

English IV AP Literature and Composition Syllabus

Course Overview:

The English IV Advanced Placement English Literature and Composition course is taught at a rigorous college-level pace. Students will engage in the careful reading and critical analysis of imaginative literature. Students will gain a thorough understanding of the ways writers use language to provide both meaning and pleasure through the close reading of selected texts. Students will analyze a work's structure, style, themes, use of figurative language, imagery, symbolism and tone.

Reading:

The course will include an intensive study of both American and British works of recognized literary merit from the sixteenth century to contemporary times. [C1] While students will be reading a large number of works throughout the year, they will be required to know a few of these works well. They must read critically to understand the work's complexity and appreciate its multiple meanings. Students must not only consider the work's literary artistry, they must also reflect on the social and historical values it reflects and embodies. As they read, students will be asked to write response and reaction papers, along with annotation, free writing, and keeping some form of a reading journal. [C7]

Writing:

Writing is a key component of the AP English Literature and Composition course. Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. The course teaches the students to write the following kinds of essays:

- an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism, and tone [C2]
- an interpretation of a piece of literature that is based on a careful observation of textual detail, considering the work's structure, style, and themes [C3]
- an interpretation of a piece of literature that is based on careful observation of textual details, considering the work's social, cultural, and/or historical values [C4]
- an expository, analytical essay in which students draw upon textual details to develop an extended interpretation of a literary text [C8]
- an analytical, argumentative essay in which students draw upon textual details to make and explain judgments about a work's artistry and quality [C 9]
- an analytical, argumentative essay in which students draw upon textual detail to make and explain judgments about a work's social, historical and/or cultural values [C10]

Some of these essays will be timed writings in the classroom; others will be formal essays where the student will have more time to develop their ideas and plan their essays. [C6] At times, students may have to incorporate research into their essays. While critical analysis will be the focus for the majority of the essays for the course, students will be given an opportunity to write creative pieces, as these may help the students to gain a deeper appreciation of how literature is written. The primary goal of both types of writing is to sharpen the students' ability to present their ideas clearly and articulately. Vocabulary and grammar instruction will be ongoing in this class since they are necessary components of good writing.

Writing instruction will help students to organize their ideas in a clear and coherent way. The goal is for them to develop stylistic maturity in their writing. To do this, students will be asked to write multiple drafts for their essays and use peer editing to make improvements to each one of the drafts. [C5] The teacher will provide feedback before and after students revise each draft to ensure that they are using wide-ranging vocabulary with denotative accuracy and connotative resourcefulness and including a variety of sentence structures, with an emphasis on coordination and subordination. [C11,12] The teacher will also provide instruction on how to develop logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis. [C13] Students will also learn that a well-written essay must have a balance of generalization with specific illustrative detail. [C14] Finally, students' essays must demonstrate an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis. [C14]

Grades:

- Quizzes: Students will take quizzes regularly over the assigned reading, vocabulary, and class discussions.
- Exams: Students will be tested over each major literary work that is covered in class.
- Essays: Students will be expected to submit analytical essays about literature and poetry.
- Class Assignments/Homework: These will include short responses to literature, questions about the reading, reading or dialectical journals, vocabulary journals, mini-research papers for background study of literary works, and creative writing assignments.
- Retesting is not allowed.

Class Policies:

In addition to the policies outlined in the student handbook, students must turn in all assignments on time; no late work will be accepted with the exception of excused absences as outlined in the student handbook. No extra credit will be awarded in this class.

Attendance:

Students are expected to attend class every day to ensure success in the AP class. However, if a student misses a class for any reason, he/she is responsible for that day's

work. It is the student's responsibility to request the assignment that was missed. Missed tests and quizzes must be made up within one day. The teacher will enforce the district policy regarding absences and tardiness strictly.

Code of Ethics:

Plagiarism or cheating will not be tolerated. These offenses will result in an automatic grade of zero on the assignment. Plagiarism is defined as the act of taking another person's work, writing, or ideas and using them as if they were one's own. Students can avoid plagiarism by citing sources properly in their writing.

Tutorials/AP Exam:

The AP teacher is available after school on specified days for tutoring. In addition, there will be opportunities for a practice AP exam on a specified Saturday.

