Course description:

From Advanced Placement Program Course Description: English

“An AP English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.”

Also, students should be aware that any AP class should be viewed as “college-level” not just “college-prep.” With this in mind, students will be expected to take on a greater responsibility for their actions, or lack of action, regarding assignments. We will read a wide variety of texts from disparate cultures and times. Some of these you will find to be highly enjoyable and relevant while others may not be immediately appealing. One of the things you will need to do is apply the same enthusiasm and thoughtfulness to all of the reading you encounter. What you learn is largely dependent on your attitude and approach to each piece and the fact that something is not immediately appealing should not keep it from being a piece that informs your understanding.

Participation:

A successful AP English class relies on each student’s ability to contribute to the classroom environment in a positive and productive manner. A student who is prepared for class by having all necessary materials and seriously participating in discussion creates an atmosphere ripe for learning. One who fails to come prepared and/or disturbs class through unnecessary talking and comments hinders not only his/her learning but also that of other students. We want an environment where you are free to think for yourself and are encouraged to do so. We are fortunate to have students from nearly thirty cultures and all of them have something to contribute. By remaining an active part of the class each of you will be responsible for making this year a productive and meaningful experience.

Reading:

A student involved in the AP English program must have a willingness to read both assigned materials and things they choose for themselves. As stated in the College Board description for this class, “They [students] read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.” This type of reading requires a certain attitude and diligence that even the best of students may not be accustomed to. Even if a student is not an avid reader at the beginning of the year, he/she can begin to foster the right state of mind by making an honest effort to read more. With this attitude and the aforementioned cultural diversity that exists here on the CHS campus, we have an opportunity to share perspectives that is rich with possibility.

Grading Policy:

English testing days are on Wednesday and Fridays.

As stated earlier, this class should be college-level; with that in mind, the major percentage of each six week’s grade will be from assessments. The ability to apply, not just randomly regurgitate, the skills learned in this class is absolutely essential.
75% = **Assessment** (exams, essays, and projects)

25% = **Daily** (quizzes, practice essays, worksheets, group projects/notes, etc.)

**Participation** (discussions and various misc. exercises)

*Essays (at any stage of the planning – brainstorming to final draft) may fall into either category; content and purpose will determine placement.*

*No daily assignments will be dropped.*

*Extra credit options only apply to daily assignments.*

*Participation grades are based mainly on discussions and workdays. The student may or may not be aware that a discussion or workday is receiving an individual grade.*

*Late work will not be accepted. Make sure you contact me if you will be absent and work is due, especially for any major assignments where the due date has been set well in advance.*

**Materials:**

You need to bring a notebook and a pen to class everyday. I also expect you to have a copy of whatever we are currently reading with you.

**FALL SEMESTER**

**Vocabulary:**

While vocabulary is taught most often through the texts being read, a formal vocabulary unit is used each semester. During the first semester, foreign expressions are covered. Each lesson contains 10 words with a sentence completion quiz. After five lessons, students are tested using both a paragraph completion and an original paragraph construction.

In addition, students are expected to use the words gleaned from their reading and learned in organized lessons in their conversations and writing when appropriate. At various times, students will be asked to keep a journal of new denotative or unusual connotative meanings of words and write original sentences to show a working knowledge of words from both the journal and formal lessons.

**Grammar:**

During the first semester, the main method of teaching and/or reviewing grammar occurs during the sentence pattern lessons. A review of patterns 1-10 from the AP English Language course is done before starting the next ten, as well as a review of basic sentence structure and punctuation. As each new pattern (11-20) is introduced, students learn its structure and reasons for choosing this particular pattern within a paragraph or essay as a whole. Students are then given the opportunity to practice using the patterns through classroom practice and an individual worksheet.

**AP Multiple-Choice Practice:**

During the first semester, students’ review the basic test-taking strategies learned in AP English Language and are introduced to the types of stems and answers banks found on the AP English Literature exam. A tiered approach is used in regards to timing and analysis, with all grading falling in the 25% daily category. As always, students are expected to practice close reading strategies.

First, students and the teacher will read and analyze a passage together followed by a group discussion of each question, breaking down the answer choices. Normally, at least one poem and one narrative will be used. Next, the students will receive the passage ahead of time to read and annotate on their own and then answer the questions in class to see how well they are analyzing without the aid of others. Once students are familiar with the new genres and stems, timed-practices will be introduced (still only as daily grades), with students receiving 15
minutes to read, annotate, and answer the questions. Afterwards, a class discussion of the passage and grading occurs.

**AP Essay Practice:**
The first semester of essay practice is a tiered approach aimed at reviewing/learning the process of writing and practicing close reading techniques. Once again, grades fall in the daily category.

