

## **AP English Literature and Composition (2009-2010) (updated 9/23/09)**

### **Course Long Plan**

#### **BRIEF DESCRIPTION OF COURSE**

The Advanced Placement English Literature and Composition course is designed to teach careful reading and critical analysis of imaginative literature as well as beginning college writing. As we follow the curricular requirements outlined in the A.P. Course Description, we will discuss and apply rhetorical concepts throughout the course and will write to understand, explain, and evaluate. Daily writing will include journal responses, free writing, formal essay practice, and substantial revision of multiple drafts in a workshop setting. A staple of the course is knowledge and integration of the language of literary study. In the process, you will refine your conscious choice of diction and the appropriate use of advanced reading vocabulary, your ability to create varied and effective syntactic structures, your capacity of coherence and logical organization, your ability to balance generalizations with specific and illustrative details, and, in sum, your ability to combine rhetorical processes into an effective whole. British literature will be the basis for most, but not all, of our reading and writing since this follows the general curriculum of the school district. American literature is the basis for all junior level English classes in the district.

#### **UNIT INFORMATION**

**Unit Name/Timeframe: Critical Approaches to Prose (Q1 – nine weeks)**

##### **Q1: Content and Skills**

The course begins with analysis and discussion of three novels read as a summer reading prerequisite (titles vary; for the 2009-2010 school year they were *Tess of the D'Urbervilles*, *The Power and the Glory*, and *Mrs. Dalloway*.) These major works illustrate the differences between 19<sup>th</sup> and 20<sup>th</sup> century literature. Students will participate in daily writing, large and small group discussions, and individual or group presentations. These works will provide the foundation for analysis of the authors' use of diction, symbolism/imagery, point of view, setting, characterization, theme, plot, figurative language, sound devices, and persona/dramatic situation.

After spending the first two weeks of the semester on the previous titles, the bulk of the marking period is spent in close readings of the majority of the stories in James Joyce's *Dubliners*. During these close readings, students will continue to apply the various approaches to literary analysis.

With each story a new literary approach is added to the student's analytical repertoire. For example, we may start out with symbolism/imagery in "The Sisters," then add characterization for "Araby" ( we would also loop back to discuss characterization in "The Sisters"). In this manner the first seven literary approaches listed above, which apply to prose, will be covered in the first quarter. With the first few stories a slow, methodical approach is used, modeled after the "Great Books" technique, in which a story is studied in slow increments to model the type of reading expected from the student. Along the way the student produces writings, brief at first, such as annotation and free-writing, with teacher feedback on each topic. The two full essays required in this quarter allow students to choose their approach as they build their rhetorical and reading repertoire. Students will receive routine instruction on points of grammar and composition, usage, vocabulary, and research skills.

### **MAJOR ASSIGNMENTS/ASSESSMENTS**

1. Literature Circles based on summer reading for discussion, analysis and review
2. Group and individual presentations on summer reading and *Dubliners*
3. Daily free-writing and writing portfolio development with reliance on the Collins writing method (Five Types of Writing), including annotation skills to support the development of inductive and deductive reasoning; individual and small group teacher conferences will help students track their progress and demonstrate growth and mastery
4. Two timed test essays (analysis and synthesis); one analyzing the literary as well as the social, cultural or historical aspects of Woolf, Hardy and Greene's novels and one synthesizing such elements as characterization and symbolism in Joyce's stories
5. Mini-lessons in points of grammar such as sentence structure, logical progression of ideas, subordination/co-ordination
6. Mini-lessons in research sources, MLA-style process, and writing with a focus on information literacy
7. Instruction and assessment of advanced literary study terminology (prose)
8. Quizzes and application activities on vocabulary units 1 – 4.
9. AP Test in English Literature and Composition: Multiple-choice practice tests
10. Students will keep an independent reading log

## **Unit Name/Timeframe: Critical Approaches to Poetry (Q2 – nine weeks)**

### **Q2: Content and Skills**

The second quarter focus is on close reading and analysis of poetry. Content includes works from the following British literary periods: Renaissance, Seventeenth Century, Age of Reason, Romantic, and Victorian. Readings in the Modern and Contemporary periods will include the works of such American poets as Robert Frost, Carl Sandburg, Wallace Stevens, Theodore Roethke, Anne Sexton, Sylvia Plath, Billy Collins and Thomas Lux . The specific poems and poets vary from year to year and are taken from various texts including *The Norton Anthology of Poetry (Shorter Edition)*. Instruction will be organized using both chronology and common themes.

