

2018-2019 AP Literature and Composition® Course Syllabus
JSmart, Haddonfield Memorial High School, Haddonfield, NJ 08033

THE COURSE

This course will follow the curricular requirements outlined by the College Board in the *AP English Literature and Composition Course Description*, which focuses on building the skills necessary for college-level reading and writing. The texts include works from a variety of time periods and genres. Most writing assignments will be in-class essays that will prepare you for the timed writing required during the AP Lit exam. Each marking period students will have an opportunity to revise one in-class essay. This is considered a college-level course, which means students will be asked to read and analyze challenging, provocative, dense and sometimes controversial material. Students are expected to come to class prepared to challenge themselves and others with interesting discussion points.

The course design is based on the premise that the AP Literature exam measures those skills that students need in order to be successful in college. Students will work together and explore a variety of reading and writing strategies proven effective in preparing for success on the exam. The course will focus on improving the skill sets of critical reading, writing and thinking. **All students are expected to take the exam in May.**

The course develops skills to study and write about poetry, drama, and fiction. Students will build a vocabulary of rhetorical techniques and terms of literary analysis for poetry and fiction. Discussion of the AP Lit exam will include test materials and student exemplars from previous examinations. We will explore the multiple-choice section to develop close reading skills and practice identification of literary terms and techniques. We will also look at strategies to identify tone.

HOMEWORK AND PREPARATION

In order to be successful in this class, you will come to class prepared to work with the text assigned the day before. Discussing varying aspects of literature, including style and structure, will be a daily practice. In preparation for these discussions, you will often be asked to complete written homework to accompany your reading. Plan on doing some reading and writing every night. Expect unannounced quizzes to check on reading.

IN-CLASS ASSESSMENTS AND WRITING TASKS

In addition to written homework and reading, you will complete a number of significant assessments in response to, or inspired by, what we read. Expect at least one poetry, prose, and open-ended in-class (timed) essay each marking period. These assignments should help you comprehend, analyze, and evaluate the texts we read. Student writing folders will be used during conferences in first and second marking periods to address issues such as idea development, organizational choices, sentence structure and variety, and word choice. At

times we will examine anchor papers from previous AP exams in order to identify elements of excellent writing. Similarly, we will periodically practice answering multiple choice questions, followed by a discussion of text items. Some of these practices will be informal, while others will be graded for credit.

Anticipated Units of Study (be prepared to be flexible)

Setting the Stage: Close Reading and Elements of Literature

Essential Questions: What tools, skills, and practices are useful for the close reading of texts? How can close reading yield new insights into the overall meaning of a text?

- **Analysis Strategies**
- OPTIC
- Says/Does
- Dialectical journal Reading reflection journal SOAPSTone
- **Year-Long Glossary Project: Literary Devices** - During the year I will be encouraging you to familiarize yourself with some of the terminology that is used in literary criticism and analysis. To that end you will create your own glossary of literary devices. Be prepared to locate literary devices as you read and share the author's purpose in using these devices. These devices will become part of our classroom discussion.

Unit 1 - Close Reading

Texts: *Crime and Punishment*, *Interpreter of Maladies*

Summer Reading Assignment - *Crime and Punishment* by Fyodor Dostoevsky

Reading and quote analysis is meant to push you as a close reader, thinker, and writer.

- Analyze the social and cultural significance of various settings
- Analyze how changes in setting reinforce the developments in characters, plot, and themes of reconciliation, repentance, and love
- Analyze the divided nature of Raskolnikov's character and personality and uncover the divided nature of other characters
- Analyze the novel's societal setting, which is also fraught with division
- Analyze the significance of religious symbolism and other symbols
- Analyze the importance of dreams to foreshadow future actions and provide insight into the minds of characters

Summer Reading Assignment - *Interpreter of Maladies* by Jhumpa Lahiri

- Analyze themes of exile, estrangement, displacement, and marginality—both emotional and cultural
- Analyze setting, character development and relationships, conflict, symbolism, dialogue, diction, and climax

In-Class Essays: Timed writing on an open-ended AP Lit prompt with *Crime and Punishment* and an AP prose prompt for close reading analysis.

Allusion Partner Assignment and Presentation

Unit 2 - *Invisible Man* by Ralph Ellison

- Analyze how novel is a Bildungsroman that traces the narrator's journey from youth and innocence to maturity and knowledge, and link this journey to his search for identity
- Analyze how the author's choice of names for characters and places contributes to the reader's understanding of their personalities or function
- Analyze Ellison's use of satire
- Analyze examples of parables and symbolism (water, food, etc) in the novel and how it contributes to a motif and the theme
- Analyze how the ideology of the Brotherhood is similar to Communistic philosophy
- Analyze the significance of the title as it relates to the main theme (the inability of society to view a black man as an individual) and comment on how this theme also contributes to the narrator's lack of self-awareness or identity and his alienation from society

Active Reading

As you read *Invisible Man* you will be keeping an active reading dialectical journal. The entries in this journal will help focus and track the use of symbols in this in this complex novel. Your responses may also act as a starting point for your formal essays.

In-Class Essay: Timed writing on an open-ended AP Lit prompt with *Invisible Man*.

