

Advanced Placement English Literature and Composition

Course Description: During the course of the semester and our 90 minute block schedule, you will be asked to challenge your thinking, writing and communication in order to advance to a higher level of understanding when considering the world of literature and how it pertains to the human condition. To achieve this, you will be asked to do the following:

- Use literature as a mirror to interpret and further understand your experiences and the experiences of others.
- Write in a manner that is clear and concise and expresses the voice appropriate for your audience.
- Discover the universal themes presented in literature and see written communication as a way to express themes, connect people throughout time and change and see the connection between literature and the human condition.
- Literature is a powerful way to connect to history, i.e. social and cultural values throughout time.

This course will challenge you at a level designed to challenge typical undergraduate English literature/Humanities students. At the end of this course, you will complete the AP English Literature and Composition Exam, with the goal of scoring a 3 or higher on a scale of 1-5. A student that earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

Unit One: *The Epic Hero and How it Influenced Our World*

***Approx. 3 weeks**

Required Reading:

- 1) *Things Fall Apart* by Chinua Achebe
- 2) *from Beowulf* by Beowulf Poet
- 3) *from Sir Gawain and the Green Knight* by Gawain Poet
- 4) *from Paradise Lost* by John Milton

Goals and Performance Tasks:

- 1) Discuss and develop a clear understanding of the importance of the Epic for people throughout history and how it plays a role in the 21st Century.
- 2) Discuss and develop a clear understanding of the importance of written communication and oral tradition.
- 3) Determine what a hero is and if they are really necessary.
- 4) Complete a well-written formal 2-4 page Reader-Response Criticism of *Things Fall Apart* by Chinua Achebe.
 - a. A list of questions that can be answered or ideas that could be explored in this paper will be compiled by the class during book discussion.
 - b. The formal writing rubric will be used to evaluate your essay.
 - c. A personal copy of your evaluation of the essay as well as a completed rubric from a peer is required.

- 5) Complete the *Things Fall Apart* multiple choice test and select two out of four essays to complete with confidence. This exam will focus on the idea of hero, tragic hero and tragic flaw as well as cultural issues that are examined throughout the book.
- 6) Develop connections and a common bond between reading material and topic for unit 1.

Vocabulary: Each writing assignment that is completed in the unit must appropriately use at least 3 vocabulary words. Your Reader-Response Criticism must include appropriate use of at least 10 vocabulary words. Each word used must be underlined when used. See handout for word list.

Unit Two: The Reality of Human Weakness and the Relationship Between Love, Joy and Destruction

***Approx. 6 weeks**

Required Reading:

Poetry:

- 1) "My Lute Awake" by Sir Thomas Wyatt
- 2) "On Monsieur's Departure" by Queen Elizabeth I
- 3) "The Passionate Shepherd to His Love" by Christopher Marlowe
- 4) "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh
- 5) "Sonnet 30", "Sonnet 75" by Edmund Spenser
- 6) "Sonnet 29", "Sonnet 116", "Sonnet 130" by William Shakespeare
- 7) "Sonnet 169", "Sonnet 292" by Francisco Petrarch
- 8) "Porphyria's Lover" by Robert Browning

Fiction:

- 9) *A Separate Peace* by John Knowles

Drama:

- 10) *Hamlet* by William Shakespeare

Goals and Performance Tasks:

- 1) Discuss and develop a clear understanding of the types of sonnets.
- 2) Debate and develop a clear understanding of true love and the force it can have over the human condition.
 - a. Develop a well-written essay that uses New Historicism to discuss the issues presented in the personal development of the characters in *A Separate Peace*. A personal copy of your evaluation of the essay (complete rubric) as well as a completed rubric from a peer is required.
- 3) Discuss and develop a clear understanding of the elements used in drama and how they affect the written word.
- 4) Participate in a discussion about the art of Shakespeare's language- connotation, denotation, syntax and diction. Develop conclusions from the discussion about Shakespeare that lead to why his message, language and dramatic value are still relevant in the 21st Century.
- 5) Develop connections and a common bond between reading material and topic for unit 2.
- 6) Complete AP test for *Hamlet* and choose 2 of 4 free response options to complete with a well-written essay.