Students will first learn the types of prompts and then analyze one of each together, discussing the various possibilities for answers. Next, thesis and development will be reviewed. Quite often, students will read a prompt then write a thesis and basic outline; in turn, the entire class will view the student samples using the document camera and evaluate. This is continued through the semester with various prompts, building to paragraph development and eventually full-blown essays. By using the document camera as much as possible, students are receiving constant instruction and feedback; even more important, they are becoming skilled evaluators of their work as well as others.

In addition, students will have opportunities to read and rank samples provided by the College Board throughout the entire semester. Every six weeks at least one essay will be timed and ranked/graded by the teacher. These will usually revolve around the work we are reading at the time.

**Senior Scrapbook Project:**
Every senior is required to collect five scrapbook items each six weeks. In addition to the actual item, students must write at least 75 words about each item; students are allowed to choose the form they think best fits – narrative, expository, argumentative, etc. At times, the descriptions will be used in class discussions, possibly to review sentence structure or punctuation.

**Literature Units:**
The overarching theme for the entire school year is man’s search for identity. This identity can be religious or philosophical or cultural so long as the question “Who am I?” is being examined. Students will be asked to use this as starting point for all reading and discussions.

I. Search for Identity
a. Texts
   i. Flannery O’Conner short stories (*Revelation, Parker’s Back, A Good Man is Hard to Find*)
   ii. Barbara Kingsolver’s *The Poisonwood Bible* (summer reading)
   iii. George Saunders’ short stories (*The 400lb. CEO, Offloading Mrs. Schwartz*)
   iv. Barbara Kingsolver’s “Stone Soup”

b. Writing Assignments
   i. Personal Essay – Discuss a time when you felt lost.
   ii. Critical Analysis, Argumentative, & Comparison Essay – Read the essay, “Stone Soup” by Barbara Kingsolver. Write a 300-500 word essay in which you discuss the function/dysfunction, roles and activities of the Price family in *The Poisonwood Bible* in terms of Kingsolver’s thesis about modern families as presented in her essay. Your essay should be one in which you present a logical argument in support of a clear thesis.
   iii. Timed writing – AP question two addressing comparisons of either the Flannery stories or the Saunders pieces.

c. AP Practice
   i. MC – Review test-taking strategies & introduce question stems
      1. “The Arrival”
   ii. Essay – Review the need for brainstorming and its connection to outlining as well as thesis and topic sentence development
1. Question 3 – Social Occasions
2. the “Helen” poems

II. Elements of Literature (Review)
   a. THE KITE RUNNER – KHALED HOUSSENNI
   b. Writing Assignments
      i. Observation Journal – For one week, keep track of any instance you see of someone searching for his/her identity and/or of things that encourage/discourage finding one's identity. Consider all sources – school, tv, newspaper & magazines, novels, commercials and ads. Be prepared to discuss the following question using your journal: Does our society encourage or discourage developing individual identity? Apply this discussion to the Hannah Arendt quote regarding the purpose and role of education.
      ii. Literary Analysis – Write a well-developed essay that discusses the “horror” and what it is. Explain how figurative language, imagery, symbolism, and tone are used to develop the reader’s concept of what constitutes “the horror.”
   c. AP Practice
      i. MC – emphasis on close reading
         1. “Dombey and Son”
         2. William Shakespeare’s “Sonnet 55”
      ii. Essay – emphasis on outlining and quote selection
         1. Sandra Cisneros’s Eleven
         2. Sarah Orne Jewett “A White Heron”

III. Archetypes (with Poetry Review)
   a. Texts
      i. Ken Kesey’s “One Flew Over the Cuckoo’s Nest”
      ii. Carl Jung’s Description of Archetypes
      iii. Geoffrey Chaucer’s “Canterbury Tales”
      iv. Walt Whitman’s “When Lilacs Last in the Dooryard Bloom’d”
      v. Paul Greenberg’s “Of Walt Whitman, Who Could Hear America Sing”
      vi. Maya Angelou’s “On the Pulse of the Morning”
      vii. William Cullen Bryant’s “Thanatopsis”
      viii. John Donne’s “Mediation 17”
      ix. Joan Connell’s “Disney’s version of Pocahontas unlike the historical”
   b. Writing Assignments
      i. Argumentative/analytical essay – Using Whitman’s poem and its historical context with Greenberg’s essay and current events, answer the following: Do you agree with Mr. Greenberg’s statement, “the American dream is many dreams, each enhancing the other, point and counterpoint, like some great swelling chorus,” or do you think the dreams of different Americans are in conflict – clashing against each other in disharmony?
   c. Power Point Project
      i. In-class reading of “The Prologue” to the tales. Historical background regarding religious, social and political circumstances. We will analyze Chaucer’s use of characterization. Groups of three will each be assigned a tale to teach. They will be responsible for tailoring their presentation to the rubric’s requirements and the listener’s will all be required to work on their note-taking. (Note-taking skills will be taught prior to this.)
   d. AP Practice
      i. MC – emphasis on poetry analysis
         1. Amy Clampitt’s “A Whippoorwill in the Woods”
         2. James Russell Lowell’s “The First Snowfall”
ii. Essay – emphasis on poetry analysis as well as voice, paragraph development and effectiveness of quote selection
   1. Anne Bradstreet’s “The Author to Her Book”
   2. John Donne’s “The Broken Heart”

