

# ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION

## Welcome

Welcome to AP English: Literature and Composition. This will be a challenging but beneficial year for you. Do not be afraid to work, question, and challenge yourself and others. You will be thinking critically, defending your viewpoint, and synthesizing information learned throughout the year. Although it is not required, you are expected to take the AP English: Literature and Composition exam. This exam is in May of 2016.

## Course Overview

This class will be taught with the rigor and expectations of a college English course. Students will be expected to read, discuss, and write about classic and contemporary novels and the issues and themes that arise within them. In addition to novels, students will be studying, analyzing, and evaluating other pieces of literature including poetry, novellas, plays, and short stories.

Students will be continually challenged to identify and defend universal themes, stylistic elements used by the author and how it impacts the text, and historical/social/cultural issues. They will also be expected to compare, contrast, and evaluate meaning across multiple texts including classics, contemporary, non-fiction, film, short stories, and poetry.

## Course Objective

This course has a two-part objective.

**Objective One** is to prepare students for the AP English Literature and Composition exam in May 2016. Although students are not mandated to take the exam, they are expected and encouraged to do so. The class is set up as if all students were to take the AP Literature and Composition exam. Students will practice with previous AP prompts (analyzing and writing), reading works by authors listed in the *AP English Course Description*, and incorporating and engaging in vocabulary practice and literary terms in relation to the text we are currently working on.

**Objective two** is to prepare students for college by acclimating them to the rigor and expectations. Students are given the opportunity to improve and revise writing which will be needed for college success.

## Course Planner

This course will engage students in a variety of texts from the 16<sup>th</sup> century through modern day while utilizing a variety of styles including short stories, novels, novellas, and poetry. This list and pacing may be changed at the teacher's discretion to best fit time, ability of students, as well as interest of the students.

### Lists of Texts and Assigned Readings

*The Great Gatsby* by F. Scott Fitzgerald

*1984* by George Orwell

*Lord of the Flies* by William Golding

*Macbeth* by William Shakespeare

*Mythology* by Edith Hamilton

*Frankenstein* by Mary Shelley

*Jane Eyre* by Charlotte Bronte

*Billy Budd* by Herman Melville

*Heart of Darkness* by Joseph Conrad

*Brave New World* by Aldous Huxley

*Pride and Prejudice* by Jane Austen

*Sunrise Over Fallujah* by Walter Dean Myers

*Antigone* by Sophocles

*Oedipus the King* by Sophocles

*Electra* by Sophocles

Perrine's Sound and Sense

Supplemental stories and texts may be used throughout the year as well.

### Summer Reading

Students will read two texts over the summer. One is the required text of *The Great Gatsby* by F. Scott Fitzgerald. The other text is an age-appropriate text of their choice. With both texts students are expected to complete a reflective reading log where thoughts, reactions, and predictions are recorded. Students are also expected to discuss the significance of the title and comment of the following literary elements used: author's style and tone, point of view, setting, themes, characterization of major characters and their conflicts.

### Quarter One

- **Summer Readings:** Review and discuss summer readings: *The Great Gatsby* and student choice novel.
  - **Assessment/Analysis/Evaluation:** Previous AP prompts will be used to help students scrutinize and probe into meaningful messages of the novels. Students will also discuss character choices, development, and purpose.
- **1984 by George Orwell:** Students will read *1984* by George Orwell. Throughout the reading students will participate in small and large group class discussions while analyzing the development of the main character and how the government affects social actions.
  - **Assessment/Analysis/Evaluation:** Students are asked to write a persuasive essay in which they defend or refute the idea that our government is/evolving to be like the government in *1984* is ran.
    - As a class, students will generate ideas using a spider web graphic organizer and/or Venn diagram to analyze the government in 1984 and they will complete the same for our current government. Students are expected to pull specific examples from the text as well as specific examples from contemporary society as to how and why they are similar while noting differences in motivation if there are any.
    - Before writing the essay, students will generate an outline of ideas and supports which will be approved by the teacher before continuing the drafting process. The teacher will note any lapses in organization and/or support.
    - After the rough draft is completed, students will peer edit each other's papers before submitting the final.

