

AP English Literature and Composition Syllabus 2010-2011

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.

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Major course goals

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

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

Students may borrow books from the library or some choose to buy them from other students or at a book store. Wait to purchase books marked with an * below as we may not get to them this year. Keep in mind that many of the short works we study and Othello can be found in the class text or will be provided online or as paper copies so check with your text and teachers if you are not sure what to purchase.

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

The Crossing by Cormac McCarthy

The Awakening by Kate Chopin

The Metamorphosis by Franz Kafka

No Exit by Jean Paul Sartre

Brave New World by Aldous Huxley

Selected poetry

Selected short fiction and essays

The Shipping News by Annie Proulx *

The Virgin Suicides by Jeffrey Eugenides*

King Lear by William Shakespeare

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

Othello the Moor of Venice by William Shakespeare

The Sound and the Fury by William Faulkner

1984 by George Orwell

Free choice short story from list of selected authors

Selected Plays

Oryx and Crake by Margaret Atwood*

The Glass Menagerie by Tennessee Williams*

Assessments: Formative and Summative

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

Timed essays based on past AP prompts

Personal/College Essays

Creative Writing

Multiple Choice Quizzes & Tests

Class Participation

Journal entries and reader responses

Expository and persuasive literary analysis papers

Projects and presentations

Extensive Peer Reading & Revision

eCampus Forum, Journal, Chat, and Writing Submissions

Instructional Writing Techniques and Policies

Before writing any timed and formal essays, we 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. Further, 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, we 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. Please remember that work needs to be prompt for effective feedback and consistent growth. To keep you on track, late papers lose one letter grade per day, and students are required to turn in all major papers, regardless of point loss.

Course Outline

*Consider this a general outline. Expect significant adjustments along the way according to class needs. Keep in mind, too, the **common theme of alienation** as it will permeate everything we do.*

Some guiding questions for the year

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?

Semester One

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- 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: Five page Expository, Persuasive or Analytical Writing/MLA Style (Use Prompts from AP Central and Adapted Rubric)
 - How does Chopin use elements of style to create tone in one or more sections of The Awakening?
 - How does the setting of *The Awakening* contribute to the overall meaning, which Chopin sought to convey?
 - Use literary elements of style to explain the degree of aesthetic distance Chopin intends the reader to experience with Edna. Does this vary?
 - What are the themes and questions raised by The Awakening?
 - Use The Awakening and another piece of Chopin’s work to prove a thesis concerning characteristic aspects.
 - 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.
 - Create your own thesis/question.
- Peer Review of paper on The Awakening required during this writing
- Other Complementary Activities throughout:
 - 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 Peer” - students collaborate to create questions and opening remarks & Mock Trial itself

Weeks 9- 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 12-15

- Discussion of Coming of Age, Modernist Themes, Myth
- Collaboration for timed writing: building critical reading skills
- Close textual timed writings
- Multiple choice skill building
- 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: prompt tbd
- Rough Draft and Peer Review Due Dates to be announced
- Writing to explain/evaluate: prompts from past AP exams
 - Focus: 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 16-17

- Short Story Unit
- Satan in Literature: O'Connor, Oates, Milton
- Timed Writings
- Emphasis on tone, characterization, theme, irony, symbols, aesthetic distance and other literary techniques
- Student Led Parent Email Conferences/Journal Writing

Weeks 18-19

- Exam & Exam Discussion
- Finish short story unit as needed

Semester Two

Weeks 1-5

- Timed Writings continue – expect one every or every other week!
- Stylistic Evaluation of Novels
- The Sound and the Fury by William Faulkner
- Faulkner's subtext
- Mini projects
- Exploratory Lacanian Response Journal
- Formal paper MLA style: Literary Analysis. Draft and Revise. Peer Reviews Required

Weeks 6- 7

- Poetry (16th century to the present)
- Nonfiction
- Student led presentations
- Multiple choice skill building

Weeks 8- 10

- Themes of Violence, Alienation, Jealousy, Revenge
- Othello by William Shakespeare
- "Child by Tiger" by Thomas Woolf
- Timed Writings continue
- Student Led Parent Email Conferences/Journal Writing
- Exploratory paper applying Emotional Intelligence Theory to characters

Weeks 11- 13

- Poetry/short stories/novellas
- Timed Writings & Journals – multiple personal response opportunities
- Exploratory informal paper: What is literature?

Weeks 14-18

- Final AP Test Prep and the AP Test itself!
- Student Led Parent Email Conferences/Journal Writing
- "A Rose for Emily" by William Faulkner with possible Mock Trial
- Themes of alienation, dystopia, pleasure and pain
 - Brave New World by Aldous Huxley & 1984 by George Orwell
 - Mini propaganda and utopia projects
 - Journal Writing
- Viewer's Workshops: 1984, Brazil