The critical approaches to poetry begin with those which overlap with prose; diction, theme, and symbolism/imagery, and continue incrementally with persona/dramatic situation, figurative language, and sound devices added as the unit progresses.

Students again produce a variety of writings, with opportunities for feedback and revision, which develop from paragraphs to full, formal essays. Some will indicate the student's understanding of what is said in the poem, and some will explain the literary techniques used by the poet. In addition, students will be expected to discuss elements of the authors' biographies as well as social, cultural, and historical context.

In addition to the poetry unit, students will be assigned to make two selections for independent reading in order to maintain their prose analysis skills from the first marking period, and in order to build their fiction repertoire: one selection will be read during Q2 in November and December and one over winter break.

### **MAJOR ASSIGNMENTS/ASSESSMENTS**

1. Literature Circles based on skills such as: reading aloud, enjoying sound, sense, and meaning; and, for discussion, analysis, and review
2. Book talks and oral presentations on directed-choice independent reading books
3. Group and individual presentations on poetry

4. Daily free-writing and writing portfolio development, including creative writing exercises and original poetry writing; in addition, students will focus on notes and journals in their development of take-home essays
5. Two or more timed test essays (analysis and synthesis)
6. Mini-lessons as needed in points of grammar such as sentence structure, logical progression of ideas, subordination/co-ordination as well as standard organizational and rhetorical strategies
7. Reinforcement of MLA-style research process and writing with a focus on information literacy
8. Instruction and assessment of advanced literary study terminology (poetry)
9. Quizzes and application activities on vocabulary units 5 - 8
10. AP Test in English Literature and Composition: Multiple-choice practice tests and Released Exam Free-Response Questions as well as test-taking strategies
11. Midterm Examination

**Unit Name/Timeframe: The Problem of Identity in Comedy and Tragedy (Q3 – nine weeks)**

**Q3: Content and Skills**

The third quarter is devoted mainly to classic and contemporary drama as well as to the continued refinement of students' ability to apply all of the literary approaches we have discussed so far. We will turn our attention to the structure, style and themes of selected plays (Oscar Wilde's *The Importance of Being Earnest*, G.B. Shaw's *Pygmalion*, Shakespeare's *Hamlet* and Stoppard's *Rosencrantz and Guildenstern are Dead*). In particular, students will examine the special role of the playwright's use of dialogue in the development of characterization, plot, setting, symbolism, theme, imagery, etc. In addition, students will be expected to discuss elements of the playwrights' biographies as well as the social, cultural, and historical context of their works. Topics for discussion will include Wilde's "art for art's sake", Shaw's insistence on the function of drama as social criticism, the elements of Shakespeare's quintessential tragedy, and Stoppard's 20<sup>th</sup> century absurdist reaction to it. During this quarter students will be required to evaluate plays through analysis, interpretation and, in particular, argument. Students will research and analyze professional drama critics' reviews, both current and historical, in preparation for writing their own reviews.

At the end of this quarter, students will receive an introduction to the senior essay research project and begin to choose and narrow a topic for development into a suitable thesis for the paper that will be produced during Q4.

### **MAJOR ASSIGNMENTS/ASSESSMENTS**

1. Dramatic performances of selected scenes
2. Independent Project: view a live theatre production for a written reaction or review or read a play then view a film version for a comparative assignment.
3. Group and individual presentations on drama
4. Daily free-writing and writing portfolio development, including creative writing exercises such as an original scene or piece of dialogue
5. Two or more timed test essays (analysis and synthesis)
6. Instruction and assessment of advanced literary study terminology (drama)
7. Quizzes and application activities on vocabulary units 9 - 12
8. AP Test in English Literature and Composition: Multiple-choice practice tests and Released Exam Free-Response Questions as well as test-taking strategies

**Unit Name/Timeframe: Endings and New Beginnings/Senior Essay (THEME: SEEING OURSELVES IN OUR LITERATURE: CULTURAL IDEALS VERSUS REALITY) (Q4 - nine weeks)**

#### **Q4: Content and Skills:**

The fourth quarter reading will include selections from *Beowulf*, *Grendel* by John Gardner and Chaucer's *The Canterbury Tales* with emphasis on the search for both meaning and pleasure in reading imaginative literature (approximately 3 weeks).

