

Syllabus –AP ENGLISH Literature and Composition- 2009-2010

Course Description: The course involves extensive reading of multiple genres. We will consider themes, tone, characterization, structure and many other literary elements in projects, discussion, and written analyses and responses to evaluate literary works.

Major course goals:

1. To understand literature as an ongoing discussion of universals and the human condition.
2. To use detail and literary devices to become a credible and autonomous literary critic.
3. To increase stylistic sophistication through focus on essential elements of composition

Preliminary list of novels, drama, and anthologized material we may read:

The Metamorphosis by Franz Kafka

The Awakening by Kate Chopin

The Crossing by Cormac McCarthy

King Lear by William Shakespeare

Othello the Moor of Venice by William Shakespeare

The Shipping News by Annie Proulx

The Virgin Suicides by Jeffrey Eugenides

Free choice short story from list of selected authors

Selected short fiction and essays

Selected poetry

No Exit by Jean Paul Sartre

A Portrait of the Artist as a Young Man by James Joyce

1984 by George Orwell

Brave New World by Aldous Huxley

The Glass Menagerie by Tennessee Williams

Oryx and Crake by Margaret Atwood

Selected Plays

The Sound and the Fury by William Faulkner

Free choice summer novel from a list of classic, well-regarded works

Students may borrow books from the library or some choose to buy them from other students or at a book store.

Class Text:

Arp, Thomas R. Perrine's Literature: Structure, Sound, and Sense. 7th Ed. Fort Worth, TX: Harcourt Brace, 1998.

Formative and Summative Assessments:

Timed essays based on past AP prompts

Reading/responding/analyzing/evaluating drama, fiction, nonfiction, and poetry

Creative writing

Personal Essay

Journal entries and reader responses
Expository and persuasive literary analysis papers
Projects and presentations

**** Instructional writing techniques and policies**

Before writing any timed and formal essays, I will provide rubrics, and we will go over these in detail during class. Rubrics will target imaginative and effective vocabulary, varied sentence structure, logical organization enhanced by stylistic techniques, an appropriate balance of inference and substantiation (quotations), as well as tone, voice, and emphasis. Rubrics will also target a clear thesis and unified focus. Please review your rubrics often during the writing process. At various times during the year, you will also be required to go to the English Lab and consult with an English teacher during the writing process. Please take your rubric and specific questions with you for your appointment.

***We will also do a number of mini lessons and projects targeting all of these areas as well as various composition problems that arise during each semester.**

After papers are submitted, I will provide both spoken and written feedback. Students will be required to resubmit and rewrite a number of revised formal essays and timed writings and to include a revision agenda. Students will also be required to keep all of their writings and revisions in a folder and to assess their progress at various times throughout the year.

Late papers lose one letter grade per day. Students are required to turn in all major papers, regardless of point loss.

Semester One: common theme of alienation

Some guiding questions

1. How does alienation affect literary characters? How are personality, conflict and circumstance tied into effect?
2. What might be the role of ethics and values in alienation?
3. How might existentialism cause human alienation?
4. How may alienation be important to artists and writers?
5. Why is alienation a common theme in works about rite of passage or self actualization?
6. What are some implied links between insanity and alienation?
7. What is the relationship between alienation and epiphany?
8. What is the role of alienation in modernism?

First Semester

Week 1

Read "My Name" and 'Five Skinny Trees' from House on Mango Street by Sandra Cisneros

Discussion to include issues of alienation

Students will develop an imitative/exploratory piece of writing, a vignette about themselves

Peer review, revision, in class sharing

Work on analytical/evaluative book talks (writing/delivering in an informal context)

Week 2

Deliver book talks

Prepare King Lear Projects (collaborative writing in an informal context)

Projects generate discussion about themes of alienation, violence, reconciliation, and order versus chaos (including Lear's unintentionally isolating himself), characterization, irony and other literary devices

Project components

Creatively written summaries of the act punctuated by oral interpretation of lines. Oral interpretations will receive individual grades, so everyone must prepare. Please note that an oral interpretation is not reading: it is a polished performance achieved by both reflection and rehearsal.

A discussion of literary devices, characterization highlights and issues and themes presented. This section deals with the entire play. Your group should brainstorm and research what you would like to do.

