Course Title: AP Literature and Composition

Course #: 1261-1262

Course Description: In this course, students prepare for the AP English Literature and Composition exam. At the same time, they experience the environment of a college class through individual study, class discussions and writing assignments that focus on analysis, literary appreciation, and critical thinking. Using college-level texts, students read a wide variety of literary pieces and literary criticism, with a major focus on global literature. This course also includes an intensive study of representative works of both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. Students write literary criticism essays based on critical readings of multiple sources and academic research of an author and work of their choice.

Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “b” approved

Grade Level: 12

Estimated Homework Per Week: 5 hours, depending on pacing of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 3, English 3 Honors, AP English Language/Composition with a grade of B or higher

Recommended Prerequisite Skills:
- Careful reading and critical analysis of literature from different lenses
- Effective time management and organizational skills
- Proficiency in writing a multi-paragraph essay
- Commitment to the study of literature and ability to formulate mature and perceptive responses to assigned reading and discussion
- Ability to work both independently and cooperatively
- Open-mindedness to new authors, literature and projects.

Course Grade Categories:
- 20% - Tasks
- 20% - Assessments/Projects
- 60% - Analytic Writing
Major Assessments/Units/Topics:

UNIT 1: AP LITERATURE ORIENTATION:
INTRODUCTION/CLOSE READING/LITERARY ANALYSIS SKILLS
During this unit, we will focus on developing close reading skills to enhance your analysis of prose and poetry. These skills are crucial to your success both on the multiple choice portion of the AP exam and the free response essays. The AP Test: What is the AP English Literature Test like? What skills must be mastered; how can students build upon the skills amassed with the school’s core curriculum? MLA style: review of grammar, citation, documentation, works cited, and research skills/note-taking skills. Readings may include poetry, short fiction, and non-fiction.

MAJOR ASSESSMENTS:
Objective Skills Exam
Poetry Explication
AP Essays (Q 1/Q 2)

UNIT 2: DRAMATIC LITERATURE
What vocabulary is needed to discuss the writer’s elements of choice in drama? What are the demands of the drama form upon the writer, and the reader? What is the role of context, literary period, historical and cultural context in understanding a text? Possible Content: Classical Era, Post Romantic Victorian Era, Contemporary American Era* (instructor’s choice).

MAJOR ASSESSMENTS:
Literary Guide Write-Up
On Demand AP Essay (Q3)
Objective Unit Exam

UNIT 3: FICTION
What is the importance of historical, cultural, and authorial contexts to understanding the message and value of a work of fiction? What is the role of setting in reinforcing the theme of a novel? What motifs or symbols lend cohesion to a story? How does the author’s choice of narrative voice serve the thematic purpose of a novel? How do literary lenses influence critical interpretation of the text? Readings may include longer works such as Dracula (Stoker), Jane Eyre (Bronte), novellas such as A Chronicle of a Death Foretold (Garcia Marquez) and The Picture of Dorian Gray (Wilde), and supplementary short stories.

MAJOR ASSESSMENTS:
Research Presentations
Reading Comprehension Assessment
Research Process Essay: Literary Analysis

UNIT 4: POETRY
What vocabulary is needed to discuss the writer’s elements of choice in poem? What are the demands of the poet form upon the writer, and the reader? What is the role of context, literary
period, and culture in understanding a text? Students learn strategic approaches to reading for appreciation and analysis. Poetic elements such as meter, diction, imagery, metaphor, irony, syntax, and tone receive ample attention. Poets frequently represented include Donne, Shakespeare, Wordsworth, the Brownings, Dickinson, Auden, Plath, Whitman, Angelou, and others.*

MAJOR ASSESSMENTS:
Poetry Explication/AP Essay Q1
Literary Elements Assessment
Poetry Responses

UNIT 5: SEMINAR NOVEL
What is the importance of historical, cultural, and authorial contexts to understanding the message and value of a novel? What is the role of setting in reinforcing the theme of a novel? What motifs or symbols lend cohesion to a story? How does the author’s choice of narrative voice serve the thematic purpose of a novel? How are philosophical and religious ideas presented in literature? In the face of adversity, what causes some individuals to prevail while others fail? What is the meaning of life? What is the meaning of life and does that shape our beliefs regarding death? Are we governed/guided by fate, free will, a greater power, or do we fall somewhere on the spectrum between?

