

	<h1>AP Literature and Composition Syllabus</h1>	<p style="text-align: right;"> Grant Community High School English Department Ms. Herrick ROOM 257 </p> <p style="text-align: right;"> Email: aherrick@grantbulldogs.org </p> <p style="text-align: right;"> Phone: 847-587-2561 ext.442 </p>
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Attendance:

Attendance is extremely important. This class will be largely based on discussion and will move quickly through material and ideas. Chronic absences will severely inhibit your ability to be successful in this class. While attendance is not officially part of your grade, class discussions will be evaluated for participation points and cannot be made up. Please, do your best to stay rested and healthy!

Course Overview:

“An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.” (The College Board, *English Literature and Composition Course Introduction*, 2008, p. 6)

Together we will explore many different pieces of text, learn how to perform close readings, develop the skills to move beyond plot analysis, and become critical readers and thinkers. I want you to think of this class as a workshop, not the end-all, be-all of English courses. While our end goal is to achieve a qualifying score on the AP Exam, this class is not going to teach to the test. We will practice working with the exam and we will prepare for the exam, however our main focus will be to become better writers and readers. We will learn the skills necessary not only for the AP Exam, but for a life-long relationship with critical reading and writing.

In order to meet my expectations, you needn’t be a perfect writer or reader, nor do I expect you will be those things right from the start. Rather, I expect that you will work hard to improve in your analytical writing skills. I expect that you will work to become a reader that does not merely read for the end solution, but instead a close-reader, someone who appreciates the art of literature and reads carefully in order to ascertain the meaning of every detail. I expect that you will come to class each and every day prepared with your materials and ready to discuss your thoughts and opinions, as well as those of your classmates, in an open environment free of criticism.

Course Goals:

- Carefully read and critically analyze imaginative literature.
- Analyze and understand the way writers use language to provide meaning and pleasure.
- Evaluate a work's structure, style, and themes
- Evaluate small scale elements such as the use of figurative language, imagery, symbolism, and tone.
- Study representative works from various genres and periods (from the sixteenth to the twentieth century) but to know a few works extremely well.
- Understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
- Consider the social and historical values a work reflects and embodies.
- Create and sustain arguments based on readings, visual texts, research, and/or personal experience;
- Demonstrate mastery of standard written English as well as stylistic maturity in their own writings, using a variety of sentence structures and effective vocabulary;
- Participate fully in all phases of the writing process for all types of essays including prewriting, drafting, peer and student-teacher conferencing, revising, and editing.

Required Literature and Materials

Anthology: Literature-An Introduction to Fiction, Poetry, Drama, and Writing

The Tragedy of Hamlet, Prince of Denmark-William Shakespeare

Frankenstein-Mary Shelley

Jane Eyre-Charlotte Brontë

The Stranger-Albert Camus

The Grapes of Wrath-John Steinbeck

The Joy Luck Club-Amy Tan

The Importance of Being Earnest-Oscar Wilde

The Odyssey-Homer

Short fiction and essays-as selected

Poetry-as selected

Reading Assignments

The most important requirement for this course is that students read every assignment—read it with care and on time. Students unused to literature courses will need to plan time in their schedule for more reading than most courses require. Poetry, though usually not long, is dense and complicated and should always be read at least twice. Novels, in particular, require planning. Beware. Manage your time wisely! Reading the material the morning before it is due will not serve you or our class discussions well.

Writing Assignments

The kinds of writings in this course are varied, but include writing to understand, writing to explain, and writing to evaluate. All critical writing asks that you evaluate the effectiveness of a literary piece, but to be an effective evaluator, one must understand and explain. It is not enough to merely discuss what is happening; instead we will learn to discuss how the author uses language and how to use language in our own writing. In order for this class to function as a true workshop, therefore, you will write a good deal, and you will revise certain pieces of your writing into polished final drafts. We will meet throughout the writing process to address specific issues in your personal writing. In addition, we will work as a class on common issues such as organization, transitions, emphasis, etc. Throughout the process of writing, we will be exposed to our own choices in diction, word usage, and our ability to create varied and interesting syntactic structures.

Writing Assignments—Evaluative

Each student will write several short critical papers, explicating poetry and drama, and performing close readings of novels, including one that is research-based. Later in the term I will be more specific on what I expect from these critical assignments, but essentially these papers will use specific evidence from the text to articulate an argument about the literature. These critical essays are based on close textual analysis. Elements of structure, style, and historical context will be used to analyze the literature we are studying. Final drafts of these papers will be typed, double-spaced, and proofread (especially spell-checked) and will be approximately two-to-three pages, with the research-based paper around five-to-six pages. Often, a rough draft will be required. Much of our writing will be work-shopped in class. Papers will be evaluated with holistic rubrics similar to those used on the AP Literature Exam. Remember, these papers will not be evaluative, instead they will be analytical. We aren't looking for whether or not Shakespeare wrote well, we are looking to determine WHY he wrote something the way he did.

Writing Assignments—Artistic

In addition to evaluative writing assignments, students will be asked to write creative assignments—poems, drama, and short stories that take on the rhetorical forms and styles of the literature we're studying. There will also be many artistic activities to accompany the pieces we are studying. The point of these assignments will be to demonstrate your knowledge of appropriate structures and styles according to the assignment's prompt. Also, these assignments will provide you with an additional method to prove to me that you understand our current topic and can articulate that understanding in varying ways. Many creative projects will be started in class but may require additional work outside of our class time.

In-class Writing, Quizzes and Exams

Often we will have informal writing activities based on the literature we are currently studying. These activities are designed to explore what has been learned during reading. In addition, these informal activities will be a basis for discussion. For these activities, students will be expected to have read the material ahead of time so that writing can be clear, concise, and an effective tool for discussion.