A creative component such as a skit or talk show related to your act

Week 3

Baseline timed writing

Lear Projects presented

Discussion of timed writings

Week 4

College Essay Prompts due

Discussion of selections from College Essays That Worked

Narrative or expository writing

Drafting, peer review, and essay revision/MLA style

Weeks 5, 6, 7, 8 & 9

College Essays due

Kate Chopin: The Awakening

Informal persuasive/journal writing assignment: Defend that the book is either feminine or feminist based on a definition you create

Research Chopin and take notes for class discussion to understand cultural and biographical implications

Discussion of themes of alienation, cultural expectations, and moral complexity

Close textual reading of the end of the novel: comparison of suicide discussion in “Starry, Starry Night” by Anne Sexton and end of The Awakening

Read and discuss e-texts of “Story of an Hour,” “The Storm,” “Desiree’s Baby”

Assign Chopin Paper: Expository, Persuasive or Analytical Writing/MLA Style (Prompts from AP Central and Adapted Rubric)

Peer Review of paper on The Awakening. Paper due this week

Choose one. Write a five page analytical paper in MLA style (some prompts from past AP questions)

1. How does Chopin use elements of style to create tone in one or more sections of The Awakening?
2. How does the setting of *The Awakening* contribute to the overall meaning, which Chopin sought to convey?
3. Use literary elements of style to explain the degree of aesthetic distance Chopin intends the reader to experience with Edna. Does this vary?
4. What are the themes and questions raised by The Awakening?
5. Use The Awakening and another piece of Chopin’s work to prove a thesis concerning characteristic aspects.
6. In Kate Chopin’s The Awakening (1899). Protagonist Edna Pontellier is said to possess “that outward existence which conforms, the inward life which questions.” Discuss how this tension between outward conformity and inward questioning contributes to the overall meaning of the work.
7. Create your own thesis/question.

Chopin and moral complexity

Lawrence Kohlberg’s theory applied to moral dilemmas and characters from summer reading – informal response paper in class. Use a character to discuss and validate or invalidate Kohlberg’s theory.

A Jury of Her Peers by Susan Glaspell

Mock trial preparation based on A Jury of Her Peers: students collaborate to create questions and opening remarks

Mock trial

Week 9 , 10, 11

Kafka and The Metamorphosis and “A Hunger Artist”

Letter to his father

Discussion of Existential Themes and Alienation

Close textual timed writing

“Hills like White Elephants” by Ernest Hemmingway

“The Guest” by Albert Camus

“No Exit” by Jean Paul Sartre

Students collaborate to create a play based on No Exit using characters and authors from the course/Exploratory Writing

Play presentations

Student Led Parent Email Conference/ Journal Writing. Informal Exploratory Writing

Weeks 12, 13, 14, 15

Discussion of Coming of Age, Modernist Themes, Myth

Collaboration for timed writing: building critical reading skills

Close textual timed writings

Multiple choice skill building

Of Human Bondage by W. Somerset Maugham

Mini project: applying psychological theory to the behaviors of Philip Cary

A Portrait of the Artist as a Young Man by James Joyce

Joyce Project: creation of art and explanation using the theory of Thomas Aquinas

Analytical Paper on A Portrait of the Artist as a Young Man

By James Joyce

Rough Draft and Peer Review Due Dates to be announced

Writing to explain/evaluate: prompts from past AP exams

Do not merely summarize the plot. Topic sentences should be based on inferences rather than plot. Write a three to five page paper in MLA style. Use quotations to enhance the credibility of your work.

Weeks 16 and 17

Short Story Unit

Satan in Literature Continued

O'Connor and Oates

Timed Writings

Emphasis on tone, characterization, theme, irony, symbols, aesthetic distance and other literary techniques

Student Led Parent Email Conferences/Journal Writing

Week 18

Exams

Week 19

Exam discussion

Finish short story unit

Semester Two

Weeks 1, 2, 3, & 4

Timed Writings

Themes of alienation, dystopia, pleasure and pain

Brave New World by Aldous Huxley

1984 by George Orwell

Mini propaganda and utopia projects

Journal Writing

Stylistic Evaluation of Novels

Formal paper MLA style

Choices:

Evaluating and comparing Huxley and Orwell's styles and the cultural importance of each novel

Evaluating either Huxley or Orwell's themes/styles and the cultural importance of that author's novel

Literary analysis of one of the novels

Weeks 5, 6, & 7

Poetry (16th century to the present)

Nonfiction

Student led presentations

Timed Writings

Multiple choice skill building

Weeks 8, 9, & 10,

Themes of Violence, Alienation, Jealousy, Revenge

Othello by William Shakespeare

"Child by Tiger" by Thomas Woolf

Timed Writing

Student Led Parent Email Conferences/Journal Writing
Exploratory paper applying Emotional Intelligence Theory to characters

Weeks 11, 12, & 13

The Sound and the Fury by William Faulkner

Faulkner's subtext

Mini projects

Timed Writing

Exploratory Lacanian Response Journal

**Formal paper MLA style: Literary Analysis. Draft and Revise. Peer Reviews
Required**

Weeks 14, 15, 16

The Glass Menagerie by Tennessee Williams

For Whom the Southern Bell Tolls by Christopher Durango

Poetry/short stories/novellas

Timed Writings

Exploratory informal paper: What is literature?

Journals

Weeks 17

Test Preparation

AP Test

Student Led Parent Email Conferences/Journal Writing

Week 18

"A Rose for Emily" by William Faulkner

Mock Trial