- After all have been read and evaluated by the instructor, the students will have a Socratic circle, class discussion, in which they defend or refute their stance based on the points brought up in their papers.
- **Research Paper:** Students will be writing an 8-10 page research paper to support their senior experience project. Students are expected to choose a project they work on throughout their final year that challenges and expands what they know about a certain area. The research paper is a supplement to this experience. In the research paper, the students will explore and examine the history of their topic and how it has evolved. The students are also expected to explain why this topic was chosen, what struggles they encountered/expect to encounter, how they tackled/will tackle them, what successes the students had/will have, and a reflection of how it would be approached differently if it were to happen again.
  - **Assessment/Analysis/Evaluation:** Students are evaluated on a standards based rubric at the rough draft and the final copy. Students will self-evaluate during the writing process as well as participate in multiple waves of peer review before submitting the final copy.
    - Before writing the essay, students will generate an outline of ideas and supports which will be approved by the teacher before continuing the drafting process. The teacher will note any lapses in organization and/or support.
    - Students will submit a rough draft to the teacher to note for support, transitions, and voice in the paper. Students are required to have a consistent objective voice using the rhetoric style of logos rather than ethos or pathos since this is an informative paper.
    - After the rough draft is completed, students will peer edit each other's papers before submitting the final.
    - The standards based rubric includes sentence structure and variety, which includes a variety of simple, compound, and complex sentences, as well as various phrases and clauses be integrated properly throughout the paper (students are taught these structures during previous readings and applying them during this research paper).
- **Literature Circles:** Students will choose a novel from a given list to analyze in small groups. The reading options they have are the following: *Billy Budd* by Herman Melville, *Heart of Darkness* by Joseph Conrad, *Brave New World* by Aldous Huxley, *Pride and Prejudice* by Jane Austen, *Sunrise Over Fallujah* by Walter Dean Myers.
  - During this small group reading times, students will be asked to critically analyze character development and choices as well as themes.
  - At the end of the unit, the students will present their novel to the class. After the presentations, students are expected to be able to draw comparisons between the different novels that were read by other classmates, identifying universal themes, complex character development, as well as conflicts affecting the characters.
  - Students will have to write a short analytical essay over their choice novel explaining the author's use of style, tone, and voice and how that affected the way the message of the novel was delivered. The students will analyze not only the structure and components

of the novel but the author as well noting how personal experiences and interests may have contributed to the artistry of the novel.

#### Quarter Two

- ***Jane Eyre* by Charlotte Bronte:** Students will read *Jane Eyre* by Charlotte Bronte. Before reading, students will complete a study on Bronte and how the culture defined what women could or could not do as well as other important historical information from that time period. Students will be expected to actively participate in class discussion about the novel, specifically noting how Bronte's experience is reflected in the novel. They will constantly be evaluating the literary terms used, development of the characters, and structure of the writing.
  - **Assessment/Analysis/Evaluation:** Students will write a persuasive essay focusing on characters and their development and motivation and how it mirrors or bucks the historical/social/cultural values of the time when the novel was written.
- ***Antigone, Oedipus the King, and Electra* by Sophocles:** Students will read three classic Greek plays written by Sophocles. The play will be read and acted aloud as a class in order to guarantee understanding as well as staying true to the author's intent. Students will periodically engage in class discussion about the novel noting interesting and/or unique occurrences, questions, hero/heroine choices and actions among others
  - **Assessment/Analysis/Evaluation:** Students will continually be evaluated based on class discussions, group teachings, and quizzes. In addition students will compose two short reflective papers. One comparing and contrasting the three stories. They will also write one other paper in which they chose one of the plays and evaluate its literary merit and pertinence to today's world, drawing specific conclusions and supporting through text from the play as well as other contemporary literature.
- **Poetry Unit I:** Using Perrine's *Sound and Sense*, students will delve into different authors, structures, and styles of poetry.
  - **Assessment/Analysis/Evaluation:** Students will complete previous AP prompts as a class, in small groups, as well as individually to work on critical analysis and identifying and asserting what the greater meaning could be.