IV. Existentialism (w/ Theater of the Absurd)
   a. Texts
      i. Frank Kafka’s “The Metamorphosis”
      ii. Samuel Beckett’s Waiting for Godot
      iii. Tom Stoppard’s Rosencrantz & Guildenstern are Dead (after Hamlet)
      iv. Jean-Paul Sartre’s “No Exit” and “The Respectable Prostitute”
      v. Various Kurt Vonnegut pieces

   b. Writing Assignments
      i. Dialectical journal – Students will keep a journal on assigned characters from each play, tracking how various literary elements contribute to development.
      ii. Body biography – Students, either in groups or as individuals, will create body biographies on the assigned characters and include a literary analysis essay explaining the visual representations.

   c. AP Practice
      i. MC – emphasis on literary elements
         1. Williams Shakespeare’s “Sonnet 29”
      ii. Essay – emphasis on literary structure as well as overall essay structure (focus on flow of ideas and transitions)
         1. Narrative of the Life of Frederick Douglass
         2. Nathaniel Hawthorne’s The House of Seven Gables

V. Tragedy
   a. Text
      i. William Shakespeare’s Hamlet
      ii. Tom Stoppard’s Arcadia

   b. Writing Assignments
      i. Dialectical journal – Students will keep a journal on an assigned character from the play, keeping track of how various literary elements contribute to development. Others will track certain words to determine how meaning evolves and changes according to circumstances and tone.
      ii. Body biography – Students, either in groups or as individuals, will create a body biography on the assigned character and include a literary analysis essay explaining the visual representation.

   c. AP Practice
      i. MC – emphasis on pre-20th century analysis
         1. Abraham Cowley’s “My Picture”
         2. “Curates”
      ii. Essay – emphasis on pre-20th century analysis as well as level of analysis in relation to thesis development & essay structure
         1. Emily Dickinson’s “The last Night that She lived”
SPRING SEMESTER

Vocabulary:
While vocabulary is taught most often through the texts being read, a formal vocabulary unit is used each semester. During the second semester, common SAT/GRE words are covered. Each lesson contains 10-15 words with a sentence completion quiz. After five lessons, students are tested using both a paragraph completion and an original paragraph construction.

In addition, students are expected to use the words gleaned from reading and learned in organized lessons in their conversations and writing when appropriate. At various times, students will be asked to keep a journal of new or unusual connotative meanings of words and write original sentences to show a working knowledge of words from both the journal and formal lessons.

Grammar:
All grammar practice and review is done in the second semester in relation to the readings and student-produced writing. This will most often occur in three situations: classroom discussion/analysis, peer evaluations, and teacher-student conferences. As needed, the teacher will conduct spot lessons on specific issues.

AP Multiple-Choice & Essay Practice:
By the start of the second semester, students are expected to complete both types of practice in “AP” time – 15 minutes per multiple-choice passage and 40 minutes per essay. While class evaluation will still occur, many more teacher-student conferences will be held so that each student’s needs may be addressed. At least twice in the first 12 weeks, students will have the opportunity to rewrite essays after the conferences and possible peer evaluations. Students will continue to apply a generic rubric to their grading as well as create their own.

Senior Scrapbook Project:
Every senior is required to collect five scrapbook items each six weeks. In addition to the actual item, students must write at least 75 words about each item; students are allowed to choose the form they think best fits – narrative, expository, argumentative, etc. At times, the descriptions will be used in class discussions, possibly to review sentence structure or punctuation.

Literature Units:
The overarching theme of man’s search for identity is now narrowed to a focus on perspective. In each major literature selection, a particular theme will be used as a starting point for discussing how it influences a character’s development and actions as well as its effect on plot.