Summer Reading Assignment:

The summer reading assignment is a mandatory component of this course. This year, students are expected to read 1984 by George Orwell and complete a specified assignment, which is due the first day of school.

Primary Textbook: Arp, Thomas. Perrine's Literature: Structure, Sound, and Sense. Austin: Harcourt Brace College Publishers, 1998.

List of Major Works Required for Course:

1984 by George Orwell
Animal Farm by George Orwell
Beowulf
Jane Eyre by Charlotte Bronte
Wuthering Heights by Emily Bronte
The Canterbury Tales by Geoffrey Chaucer
Frankenstein by Mary Shelley
Hamlet by William Shakespeare
Gulliver's Travels by Jonathan Swift
The Stranger by Albert Camus
Crime and Punishment by Fyodor Dostoyevsky
The Grapes of Wrath by John Steinbeck
The Awakening by Kate Chopin
The Heart of Darkness by Joseph Conrad
The Bluest Eye by Toni Morrison
A Doll's House Henrik Ibsen
The Picture of Dorian Gray by Oscar Wilde

“Trifles”

Additional Titles for Outside Reading:

Sula by Toni Morrison

Their Eyes Were Watching God by Zora Neale Hurston

Grendel by John Gardner

A Prayer for Owen Meany by John Irving

Hunger for Memory by Richard Rodriguez

The Kite Runner by Khaled Hosseini

Wide Sargasso Sea by Jean Rhys

100 Years of Solitude by Gabriel Garcia Marquez

The House of the Spirits by Isabel Allende

List of Short Stories from the Perrine Text Arranged by Elements of Fiction:

Interpretation: Thomas Wolfe, “The Child by Tiger;” **Plot:** Graham Green, “The Destroyers;” Edith Wharton, “Roman Fever;” **Character:** Alice Walker, “Everyday Use;” Katherine Mansfield, “Miss Brill;” **Theme:** Philip Roth, “Defender of the Faith;” Anton Chekhov, “In Exile;” **Point of View:** Willa Cather, “Paul’s Case;” Ernest Hemingway, “Hills Like White Elephants;” **Symbol and Irony:** Albert Camus, “The Guest;” Flannery O’Connor, “Greenleaf;” **Emotion and Humor:** James Thurber, “The Catbird Seat;” Frank O’Connor, “The Drunkard;” **Fantasy:** D.H. Lawrence, “The Rocking-Horse Winner;” Nathaniel Hawthorne, “Young Goodman Brown”

List of Poets that will be read in class from the Perrine Text:

Alfred, Lord Tennyson; William Shakespeare; Wilfred Owen; John Donne; Robert Frost; Thomas Hardy; Emily Dickinson; Sylvia Plath; Langston Hughes; William Wordsworth; Edgar Allan Poe; Elizabeth Bishop; Robert Browning; William Carlos William; Seamus Heaney; John Keats; Walter de la Mare; Philip Larkin; Andrew Marvell; Ralph Waldo Emerson; Walt Whitman; William Blake; Dorothy Parker; Percy Bysshe Shelly; W.H. Auden; John Milton; William Butler Yeats; Benjamin Franklin; Gwendolyn Brooks; George Herbert; Carl Sandburg

Additional Resources:

1100 Words You Need to Know

Advanced Word Power

5 Steps to a 5: AP English Literature

Multiple-Choice & Free Response Questions in Preparation for the AP English Literature and Composition Examination

AP From A-Z Literature Edition

Literature: An Introduction to Fiction, Poetry, and Drama

Grammar Dog (for the various literary works)

Applied Practice Series (for the various literary works)

First Six Weeks:

The Orwellian World (Historical Approach to Literary Criticism)

1984

- Review of summer reading assignment—class discussion novel
- Introduction to historical approach to literary criticism
- Research the historical climate in which the novel was written
- Close reading and annotation of various excerpts from the novel
- Reading journal where students chronicle their responses to the reading [C7]
- Introduction to vocabulary journals where students record and define unfamiliar words
- Comparison and contrast essay
- Essay analyzing how Orwell's use of diction and imagery in the opening scenes of the novel sets the tone for the rest of the work [C2]
- Two Timed writing of Q3 style AP prompts