MAJOR ASSESSMENTS:
Prompt #3 style in-class essay* (Final Exam)
Annotated Outline
Seminar Novel Research Presentation (Oral, Keynote, Outline, MLA 8)

UNIT 6: SHAKESPEAREAN DRAMA: TRAGEDY AND COMEDY
Shakespeare has an enduring influence on language and classical and popular culture. How did the era in which Shakespeare lived influence and reflect his writing? How has Shakespeare's work influenced our time? How are we indebted to Shakespeare (our indebtedness to Shakespeare's creativity with word and phrase); How did Shakespeare structure language to create meaning and effect? What is poetry? Whether looking at the ways different characters respond to crisis, the way ghosts (literal and figurative) haunt us, or the struggles between individual needs and societal expectations, students have a wealth of resources to consider. (Plays frequently studied: Hamlet, Othello, or King Lear; comedy TBD)

MAJOR ASSESSMENTS:
AP Essay (Q3) Argument Process Essay/on Demand
Hamlet Exam
UNIT 7. POETRY UNIT
What vocabulary is needed to discuss the writer’s elements of choice in poem? What are the demands of the poet form upon the writer, and the reader? What is the role of context, literary period, etc. in understanding a text? What cultural or societal commentary is the author posing through this work of literature? Why is this piece considered a work of literary merit? What impact has it had on subsequent literature and art? How does an author’s style and technique enhance the meaning and significance of a work of literature? How can one prepare for the poetry sections of the AP Exam?

MAJOR ASSESSMENTS:
Literary Analysis Essay/AP Q1
Poetic Literary Glossary Assessment

UNIT 8: ARCHETYPES AND THE HEROIC CYCLE
What are the responsibilities of the individual / society / superpowers in regard to the health of the environment? (local, regional, national or international context can be used) What are the consequences of being unconcerned with nature’s balance/harmony? If any, what are the boundaries of love and sacrifice, and where does one draw the line between them? What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences? Readings may include Seamus Heaney’s translation of Beowulf and excerpts from Joseph Campbell’s The Hero with a Thousand Faces.

MAJOR ASSESSMENT:
Character Analysis
Heroic Journey (J. Campbell) Modern Interpretation
Objective Unit Exam
On Demand AP Essay (Q1/Q3)

UNIT 9: CHALLENGES OF THE MODERN NOVEL
What does a modern novel tell us about history and memory? How do different mediums of communication affect the telling and reception of a story? Identify and analyze themes in prose and provide evidence from the text to support understanding. Identify and analyze the structure, elements, and stylistic devices of contemporary fiction; What is reality and how is it constructed? What tools can the individual use to judge the difference, or draw a line between illusion and reality? What is hypocrisy and what can the individual / subculture / culture do about it? Selections may include Beloved (Morrison), The Remains of the Day (Ishiguro), Bel Canto (Patchett), Atonement (McEwan), or Obasan (Kogawa) (*TBD by instructor).

MAJOR ASSESSMENTS:
Literary Analysis Essay
Literary Criticism Two-Pager
UNIT 10: GREAT POETS – FINAL TEAM TEACHING PROJECT
Explorations in biographical, historical and cultural contexts; literary movements, and criticism; student pairs will choose a poet from the 18th to 21st C and research and study him/her in depth; after researching and analyzing, students will present the poet and a select poem to the class, focusing on analysis and explication.

MAJOR ASSESSMENT:
Oral Presentation (Keynote, Outline, MLA 8)
Full-sentence annotated outline.

ON-GOING STUDY:
- Reading Comprehension
- Vocabulary
- Writing Styles
- Literary Terminology/MLA format
- Preparation for the AP Exam
- Sentence structure and patterns
- AP Practice Exams and Bi-weekly/Writing Instruction
- Rhetorical devices used by the author
- Diction, Tone, Creating individual style
- Performance Tasks: • Timed essays based on past AP prompts • Essay questions as required of college-level writers • Reading / Responding / Analyzing fiction, drama, non-fiction, and poetry • Imaginative writing poetry, drama, and imitative structures • Literary analysis (expository and persuasive) • Personal essays • Interpretative essays • Graphic organizers and other reading strategies