I. Perspective Introduction
   a. Texts
      i. George Orwell’s “1984”
      ii. George Orwell’s “Shooting an Elephant”
      iii. Emily Dickinson selections
      iv. Robert Frost selections
      v. Edward Field’s “Icarus”
      vi. Anne Sexton’s “To a Friend Whose Work Has Come to Triumph”
      viii. Katherine Mansfield’s “Miss Brill”
   b. Writing Assignment – comparison/literary analysis
i. Dialectical journal – Students will keep a dialectical journal covering all selections. They will focus on how figurative language, imagery, symbolism, tone, diction, and structure create perspective.

ii. Essay – Using the dialectical journal, students will choose two selections and write an essay comparing the perspective presented in each and the literary elements used to do so.

c. AP Practice
   i. MC – Elizabeth Bishop’s “Sestina”
   ii. Essay
      1. Sylvia Plath’s “Sow”
      2. Richard Wilbur’s “Death of a Toad”

II. Religion
   a. Text
      i. Herman Hess’s Siddhartha
      ii. John Irving’s A Prayer For Owen Meaney

   b. Writing Assignment – Research/Literary analysis
      i. Dialectical journal – Students will choose a theme from the list provided prior to reading and keep track of any textual support for this theme
      ii. Essay – Students will write a well-developed essay showing how the chosen theme fits the novel. Students are expected to use at least one scholarly journal article to support their viewpoint. MLA documentation should be used.

   c. AP Practice
      i. MC
         1. Gerald Manly Hopkins’s “The Habit of Perfection”
         2. “The Service”
      ii. Essay – Question 3- Alienated characters & society’s value

III. Nature
   a. Text – Samuel Coleridge’s Rime of the Ancient Mariner

   b. Writing Assignments – Literary Analysis
      i. Dialectical journal – Students will keep a dialectical journal on either the mariner’s view of nature or characteristics (other than nature) that represent Romantic thought and theory.
      ii. Essay – Using the dialectical journal, students will write a literary analysis essay on the chosen topic.

   c. AP Practice
      i. MC – Ted Hughes’ “Hawk Roosting”

IV. Science
   a. Text
      i. Mary Shelley’s Frankenstein
      ii. Nathaniel Hawthorne’s Rappacinni’s Daughter

   b. Writing Assignment - Argumentative
      i. Research log – Using articles provided as well as independent research, students will keep track of various arguments for and against cloning.
      ii. Dialectical journal – Students will keep track of examples from the novel that support various arguments for and against cloning.
iii. Persuasive essay – Using the log and journal, students will write a 2-3 page persuasive essay either in support of cloning or opposing it. Examples must be cited from both texts, and MLA documentation is to be followed.

iv. Expository essay- Using Coleridge’s “Rime of the Ancient Mariner” show how it acts as a template or outline for the characters and themes found in “Frankenstein.”

c. AP Practice
i. MC – Frankenstein collection
ii. Essay
   1. Lytton Strachey’s “Florence Nightingale”
   2. Question 3 – Character who appears briefly

V. Society and Satire
a. Texts
   i. Voltaire’s Candide
   ii. Oscar Wilde’s The Importance of Being Earnest
   iii. Tom Stoppard’s Arcadia
   iv. Jonathon Swift Modest Proposal
   v. The Cult of The Flying Spaghetti Monster
b. Writing Assignment - Personal
   i. Throughout the novel, the main character (MC) is constantly being mistaken or identified for the contradicting or opposing “sides.” Write a well-developed essay that discusses at least two sets of contradictions that exist in your life.
   ii. Write a deductive essay where you discuss what is important to the author based on what they choose to satirize. Specific support from the text is essential to make a convincing argument.
   iii. In addition to standard essay grading, effective use of 5 of the 20 sentence patterns will be counted as an exam grade.

c. AP Practice
i. MC – “Sir Pitt Crawley”
ii. Essay
   1. Joy Kogawa’s Obasan
   2. Meena Alexander’s Fault Lines

VI. AP Test Preparation/Semester Exam
a. Students taking the AP Exam
   i. Mock Exam – Individually, student will take a full-length test, followed by group discussion of multiple-choice questions as well as teacher & student scoring of essays using rubrics; students will have the opportunity to discuss methods of organization and style/voice.
   ii. Book of Choice Assignment – To review for the open-ended response question, each student will pick 10 works and choose a theme song for each, explaining the choices in a personal/critical analysis essay.
   iii. Semester Exam - Exempt
b. Students NOT taking the AP Exam
   i. Book of Choice Assignment – The student will choose a novel from teacher-approved list and create a soundtrack of 10 songs, explaining the choices in a personal/critical analysis essay.
   ii. Semester Exam – Each student must complete a comprehensive exam over all major works, sentence patterns, and vocabulary. The test will be a combination of comprehension, short answer, and essay questions.

VII. Senior Scrapbook Project
a. Completion of last five items
b. Compilation of all 30 items into a scrapbook
RESOURCES

Thomas Arp’s *Perrine’s Literature: Structure, Sound, and Sense* (7th edition)

Waddell, Esch, & Walker’s *Art of Styling Sentences: 20 Patterns for Success* (3rd edition)

William Harmon & Hugh Holman’s *A Handbook to Literature* (10th edition)

Center for Learning Curriculum Units
*Archetypes in Life, Literature, and Myth
*The Awakening
*Frankenstein
*Hamlet
*Heart of Darkness
*Siddhartha
*Snow Falling on Cedars