

AP Literature and Composition

Brief Description of Course

The Advanced Placement Literature and Writing Course provides the opportunity for students to gain credit in one semester for the high school English IV curriculum as mandated by the NC Core Curriculum for English, including the four components of the Senior Project as mandated by the district, while learning beginning college writing as described in the *AP English Course Description*. The main research paper will be a position paper connected to the product of the Senior Project.

The course will allow students to study American writers as well as British writers in several genres from the sixteenth century to contemporary times. Students will need to read carefully and deliberately these works to understand the multiple meanings. After the initial unit, the course will be divided into thematic units which will include instruction on various types of genre within the unit.

The course will provide opportunity for students to write and rewrite formal papers, extended analyses, and timed in-class essays from sample AP questions. Student writings will be of various types including writing to understand, writing to explain, and writing to evaluate. They will write essays in which they consider the relationship of the structure, style and theme of a work, the social and historical values of a work, and the literary elements of the work and how they combine to produce an effect on the reader.

The course allows for teacher feedback to student writing to focus students on the effective use of a broad and appropriate vocabulary, organization, sentence structure, use of detail, and use of rhetoric.

Students will also have experience with multiple-choice questions such as those on the AP exam.

Prior reading requirements (some of which were read in earlier grades):

Mythology by Edith Hamilton

Romeo and Juliet by Shakespeare

The Scarlet Letter by Nathaniel Hawthorne

The Great Gatsby by F. Scott Fitzgerald

Their Eyes Were Watching God by Zora Neal Hurston

Night by Elie Wiesel

Chosen novel from summer reading list which includes *Alias Grace* by Atwood, *Wuthering Heights* by E. Bronte, *The Awakening* by Chopin, and others.

Texts:

The British Experience. Penguin Edition. Prentice Hall, 2006.

Jago, Carol, Renée H. Shea, Lawrence Scanlon, and Robin Disson Aufses. *Literature and Composition: Reading Writing Thinking*. Bedford/St. Martin's: Boston, 2011.

Perrine, Laurence, and Thomas R. Aarp. *LITERATURE : Structure, Sound, and Sense (Sixth Edition)*. Harcourt Brace College Publishers: USA, 1993.

Winans, Charles F. And Richard Vogel. *Multiple-Choice Questions in Preparation for the AP English Literature and Composition Examination (Fourth Edition)*. D & S Marketing Systems, Inc. 1993.

These will be supplemented by novels, handouts, and readings from former AP tests.

Grading:

Grades will be calculated using the NC Wise system on the following scale:

- Essays/Writings: 30%
- Tests/Projects: 35%
- Quizzes: 20%
- Homework/Classwork/Participation: 15%

In-class essays will be read by teacher and/or peer editor. Final copies of out-of-class essays are to be typed and submitted for a grade. Students will be quizzed on reading assignments and vocabulary accordingly. Tests will be given on literature appropriately. All work is to be completed on time; no late work will be accepted

On-going assignment: Students will choose one novel or three poems from a teacher generated list each month as independent reading. Students will create a modified major works data card for the works to add to personal canons. These readings will be used to write timed essays from old AP questions. Titles include *Moby Dick* by Melville, *Native Son* by Wright, *Tess of the d'Urbervilles* by Hardy, poems of Dickinson, Whitman, and Poe among other readings.

Unit 1 Introduction to the Course—6 weeks

- Thinking about Literature
 - Jago, et al. Chapter 1
 - Studying literature, being an effective reader, and approaching literature
 - Making connections between initial responses to readings and author's craft
 - Defending a "one-book/one -school" choice writing; response to readings using experience, analysis, and extension
- Close Reading
 - Jago, et al. Chapter 2
 - Elements of style for prose and poetry, talking with the text, writing a close analysis essay
 - Making connections to the how the elements of an author's style bring about meaning in a reading and fostering skills for expressing these connections

- Essay on analyzing style's effect on readings for both fiction and poetry; comparison essay—using two works
- Analyzing Fiction and Drama
 - Jago, et al. Chapter 3
 - Elements of fiction and drama
 - Writing interpretive essays
 - Using elements of fiction to bring about meaning in a reading and refining the skill of expressing how these elements lead to interpretation
 - Analyzing plot of familiar legends/fairy tales/etc; writings on the effect of elements of fiction on understanding of readings such as Dickens, Tóibín, Kincaid and Hansberry
- Entering the Conversation
 - Jago, et al. Chapter 4
 - Using multiple texts to approach a theme or idea
 - Personal responses to open ideas such as “what it means to be an American”; comparing free-writes to published readings on the same idea or theme; mimicry writing of style

Assessments: After receiving direct instruction on format, organization, sentence structure, and use of supporting details students will complete various writing assignments within this unit focusing on each of the ideas presented. Students will also work in groups with various readings. Types of writing are indicated within each part of the introduction.