Sample Prompt from 1994 AP Test:

In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Choose a novel or play of literary merit and write an essay in which you show how such a character functions in the work. You may wish to discuss how the character affects action, theme, or the development of other characters. Avoid plot summary. [C3]

- Opportunity for peer editing, revising, and scoring [C5] and for a writing conference with the teacher, focusing on appropriate diction for the assignment [C11]

Animal Farm [C1]

- Mini-research of historical background of novel
- Further explanation of historical approach to literary criticism
- Research the historical events that led to the writing of the novel
- Close reading and annotation
- Reading and vocabulary journals
- AP multiple-choice style questions using Applied Practice Series

- Formal essay

Prompt:

A variety of forces, rather than a single factor, corrupts the revolution. Write an essay in which you explain which factors influenced the downfall of the animal republic?

- Utilize prewriting activities such as listing and free writing to gather specific details with which to support a thesis statement, not just generalizations [C14]
- Review of outlining techniques and transitional words and phrases to enhance the coherence of the essay [C13]
- Conference with teacher to assess the essay's organization and the inclusion of specific, illustrative details to support the thesis

Beowulf [C1]

- Notes historical time period
- Notes on the epic poem
- Close reading and annotation
- Reading and vocabulary journals

College Essay/Resume

- Various prewriting activities to arrive at appropriate topic
- Emphasis on an effective use of rhetoric, including controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis [C15]
- Use of peer editing with rubric
- Teacher feedback on essay both before and after the student's final revision to ensure diction appropriate to college-level audience, focusing on using a thesaurus when necessary to avoid repetition

Independent Reading: Students will read various stories from the primary textbook.

Second Six Weeks:

The Gothic Novel (Biographical Approach to Literary Criticism)

Wuthering Heights [C1]

- Introduction to literary terms
- Notes on the historical time period for the novel
- Biographical information on the author
- Notes on Romanticism and the Gothic novel
- Introduction to biographical approach to literary criticism
- Examine background reflects on the events of the novel
- Close reading and annotation

- Vocabulary instruction from various vocabulary workbooks
- AP multiple-choice style questions using Applied Practice Series
- Ongoing grammar instruction using Grammar Dog
- Reading and vocabulary journals
- Timed writing for Q2 and Q3 style AP prompts

Sample Timed Writing Prompt from 2008 AP Test:

In a literary work, a minor character, often known as a foil, possess traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weaknesses or strengths of the main character.

Choose a novel or a play in which a minor character serves as a foil to a main character. Then write an essay in which you analyze how the relationship between the minor character and the major character illuminates the meaning of the work.

- Review compound sentences, complex sentences, and compound-complex sentences
- Use of peer editing with rubric
- Teacher conference both before and after students revise their work to help students develop a variety of sentence structures, with an emphasis on coordination and subordination

Jane Eyre [C1]

- Review of literary terms
- Biographical information on the author
- Examine the parallels between Jane Eyre's and Charlotte Bronte's lives
- Annotation and close reading
- Reading and vocabulary journals
- Short reaction papers to various chapters
- Vocabulary instruction from the various vocabulary workbooks
- AP multiple-choice style questions using Applied Practice Series
- Ongoing grammar practice using Grammar Dog
- Multiple timed writings for Q2 and Q3 AP style questions/formal essays

Sample Essay #1:

Read the excerpt of Chapter 5 of Jane Eyre. Then in a well-organized essay, analyze the author's use of onomatopoeia and explain its overall effect on the text. [C9]

Sample Essay #2:

Read the excerpt of Chapter 12 of Jane Eyre. Then in a well-organized essay, discuss the author's views on the societal beliefs of her time as revealed in the passage and analyze the rhetorical techniques she uses to reveal these views to the reader. [C4]

Sample Essay #3:

A Victorian governess had her own social class, meaning that she fit neither with her employer's family nor with the uneducated servants. Jane Eyre clearly exhibits the ambiguous class

standing of a governess in the 19th century. In a well-organized essay, show how Bronte's exhibition of class structure in society contributes to the overall meaning of the novel. Avoid plot summary.

Sample Essay #4:

In Jane Eyre, Mr. Rochester states that "remorse is the poison of life." In a well-organized essay, defend, challenge, or qualify the validity of this statement. Support your position with evidence from your reading, observation, or experience.