The senior essay is a graduation requirement of the school district. In AP English Literature and Composition the assignment is an 8 – 12 page paper analyzing a work or works by a British writer using a minimum of six secondary sources. (approximately 4 weeks)

Students will complete the cycle of independent reading with a selection related to the theme (**SEEING OURSELVES IN OUR LITERATURE--CULTURAL IDEALS VERSUS REALITY**) listed above. As an assessment, students will prepare an oral defense of their book's inclusion in the AP English Literature curriculum based on its literary quality and appeal. Students may research reasons why certain works are considered part of the classic literary canon while others have been routinely banned from schools.

### **MAJOR ASSIGNMENTS/ASSESSMENTS**

1. Independent Reading Project-culminating assignment which will combine written, oral and visual components
2. Group and individual presentations on readings
3. Two or more timed test essays (analysis and synthesis)
4. Quizzes and application activities on vocabulary units 13 - 15
5. AP Test in English Literature and Composition: Final practice using Multiple-choice tests and Released Exam Free-Response Questions as well as final review of test-taking strategies
6. Senior Essay process/product assignments on thesis writing, source selection, sentence outlining, drafting, revision in a workshop setting and final draft preparation using precise MLA format.
7. Final Examination

### **RESOURCES: (Added 9/21/09)**

#### **Vocabulary**

Shostak, Jerome. *Vocabulary Workshop: New Edition, Level H*.

New York: Sadlier-Oxford, 2005.

#### **Q1: Fiction**

Summer Reading Novels (3 titles will vary year to year)

Joyce, James. *Dubliners: A Norton Critical Edition*. Ed. Margot Norris.

New York: W.W. Norton & Company, Inc., 2006.

## **Q2: Poetry**

*The Norton Anthology of Poetry*. Shorter Fifth Edition. Eds. Margaret Ferguson, Mary Jo Salter, Jon Stallworthy. New York: W.W. Norton & Company, Inc., 2005.

## **Q3: Drama**

Shakespeare, William. *Hamlet*. Eds. Barbara A. Mowat and Paul Werstine.

New York: Folger Shakespeare Library/Washington Square Press, 1992.

Shaw, George Bernard. *Pygmalion*. New York: Pocket Books, 2001.

Stoppard, Tom. *Rosencrantz and Guildenstern are Dead*.

New York: Grove Press, 1967.

Wilde, Oscar. *The Importance of Being Earnest and Other Plays*.

New York: Signet, 1985.

## **Q4: Classic and Contemporary Literature**

Chaucer, Geoffrey. *The Canterbury Tales*. New York: Penguin Books, 2003.

Gardner, John. *Grendel*. New York: Vintage, 1989.

Heaney, Seamus, trans. *Beowulf*. New York: W.W. Norton and Company, 2000.

Raffel, Burton, trans. *Beowulf*. New York: Penguin/Mentor, 1963.

## **Electronic Resources/Databases/Research Tools**

NoodleTools <http://www.noodletools.com/>

Choose The Best Search for Your Information Need

<http://www.noodletools.com/debbie/literacies/information/5locate/adviceengine.html>

## **Biographies**

Biography Collection Complete from EBSCO

<http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=ehost&defaultdb=b5h>

Biography Resource Center from Gale Cengage <http://infotrac.galegroup.com/itweb/eahs?db=brc>

## **Geography and Culture**

Gale Virtual Reference Library: Countries and Their Cultures

World Atlas from Facts on File <http://www.fofweb.com/Direct2.asp?ItemID=WE39&ID=17677>

## **Literature & Reading Databases**

Academic Search Premier from EBSCO

<http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=ehost&defaultdb=aph>

Bloom's Literary Reference Online from Facts on File

<http://www.fofweb.com/Direct2.asp?ItemID=WE54&ID=17677>

Cambridge Companions to Literature and Classics <http://cco.cambridge.org/collection?id=literature>

Literary Reference Center from EBSCO <http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=lrc>

Literature Resource Center from Gale Cengage <http://infotrac.galegroup.com/itweb/eahs?db=litrc>

Novelist from EBSCO <http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=novelist>

Novelist Plus from EBSCO <http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=novplus>

## **Literature & Reading eBooks**

Bloom's eBooks from Facts on File: Major Characters, Time Periods, and Themes, and also: Shakespeare

Gale Virtual Reference Library: Shakespeare for Students – Critical Interpretations of Shakespeare's Plays and Poetry

Gale Virtual Reference Library: Arts and Humanities Through the Eras

## **Reference**

Britannica Online <http://school.eb.com/>

Funk & Wagnall's New World Encyclopedia

<http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=ehost&defaultdb=funk>

Student Research Center from EBSCO <http://search.ebscohost.com/login.aspx?authtype=ip.uid&profile=src>