Unit 3 - Poetry of African American Voices

- Analyze elements, form, and sound to derive meaning from poetry
- Analyze figurative language, imagery, symbols, and allusions to deepen comprehension
- Analyze how form and organizational patterns influence meaning

- Analyze how themes, main ideas, and supporting ideas both within and between texts
- Analyze implicit and explicit references to elements of the social, cultural, and historical context
- Analyze and evaluate how readers from different social, cultural, and historical contexts would read and interpret the same text differently
- Analyze how variations in standard written English can enhance meaning in a poem

The poems you read during this unit span several centuries, but all can be addressed by annotating and applying the principles detailed in TP-CASTT. You will be expected to read and annotate assigned poems each night, and to come to class prepared to discuss your analysis. You will read more poems than we study formally in class; this is because part of our goal is to make sure you read a broad range of representative pieces on your own as well as in the context of the class discussions. You will submit a dialectical journal based on your reading of all the poems. You will then use one of your entries as a jumping off point for a formal essay.

In-Class Essay: Timed writing on an AP Lit poetry prompt.

Unit 4 -- *Heart of Darkness* by Joseph Conrad

This unit will examine the effects of narrative perspective, and authorial style; specifically, the framed narrative structure and impressionistic style in Conrad's work.

- Analyze the context of the sentences and larger sections of text to clarify the meaning of ambiguous passages
- Analyze how psychological dilemmas within characters serve to refine both the characters and the narrative
- Analyze how Conrad crafts Marlow's persona to achieve an intended effect on an audience
- Analyze how the frame-story structure influences the narrative and relevant themes
- Analyze the different roles and functions characters – both primary and secondary -- play in a narrative, and how the relationships among and between the characters advance the plot and help determine the reliability of each character
- Analyze how narrative perspectives are influenced by social, cultural, and historical contexts
- Analyze how settings function as metaphor to reinforce themes
- Analyze an author's implicit and explicit purpose for writing

Close Reading Activities

Students will closely read and respond to several passages from *Heart of Darkness* and examine the author's use of narrative perspective, impressionism, and syntax. You will independently

complete an active reading guide as you read the novel. We will read and respond to at least the following scenes:

- The Chief Accountant: closely examine the narrator's reaction to this character and create an introductory paragraph with a thesis. This will be commented on by your peers and your teacher.
 - The Brickmaker: closely examine this scene for direct and indirect characterization and then in a small group you will create a poster to present to the class addressing one of four questions.
 - The attack of the steamboat: examine the effect of impressionism on Conrad's style.

Active Reading

As you read *Heart of Darkness*, you will be keeping an active reading dialectical journal. The entries in this journal will help focus and track the use of symbols in this in this complex novel. Your responses may also act as a starting point for your formal essays.

Unit 5 - Romantic Poetry

In addition to reviewing elements of poetry from previous unit, students will analyze and identify the major themes of English Romantic poetry and better understand the historical origins of English Romantic poetry. Students will better understand the genre of English Romantic poetry and identify the major English Romantic poets. Students will better analyze figurative language of Romantic poetry, including simile, metaphor and personification. Students will better recognize the presence of poetic sound devices such as alliteration, assonance and rhyme and have a working knowledge of the forms Romantic poetry can take.

In-Class Essay: Timed writing on an AP Lit poetry prompt.

Unit 6 - *Pride and Prejudice* by Jane Austen

- Analyze Austen's use of satire to comment on financial security, social pressures and strict moral codes of a culture and society
- Analyze irony and identify examples in the text
- Analyze the novel as a critical commentary on the rigidity of the social class system in Regency England
- Analyze the choices Austen's characters are faced with and the decisions they make based on their social surroundings

- Analyze Austen's use of free indirect discourse
- Analyze the themes of pride and prejudice and the danger of first impressions as they apply to Elizabeth, Mr. Darcy, Jane, Mr. Wickham, and other characters

In-Class Essay: Timed writing on an AP open-ended prompt and an AP prose prompt.

Unit 7 - *The Road* by Cormac McCarthy

- Analyze McCarthy's prose and poetic style
- Analyze conflict as the root of all survival
- Analyze the development of character and theme over the course of the novel
- Analyze the author's use of flashback and point of view
- Analyze imagery and its effect on the reader
- Analyze how crisis highlight humanity's differences or commonalities
- Analyze the Biblical or otherwise allegorical imagery in the text
- Analyze the father-son relationship and if human nature is changed by traumatic events or does an individual's nature just become clearer

In-Class Essay: Timed writing on an AP open-ended prompt.

Unit 6 - Modern Poetry

Continuation of poetry analysis.

In-Class Essay: Timed writing on an AP Lit poetry prompt.

Unit 7 - *Othello* by William Shakespeare

- Analyze the cultural context of Moors, Venetians, military hierarchy, and rules of courtship
- Analyze poetic language and use of patterns in soliloquies
- Analyze the characters of Emilia, Desdemona, Othello, Iago, and Cassio and their relationships to each other
- Analyze the importance of literary elements like dramatic irony and foreshadowing on the development of the play
- Analyze, trace, and discuss recurring imagery: animals, darkness, evil/devil
- Analyze by example the terms tragedy and tragic hero

- Analyze the Renaissance theory about chaos and the order of the Universe and apply it to the text
- Analyze the themes of jealousy and its destructive force, alienation of an outsider, appearance vs reality, loyalty and friendship

In-Class Essay: Timed writing on an AP open-ended prompt.

Unit 8 - Essay on Literary Friendship