Occasionally there will be examinations that ask students to demonstrate their understanding of AP skills and their growth with those skills throughout the year. These exams are an opportunity for students to respond to literary questions and will be similar to questions found on the AP exams.

I will not always announce quizzes ahead of time, and we will have a number of them. Quizzes may be basic questions over a reading assignment or quizzes may ask you to engage an idea and use what you have learned during reading and class discussion. Questions on reading quizzes will be straightforward and simple as long as you have completed the required reading. Quizzes that ask you to address an idea may be more difficult, but have a less cut and dry answer and therefore give you room to show what you can do! Reading quizzes will always be given within the first five minutes of class. If you are absent or enter class after the quiz has begun, you may be required to take the quiz at a later time. Remember, promptness and attendance is important!

Miscellaneous:

While in this classroom, all students will respect each other and the ideas of others. As we are learning to be better thinkers and readers, we may stumble; we may have ideas and say things that don't make sense or that aren't fully developed. This is ok. We need to work together to foster an environment in which everyone feels comfortable to speak his or her mind and in which we are all respectful of each other. There may be times in which we do not all agree. There may be times in which you are sitting alone on one side of an issue. Do not shy away from these moments, rather, embrace them. Critical thinkers not only evaluate and analyze what they know on their own, they also take into account what those around them see and understand. Use the knowledge your classmates bring to the table, do not let it go to waste.

If you work hard in this class, come prepared to discuss, and are willing to defend your ideas, then you will be successful in this course.

Questions? See me before or after school, send me an email, leave me a voicemail, find me on facebook, the options abound. Don't be afraid to ask, don't be afraid to question!

Course Outline

Quarter 1 (9 weeks)

Introduction to Poetry

- Rhyme Scheme
 - Meter
 - Tone
 - Mood
 - Diction
 - Denotation
 - Connotation
 - Imagery
 - Alliteration
 - Assonance
 - Reading poetry accurately and with attention to detail
- Poetry Projects: Headline Poetry, Love Lyrics
- Literary Analysis:
 - Diction
 - Symbolism

Poetry will be selected but not limited to: William Blake, Anne Bradstreet, Emily Dickinson, John Keats, John Milton, Edgar Allan Poe, Alexander Pope, Percy Shelley, Alfred Lord Tennyson, Walt Whitman, William Wordsworth, William Butler Yeats

Timed Writing Responses-AP Poetry Writing Prompts

- Evaluating prompts and poetry
- Review and analyze previous sample responses
- Class breakdown of prompts and responses
- Student conferences

Hamlet-William Shakespeare

- Shakespearean Language and Form
- Tragedy
- Essay Literary Analysis: Soliloquy**
- Student conferences and rewrites
- Student created video versions of Hamlet

Quarter 2 (9 weeks)

Frankenstein-Mary Shelley

- Gothic Literature
- Theme
- Knowledge as a Danger
- Passive Women
- Symbolism
- Foreshadowing
- Journal/Frame Story
- Frankenfest Project
 - Student created project, creation journal, and rubric
- Persuasive Writing:** Victor's Responsibility
- Student conferences and rewrites

Jane Eyre-Charlotte Brontë

- Gothic literature
- Romance literature
- Bildungsroman literature
- Feminine Protagonist
- Social Class
- Religion
- Literary Analysis Essay:** Structure, Organization, and Figurative Language and how it impacts Brontë's style

Timed Writing Responses-AP Poetry Continued, AP Prose Fiction Prompts

- Evaluating prompts and short selections of poetry and fiction
- Review and analyze previous sample responses
- Class breakdown of prompts and responses
- Student conferences

Quarter 3 (9 weeks)

Independent Novel Study

- Self-selected novels-appropriate for AP level
- Presented to the class (speaking goals)
- Review of theme
- Review of literary style
- Review of literary time period
- Written analysis of theme, style, and literary quality

The Stranger-Albert Camus

- Modern literature
- Existentialism vs. The Absurd
- Irrational Nature of the Universe
- Character Analysis
- Tone/Mood
- Tense
- Character Analysis Paper:** Track Meursault's philosophy throughout the story
- Literary Analysis:** Camus' Style in The Stranger (examine literary techniques used throughout the novel)

Grapes of Wrath-John Steinbeck

- Social Commentary
- Tone
- Tense
- Altruism vs. Selfishness
- Leadership
- Literary Analysis:** Symbolism
- Analytical/Argumentative Response:** "Discuss Steinbeck's intent for the novel? Does he succeed in raising sympathy for the plight of the dust bowl workers?" OR "Discuss Steinbeck's view of the society as a whole. Does the novel support his view?"

Time Writing Responses-AP Prose Fiction Questions continued, AP Open Response Questions

- Evaluating prompts and review of previously read literature/strategies for how to connect to AP responses
- Review and analyze previous sample responses
- Class breakdown of prompts and responses
- Student conferences and rewrites

Quarter 4 (9 weeks)

The Joy Luck Club-Amy Tan

-Culture and Translation

-Identity

-Destiny

-Sexism

-Communication through stories

-Analytical/Argumentative Essay: Use of stories vs. use of direct statements. What was the author's purpose? Does it make the story better or worse?

The Importance of Being Earnest-Oscar Wilde

-Comedy

-Marriage

-Morality

-Puns

-Inversion

-Literary Analysis: "Wildean Wit" Funny vs. Witty

Poetry Review

Time Writing Exercises: AP Writing Prompts

Review of AP Exam Multiple Choice Objectives

Odyssey-Homer

-Epic

-Journey/Storytelling

-Symbolism

-Compare/Contrast Essay: Odysseus vs. Telemachus

AP Literature and Composition Exam: Thursday, May 6th

Research Project-Career Evaluation and Presentation

-After AP exam/final 2 weeks of course