Unit 2—Home and Family—Focus=Comparison and Contrast—3 weeks

Objectives:

- Students will close read fiction, nonfiction, poetry, drama, and visual text on the theme of home and family.
- Students will continue composition instruction, including journal writing, use of graphic organizers, paragraph writing, in-class timed writing, peer editing, as well as teacher editing
- Students will incorporate literary terms and techniques into their response as they write about the effects of these techniques on the theme and meanings of the works
- Students will analyze sample responses to writings about the readings

Possible readings for this unit will come from the suggestions in *Literature and Composition* chapter 5 and from *LITERATURE: Structure, Sound, and Sense* and include but are not limited to:

- *The Dead* by James Joyce
- *Fences* by Wilson
- *Babylon Revisited* by Fitzgerald
- *Before the Birth of One of Her Children* by Bradstreet
- *Mother to Son* by Hughes
- *Those Winter Sundays* by Hayden
- *A Family* by Lawrence
- *Brain Food* by Offutt
- *If You Are What You Eat, Then What Am I?* by Kothari

Assessments:

- Test on the appropriate longer work (Joyce, Wilson, or Fitzgerald)
- Essay assignment for the theme of Home and Family using texts; formal assignment (*Literature and Composition* pg 365)
- Exploring the text questions for readings
- Use of TPCASTT with poetry—explication technique for poetry that identifies and analyzes the speaker’s tone, attitude, and use of figurative language to convey a theme or idea

Unit 3—Identity and Culture—Focus=Close Reading—3 weeks

Objectives:

- Students will close read fiction, nonfiction, poetry, drama, and visual text on the theme of home and family.
- Students will continue composition instruction, including journal writing, use of graphic organizers, paragraph writing, in-class timed writing, peer editing, as well as teacher editing
- Students will incorporate literary terms and techniques into their response as they write about the effects of these techniques on the theme and meanings of the works
- Students will analyze sample responses to writings about the readings

Possible readings for this unit will come from the suggestions in *Literature and Composition* chapter 6 and from *LITERATURE: Structure, Sound, and Sense* and include but are not limited to:

- *Heart of Darkness* by Conrad
- *A&P* by Updike
- *The World is Too Much with Us* by Wordsworth

- *The Apology* by Emerson
- *Heritage* by Cullen
- *Self-Portrait on the Borderline between Mexico and the United States* by Kahlo
- *The White Man's Burden* by Kipling
- *The Black Man's Burden* by Johnson
- *An Image of Africa* by Achebe

Assessments:

- Test on the appropriate longer work (Conrad)
- Essay assignment for the theme of Identity and Culture using texts; formal assignment (*Literature and Composition* pg 571)
- Exploring the text questions for readings
- Use of TPCASTT with poetry—explication technique for poetry that identifies and analyzes the speaker's tone, attitude, and use of figurative language to convey a theme or idea

Unit 4—Love and Relationships—Focus=Irony—3 weeks

Objectives:

- Students will close read fiction, nonfiction, poetry, drama, and visual text on the theme of home and family.
- Students will continue composition instruction, including journal writing, use of graphic organizers, paragraph writing, in-class timed writing, peer editing, as well as teacher editing
- Students will incorporate literary terms and techniques into their response as they write about the effects of these techniques on the theme and meanings of the works
- Students will analyze sample responses to writings about the readings

Possible readings for this unit will come from the suggestions in *Literature and Composition* chapter 7 and from *LITERATURE: Structure, Sound, and Sense* and include but are not limited to:

- *The Importance of Being Earnest: A Trivial Comedy for Serious People* by Wilde
- *Woman Hollering Creek* by Cisneros
- *The Lady with the Little Dog* by Chekhov
- *A Rose for Emily* by Faulkner
- *The Flea* by Donne
- *To the Virgins, to Make Much of Time* by Herrick

- *She Walks in Beauty* by Byron
- *Siren Song* by Atwood
- *My mistress' eyes are nothing like the sun* by Shakespeare
- *My ugly love, Sonnet XX* by Neruda
- *The Kiss* by Klimt
- *The Art of Courtly Love* by Capellanus
- *To His Coy Mistress* by Marvell
- *Boyfriend* by Munroe

Assessments:

- Test on the appropriate longer work and poem groupings (Wilde)
- Essay assignment for the theme of Identity and Culture using texts; formal assignment (*Literature and Composition* pg 717)
- Exploring the text questions for readings
- Use of TPCASTT with poetry—explication technique for poetry that identifies and analyzes the speaker's tone, attitude, and use of figurative language to convey a theme or idea

Unit 5—Conformity and Rebellion—Focus=Tone and Close Reading of Drama—3 weeks

Objectives:

- Students will close read fiction, nonfiction, poetry, drama, and visual text on the theme of home and family.
- Students will continue composition instruction, including journal writing, use of graphic organizers, paragraph writing, in-class timed writing, peer editing, as well as teacher editing
- Students will incorporate literary terms and techniques into their response as they write about the effects of these techniques on the theme and meanings of the works
- Students will analyze sample responses to writings about the readings

Possible readings for this unit will come from the suggestions in *Literature and Composition* chapter 8 and from *LITERATURE: Structure, Sound, and Sense* and include but are not limited to:

- *Hamlet, Prince of Denmark* by Shakespeare
- *The Book of the Dead* by Danticat
- *Bartleby, the Scrivener: A Story of Wall Street* by Melville
- *The Collar* by Herbert

- *Song: To the Men of England* by Shelley
- *anyone lived in a pretty how town* by Cummings
- *Do not go gentle into that good night* by Thomas
- Book covers for *Hamlet*
- *The Metamorphosis* by Kafka
- From *The Metamorphosis* by Kuper

Assessments:

- Test on the appropriate longer work and poem groupings (Shakespeare and Kafka)
- Essay assignment for the theme of Identity and Culture using texts; formal assignment (*Literature and Composition* pg 1029)
- Exploring the text questions for readings
- Use of TPCASTT with poetry—explication technique for poetry that identifies and analyzes the speaker’s tone, attitude, and use of figurative language to convey a theme or idea

Given time in the course and the ability level of the students further units may be added to the course including studies of readings dealing with the following themes:

- Art and the Artist
- Tradition and Progress
- War and Peace