How Does A Poem Mean?

Supplemental Websites:

http://www.loc.gov/poetry/laureate_current.html

Unit 3: Research (5 weeks)

The purpose of this unit is to continue our district's vertical team process for effective research. Selecting a quality novel, students will argue how its author is or is not representative of the era.

Unit Expectations: Emphasis will be given to the following objectives.

- Choose an independent reading selection.
- Read for the experience and compose reader response journals of thoughts.
- Research the cultural literacy.
- Approach the literature on the levels of Bloom's Taxonomy.
- Analyze the author's style.
- Compose argumentative paper regarding the author's representation of the era's characteristics.
- Revise according to stylistic and grammatical mini-lessons.
- Continue study of *Word Power Made Easy*

Text:

Rules For Writers

*Literature: An Introduction to Fiction, Poetry, and
Drama* X.J. Kennedy/Dana Gioia

Supplemental Websites:

<http://kareyperkins.com/classes/420/420literas.html>

[http://owl.english.purdue.edu/handouts/grammar/g_act
pass.html](http://owl.english.purdue.edu/handouts/grammar/g_act_pass.html)

[http://www.kn.pacbell.com/wired/fil/pages/listliterarym
r.html](http://www.kn.pacbell.com/wired/fil/pages/listliterarym
r.html)

<http://www.lib.wsc.ma.edu/engper.htm>

Unit 4: Personal Identity (4 weeks)

The purpose of this unit is for students to study a variety of genres that portray characters of both genders and their search for personal identity. In addition, issues of mental illnesses will be explored. Close readings of these genres will analyze the stylistic devices employed by the author and culminate in a synthesis of universal meaning.

Understanding of these analysis and synthesis skills will be evident through compositions and multiple-choice exams.

Unit Expectations: Emphasis will be given to the following objectives:

- Read for the experience.
- Research cultural literacy.
- Read closely, responding in journals, and participating in literary circle discussions that approach the literature on Bloom's Levels of Taxonomy.
- Apply close reading skills to *Applied Practice: The Awakening* multiple-choice exam.
- Creation multiple-choice questions according to AP formats.
- Analyze structure and form of poetry.
- Analyze the authors' styles.
- Timed and formal essays that focus on free response analysis.
- Revise according to stylistic and grammatical mini lessons, focusing on voice.
- Creative Writing: Prose, focusing on parallelism and antithesis. Incorporate lessons from *Image Grammar*.
- Continue study of *Word Power Made Easy*.

Novellas: *The Awakening*, *Ethan Frome*

Short Stories: "A&P" "The Yellow Wallpaper"

Poetry: Sylvia Plath and Ted Hughes

Nonfiction: “Why I Wrote The Yellow Wallpaper”

Supplemental Websites:

<http://www.mla.org/ade/bulletin/n094/094004.htm>

Semester 2

Unit 1: *How To Read Literature Like A Professor*

(9weeks) Foster

The purpose of this unit is to familiarize students with the multiple levels on which literature can be read and interpreted: quest, communion, vampire, sonnet, Bible, fairy tale, mythology, rain/snow, symbolism, political, Christ figure, sex, and baptism. This unit encompasses various genres in addition to time periods from the Greek tragedy/mythology era to contemporary literature. The culmination of this unit will involve a close reading of Toni Morrison’s *Beloved*, analyzing the multiple levels within the text.

Unit Expectations: Emphasis will be given to the following objectives:

- Read for the experience
- Close readings of fiction to determine multi level literary meanings

- Analysis of literature and synthesis of universal meaning
- Prewriting: Chart the multiple levels of interpretation and correlate with favorite literature and movies. Explain the correlation.
- Composition: Timed and formal essays according to essay guidelines, emphasizing diction and voice, that focus on prose, poetry, and free response analysis prompts.
- Revisions according to Strunk and White's *The Elements of Style* and mini lessons prior and post writing.
- Multiple Choice Tests in AP testing format: *Applied Practice: Beloved*.
- Continue study of *Word Power Made Easy*.

Novel: *Beloved*

Novellas: *The Turn of the Screw, The Metamorphosis*

Drama: *Oedipus Rex, Antigone*

Short Stories:

- *A&P* (Quest)
- *Cathedral* (Communion)
- *The Dead* (Communion) (Rain/Snow)

- *Why I Live at the PO* (Biblical Allusion)
- *Araby* (Biblical Allusion)
- *Sonny's Blues* (Biblical Allusion)
- *Where are you going? Where have you been?* (Fairy Tale)
- *Barn Burning* (Violence)
- *Young Goodman Brown* (Symbolism)
- *The Masque of the Red Death* (Political)
- *The Legend of Sleepy Hollow* (Political)
- Selected Flannery O'Connor stories (Christ Figure)
- *A Very Old Man with Enormous Wings* (Flight)
- *The Rocking Horse Winner* (Sex)
- *The River* (Baptism)

Sonnet: Christina Rossetti

Poem: *Out, Out* – (Violence)

Additional Resources:

Edith Hamilton's *Mythology*

Aesop's Fables

The Holy Bible

Independent Reading Selection

Supplemental Websites:

http://nobelprize.org/nobel_prizes/literature/laureates/1993/morrison-bio.html

Unit 2: AP Literature and Composition Test Preparation (5 Weeks)

The purpose of this unit is to review the course's study in close reading skills and effective composition in preparation for the College Board exam.

- Analysis of prose and poetry in which students discuss how analysis contributes to meaning
- Open question whereby students select a literary work and discuss its relevance to the prompt
- Multiple-Choice questions of close readings

Unit Expectations: Emphasis will be given to the following objectives:

- Read closely and practice multiple-choice tests.
- Participate in literary circle discussions of literature that discuss questions on the levels of Bloom's Taxonomy.
- Analyze structure and form of poetry.
- Analyze author's style.

- Practice timed writings of prose, poetry, and free response essay prompts according to composition requirements.
- Compose formal prose, poetry, and free response essays according to composition requirements.
- Revise according to stylistic and grammar lessons.
- Continue study of *Word Power Made Easy*.

Independent Reading Selection

Supplemental Websites:

www.collegeboard.org

<http://ozpk.tripod.com/AP>

Unit 3: Appearance vs. Reality (4 weeks)

The purpose of this unit is to explore the appearance vs. reality theme in a variety of genres. Close readings of these genres will analyze the stylistic devices employed by the author and culminate in a synthesis of universal meaning. Understanding of these analysis and synthesis skills will be evident through compositions and multiple-choice exams.

Unit Expectations: Emphasis will be given to the following objectives:

- Read for the experience.
- Research the cultural literacy.
- Read closely while composing reader response journals and participate in literary circle discussions of responses.
- Analyze structure and form of poetry.
- Formal prose analysis essay regarding *Wise Blood*.
- Continue study of *Word Power Made Easy*.

Novella: *Wise Blood*

Short Story: Flannery O'Connor selections

Poetry:

“The Hollow Men” Eliot

“The Rime of the Ancient Mariner” Coleridge/Wordsworth

Supplemental Websites:

<http://www.kirjasto.sci.fi/flannery.htm>

<http://www.cyberpat.com/essays/flan.html>