#### Quarter Three

- ***Frankenstein* by Mary Shelley:** Over the winter break, students will read *Frankenstein* by Mary Shelley. During this time, students will take notes on questions they have, notes on development of characters, and specific quotes that stand out in the novel.
  - **Assessment/Analysis/Evaluation:** Students will be grouped and expected to teach a section of the novel to the class after returning from break. The entire novel will be covered through this student-led format.
- ***Lord of the Flies* by William Golding:** Students will read *Lord of the Flies* by William Golding. During this time, students will dissect the elements of civilization and what causes its degradation. This is done through formal and informal assessments including tests, quizzes, class discussions, and group/class activities.
  - **Assessment/Analysis/Evaluation:** Students will write formally and informally throughout. Students will be expected to think critically about all the components of

the novel (through class essays/discussions). Students will be asked to make a prediction as to what would have happened if the boys did not make it off the island. They must support their claim through specific examples in the text.

- **Mythology by Edith Hamilton:** Students will read selections from *Mythology* by Edith Hamilton. Selections will be chosen to provide background knowledge on popular characters used as allusions in literature. This reading will be done in conjunction with Poetry Unit II.
  - **Assessment/Analysis/Evaluation:** Students will be continually quizzed, informally, on characters, tasks, and areas of strengths/focus/weaknesses. Students may also be asked to write a poem using a character from the reading as its speaker or the focus of the speaker.
  - Students will write formally and informally working on organization and structure of information as well as how to order information in order to best compose essays on the topic: persuasive, analytical, and informational.
- **Poetry Unit II:** Students will revisit Perrine's Sound and Sense to focus on poetry and its structure. Selections will specifically be chosen to work with mythological allusions to complement the reading of *Mythology*. Other literary elements will also be an area of focus, specifically point of view, tone, and diction.
  - **Assessment/Analysis/Evaluation:** Students will be asked to evaluate the poetry read, possibly using previous AP prompts. Students will also create original pieces of poetry in align with the style/characteristics being studied.

#### Quarter Four

- **Macbeth by William Shakespeare:** Students will read the dramatic play *Macbeth* by William Shakespeare. Students will do a background research on Shakespeare, his era, and the cultural areas of interest/importance. Students will have to recall on this information to see how the historical/cultural/social values of Shakespeare's era are represented in his writing. Also, before reading, students will be presented with informational texts on the history of Macbeth and what historical information Shakespeare may have used as a basis for his writing. Students will also respond to anticipatory statements exploring character motivation and possible themes. The play will be read and acted aloud as a class in order to guarantee understanding as well as staying true to the author's intent.
  - **Assessment/Analysis/Evaluation:** Students will continually be evaluated based on class discussions, group teachings, and quizzes. Students will revisit their original answers to their anticipatory statements and consider on whether they still agree with their initial thoughts. Students will either complete a writing or engage a class discussion on why they think what they do and support their thoughts through specific examples from the text
- **Short Story Unit:** Students will read a variety of short stories to analyze author's tone, stylistic writing, and literary elements. Stories used may be "The Yellow Wallpaper," "A Rose for Emily," and "The Fall of the House of Usher."

- **Assessment/Analysis/Evaluation:** Students will be able to apply topics, themes, and analyses used throughout the year to the shorter works being read. The main focus will be on the author's tone as well as character development throughout the piece.
- Students will have to write a short analytical essay over a short story explaining the author's use of style, tone, and voice and how that affected the way the message of the novel was delivered. The students will analyze not only the structure and components of the novel but the author as well noting how personal experiences and interests may have contributed to the artistry of the novel.

#### **Throughout the Year:**

- Students will continually work on literary elements, through all stories. Students will also be expected to and challenged to think critically on all texts used as well as student discussions.
- Students will be able to connect the literature being read to their contemporary life and defend their viewpoints. How are situations similar between the characters in the novel and one's personal life? Where have we, as a society, improved and where have we not?
- Students will have semi-regular vocabulary using the Sadlier-Oxford *Vocabulary Workshop: Level G*. This comprises of 15 units of 20 words per unit.
- Students will utilize past AP prompts and timed writings to analyze and dissect literature being discussed in class as well as cold readings, simulating the AP test.
- Students will also look at supplemental literature including informational texts, non-fiction texts, and a traditional text book, *Elements of Literature: Sixth Course* by Holt, Rinehart, and Winston.

#### **Teaching Strategies**

Students will be exposed to a variety of teaching strategies throughout the school year. Students will complete persuasive and informative research, formal and informal writings, class and small group discussions, formative and summative assessments, argumentative debates, guided practice, scaffolding, and movement.