- Use of peer editing with rubric
- Teacher-feedback focusing on organization of ideas for coherence and clarity before and after students revise their work

The Canterbury Tales

- Background Information
- Annotation and Close Reading
- Reading and Vocabulary Journals
- Creative Writing Assignment

Prompt:

Write a tale modeled after one of the tales in The Canterbury Tales.

Novel for outside reading: Frankenstein by Mary Shelley and various short stories from the primary textbook.

Third Six Weeks:

Poetry & Shakespeare (Reader Response to Literary Criticism)

Poetry

- Introduction to poetic terms
- Read and analyze various poems from the primary text
- Close reading and annotation
- Reading and vocabulary journals
- Analytical and timed writings on various poems
- AP multiple-choice questions

Sample Essay # 1 from 2009 AP Test:

Students are asked to read "If I Could Tell You" by W.H. Auden and are told that it is a villanelle, a form having strict rules of rhyme, meter, and repetition. The students are instructed to read the poem carefully then to write a well-organized essay in which they analyze how the formal elements of the poem contribute to its meaning. [C8]

- Use peer editing with rubric
- Teacher feedback focusing on using the vocabulary journals during revision to improve word choice on essays

Hamlet [C1]

- Biographical information on William Shakespeare
- Introduction to the historical time period for the play
- Introduction to reader response to literary criticism
- Explore the plurality of meanings that result from reader response criticism
- Introduce elements of drama
- Close reading and annotation
- Reading and vocabulary journals
- Vocabulary instruction from the various vocabulary workbooks
- AP multiple-choice questions from Applied Practice Series
- Ongoing grammar practice using Grammar Dog
- Timed-Writings on Q3 style AP Prompts/Formal Essays

Sample Essay from the 2000 AP Test:

Many works of literature not readily identified with the mystery or detective story genre nonetheless involve the investigation of a mystery. In these works, the solution to the mystery may be less important than the knowledge gained in the process of its investigation. Choose a novel or play in which one or more of the characters confront a mystery. Then write an essay in which you identify the mystery and explain how the investigation illuminates the meaning of the work as a whole. Do not merely summarize the plot.

- Use peer editing with rubric
- Teacher feedback focusing on a variety of sentence structures with an emphasis on subordination and coordination [C12]

Independent Reading: Students will read Gulliver's Travels by Jonathan Swift and various short stories from the primary text. [C1]

Fourth Six Weeks:

Existentialism (Psychological Approach to Literary Criticism)

The Stranger (Students will read this novel over the Christmas break.)

- Introduction to basic tenets of Existentialism
- Introduction to psychological approach to literary criticism
- Historical background for the novel
- Independent reading of the novel using a dialectical journal and a vocabulary journal
- Reaction papers to specified chapters from the novel

Crime and Punishment

- Biographical information on the author
- Historical background for the novel
- Continue reviewing psychological approach to literary criticism
- Recognize the influence of Sigmund Freud
- Close reading and annotation
- Reading and vocabulary journals
- AP multiple-choice questions from Applied Practice Series
- Grammar instruction using Grammar Dog
- Vocabulary instruction from various vocabulary workbooks
- Multiple timed/formal writings

Sample Essay from the 1988 AP Exam:

Choose a distinguished novel or play in which some of the most significant events are mental or psychological; for example, awakenings, discoveries, changes in consciousness. In a well-organized essay describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action. Do not merely summarize the plot. [C9]

- Use of peer editing with rubric looking for use of vocabulary learned in class that six weeks
- Teacher feedback before and after the students revise their work focusing on more appropriate use of existing vocabulary

Poetry: (Short Review of Poetry)

- Review poetic terms
- Read and analyze various poems from the primary text
- Close reading and annotation
- AP multiple-choice questions
- Timed essays on Q1 AP style prompt

Research Paper (Assignment will continue fifth six weeks.)