Vocabulary: Each writing assignment that is completed in the unit must appropriately use at least 3 vocabulary words. Your Reader-Response Criticism must include appropriate use of at least 10 vocabulary words. Each word used must be underlined when used. See handout for word list.

Unit 3: The Sting of Satire- Wait a minute... is he making an example out of me?

**Approx. 2 weeks*

Required Reading:

Fiction:

- 1) *Candide* by Voltaire
- 2) *from Gulliver's Travels* by Jonathan Swift

Expository Prose:

- 3) "A Modest Proposal" by Jonathan Swift

Goals and Performance Tasks:

- 1) Discuss and develop a deep understanding of satire and how it can be used to effectively communicate a personal message.
- 2) Discuss the historical impact of the events that take place in the required reading.
- 3) Write a 1-2 page satirical modest proposal that presents an outlandish solution for a problem in the 21st Century. Focus for this paper will be on developing voice and tone appropriate for your audience.
- 4) Complete an exam for *Candide*.
- 5) Complete a 2-4 page essay discussing the concepts of Free Will and Divine Providence. Use textual evidence from *Candide* to support your answer.
- 6) Develop connections and a common bond between reading material and topic for unit 3.

Vocabulary: Each writing assignment that is completed in the unit must appropriately use at least 3 vocabulary words. Your Reader-Response Criticism must include appropriate use of at least 10 vocabulary words. Each word used must be underlined when used. See handout for word list.

Unit 4: The Path to Self Discovery

**Approx. 8 weeks*

Required Reading:

Drama:

- 1) *A Doll's House* by Henrik Ibsen
- 2) *Death of a Salesman* by Arthur Miller

Fiction:

- 3) *The Adventures of Huckleberry Finn* by Mark Twain
- 4) *Wuthering Heights* by Emile Bronte
- 5) *The Turn of the Screw* by Henry James

Poetry:

- 6) "The Hollow Men" by T.S. Elliot
- 7) "The Unknown Citizen" by W.H. Auden
- 8) "Do Not Go Gentle into That Good Night" by Dylan Thomas
- 9) "Digging" by Seamus Heaney

Goals and Performance Tasks:

- 1) Write a 3-5 page essay on one of the following topics:
 - a. Discuss *A Doll's House* using feminist criticism

- b. Choose a literary criticism to discuss *Wuthering Heights* and the relationships among the characters in the novel.
 - c. Discuss *The Turn of the Screw* from a psychological criticism approach.
- 2) Complete the AP exam multiple choice options for *A Doll's House*, *Wuthering Heights*, and *The Turn of the Screw*.
- 3) Complete the multiple choice test and 2 or 4 free response options for *Death of a Salesman*.
- 4) Identify important and universal themes in required reading.
- 5) Write a 1 page personal narrative describing a childhood experience that changed the way you view the world.
- 6) Identify and discuss the individual's role in the world.
- 7) Develop a list of the people and ideas that are represented in the poetry selections and write a short response about the one you identified with the most and why.
- 8) Develop connections and a common bond between reading material and topic for unit 4.

Vocabulary: Each writing assignment that is completed in the unit must appropriately use at least 3 vocabulary words. Your Reader-Response Criticism must include appropriate use of at least 10 vocabulary words. Each word used must be underlined when used. See handout for word list.

Research Component:

A 10 page research paper will be an ongoing project during the second nine weeks of the semester. You may choose your topic, however, final approval must be sought before starting the assignment. MLA format will be used and a minimum of 12 sources are required. Work on this paper will be done outside of class, however, peer editing time will be given in class 1 week prior to the due date. A sign-up sheet will be posted with available times to meet with me to work on your paper during the semester. In the 6 weeks that you will have to complete this assignment, each student must set meet with me a minimum of 3 times.

*Preparation for the AP English Literature and Composition Exam will be ongoing throughout the semester, but will intensify in the final 3 weeks of the semester. Be prepared to participate in study sessions before and after school in order to prepare for the exam.