#### **Writing Instruction:**

- **Process and Format:** Students will go through the writing process, including pre-writing/brainstorming, outlining, rough drafting, editing/revising, final draft. Students will be expected to write in their formal research paper in the MLA writing style. APA style may be introduced for the smaller persuasive papers. Regardless of what citation style is used, students will be expected to include proper use of direct quotations, paraphrasing, and summarizing, parenthetical citations and works cited pages.
- **Understanding:** Various writing strategies will be used throughout the school year to show understanding of the topic. Options may include but not limited to free writes, journals, exit slips, class discussion notes and questions.
- **Timed Writings:** Past AP prompts will be used periodically throughout the school year. Some prompts will be applicable to the novel. Some will be focusing on an application of skills. Timed writings will be given once every two or three weeks for multiple opportunities to practice and

improve. The AP 9-point rubric will be used to evaluate the students' writings. Students will have the opportunity to utilize the rubric as well. Sometimes it will be used to assess their own essay that has been written; other times, students will engage in mock scoring from sample essays provided.

- **Formal Analysis:** Students will engage in multiple writings throughout the year. There will be three persuasive writings (roughly 3-5 pages) and one formal research paper (8-10 pages). Students are expected to research using credible sources to support their beliefs. Proper citations and works cited pages are required. Students will also have a handout of the rubric for the writing with the standards it covers included. These essays also include a multi-step process using pre-writing, drafting, editing/revising, and final drafting.

## Student Evaluation

Students will write and revise multiple essays of varying lengths. Students may also complete a few traditional assessments. Students will be expected to debate their side of an argument and defend their point through their grasp of the literature through writings and in-class discussions. This will be evident through their use of support from the texts.

### Grading Scale

94-100	A
93-88	B
87-8	C
79-70	D
Below 70	F

## Resources

### Literature

Austen, Jane. *Pride and Prejudice*. New York: Bantam Books, 1981. Print.

Bronte, Charlotte. *Jane Eyre*. New York: Barnes & Noble Classics, 2003. Print.

Conrad, Joseph. *Heart of Darkness*. New York: Bantam Books, 1981. Print.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner Paperback Fiction, 1953. Print.

Golding, William. *Lord of the Flies*. New York: Perigree Book, 1954. Print.

Hamilton, Edith. *Mythology*. New York: Warner Books, 1969. Print.

Huxley, Aldous. *Brave New World*. Lodi, NJ: Everbind Anthologies, 2003. Print.

Johnson, Greg, Thomas R Arp and Laurence Perrine. *Perrine's Sound and Sense: An Introduction to Poetry*. 14th ed. Australia: Wadsworth Cengage Learning, 2013. Print.

Melville, Herman. *Billy Budd*. New York: Washington Square Press, 1963. Print.

Myers, Walter Dean. *Sunrise Over Fallujah*. New York: Scholastic Inc, 2008. Print.

Orwell, George. *1984*. New York: The New American Library, 1949. Print.

Probst, Robert E. and Kylene G. Beers. *Elements of Literature*. 6th Course. Austin: Holt, Rinehart, and Winston, 2003. Print.

Shakespeare, William. *Macbeth*. New York: Signet Classic, 1986. Print.

Shelley, Mary. *Frankenstein*. New York: New American Library, 1983. Print.

Shostak, Jerome. *Sadlier Vocabulary Workshop Enriched Edition*. Vol. Level G. New York: William H. Sadlier, Inc, 2012. Print.

Sophocles. *Antigone, Oedipus the King, Electra*. Oxford: Oxford University Press, 2008. Print.

### **Websites**

*AP Central*. The College Board, 2014. Web. 18 Aug. 2014.

### **Films**

"Frankenbone." *Wishbone*. PBS, 1995. Television.

"Hercules." *Wishbone*. PBS, 1995. Television.

"Homer Sweet Homer." *Wishbone*. PBS, 1995. Television.

*The Great Gatsby*. By Francis Ford Coppola. Dir. Jack Clayton. Perf. Robert Redford and Mia Farrow. Prod. David Merrick. 1974. Videocassette.

*The Great Gatsby*. By Baz Luhrmann and Craig Pearce. Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, et al. Warner Bros. Pictures. 2013. DVD.