- Analysis of short story, focusing on plot, theme and characters
- Use of MLA format
- Evaluation of sources
- Review proper use of MLA documentation to avoid plagiarism
- Use peer review with rubric
- Teacher feedback focusing on proper use of MLA documentation

Independent Reading: The Grapes of Wrath by John Steinbeck and several short stories from the primary text [C1]

Fifth Six Weeks

Personal Journeys (Sociological Approach to Literary Criticism)

The Awakening [C1]

- Biographical information on the author
- Historical background for novel
- Introduction to sociological approach to literary criticism
- Examine the sociological concerns expressed in the novel
- Close reading and annotation
- Reading and vocabulary journals
- Vocabulary instruction from the various vocabulary workbooks
- Ongoing grammar instruction using Grammar Dog
- AP multiple-choice questions using the Applied Practice Series
- Timed and Formal Essays

Sample Essay from the 2009 AP Exam

A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning.

Select a novel or play and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.

- Use of peer editing with rubric focusing on utilizing new vocabulary
- Teacher Feedback focusing on organization and clarity of ideas

Heart of Darkness [C1]

- Biographical information on author
- Historical background for novel
- Continue reviewing sociological approach to literary criticism
- Close reading and annotation
- Reading and vocabulary journals
- Vocabulary instruction from various vocabulary workbooks
- AP multiple-choice style questions using the Applied Practice Series
- Timed and formal essays

Sample Prompt from the 2006 AP Exam Form B (Formal Essay written out of class)

In many works of literature, a physical journey—the literal movement from one place to another—plays a central role. Choose a novel, play or epic poem in which a physical

journey is an important element and discuss how the journey adds to the meaning of the work as a whole. [C3,6]

- Multiple drafts of essays with ongoing feedback from peers and teacher
- Use of peer editing using rubric
- Teacher feedback before and after students revise their work focusing on clear organization of ideas and on the inclusion of several textual examples to support the thesis [C6]

Poetry

- Continue reading and analyzing poems from Primary Text
- AP multiple-choice style questions
- Essay on Q3 AP style prompt

Independent Reading: The Bluest Eye by Toni Morrison [C1]

Sixth Six Weeks

Gender Rebellion (Gender Approach to Literary Criticism)

A Doll's House

- Biographical information of the author
- Historical background for the novel
- Introduction to gender approach to literary criticism
- Close reading and annotation
- Vocabulary instruction from various vocabulary workbooks
- Timed and formal essays

Sample Timed Writing from the 2009 AP Exam Form B

- Many works of literature deal with political or social issues. Choose a novel or play that focuses on a political or social issue. Then write an essay in which you analyze how the author uses literary elements to explore the issue and explain how the issue contributes to the meaning of the work as a whole. Do not merely summarize the plot. [C10]
- Use of peer editing with rubric
- Teacher feedback before and after students revise their work to develop a balance of generalization and specific, illustrative detail in the essay

The Picture of Dorian Gray

- Biographical information of the author
- Historical background for the novel

- Review gender approach to literary criticism
- Close reading and annotation
- Reading vocabulary journals
- Vocabulary Instruction from various Vocabulary Workbooks
- Timed and formal essays

Sample Essay Prompt from the 2002 AP Exam

Morally ambiguous characters—characters whose behavior discourages readers from identifying them as purely evil or purely good—are at the heart of many works of literature. Choose a novel or a play in which a morally ambiguous character plays a pivotal role. Then write an essay in which you explain how the character can be viewed as morally ambiguous and why his or her moral ambiguity is significant to the work as a whole. Avoid mere plot summary.

- Use of peer editing with rubric
- Teacher feedback before and after students revise their own work focusing on the inclusion of effective rhetoric in the essays

“Trifles”

- Independent research of author’s biography & historical time period
- Close reading and annotation
- Reading and vocabulary journal
- Reaction paper focused on gender criticism

AP Exam Practice

- Timed multiple-choice exams using released tests and 5 Steps to a 5
- Review Testing Strategies
- Timed Essays using Prompts from Released AP tests
- Review AP Rubric for Scoring Essays
- Self-Evaluation of Essays
- Review Notes from Novels Read Throughout the Year

Independent Reading: Students will choose a title from the following list:

- Sula
- Their Eyes Were Watching God
- Grendel
- A Prayer for Owen Meany
- Hunger for Memory: The Education of Richard Rodriguez
- The Kite Runner
- Wide Sargasso Sea
- !00 Years of Solitude
- The House of the Spirits

