

AP Literature and Composition

Course Description:

“AP Literature and Composition is a demanding course that requires students to engage in the critical and close reading of literature. Students will not be focusing on *what* the author is saying; rather, analyzing *how* the author uses language to produce meaning. Over the course of the school year students will explore a diversity of genres and literary time periods from the sixteenth century renaissance through the post-modern period of today.”

What does that mean? It means the most important requirement for this course is that you read **EVERY** assignment on time and with care. You will need to plan time in your schedule for more reading than most courses require. Poetry, though usually not long, is dense and complicated and should always be read at least twice. Novels in particular require careful planning. Remember, this is a college course. The reading is heavy and the workload is intensive; however, it is not impossible and should improve your time management skills in preparation for college.

Though reading is the crux of our curriculum, you will also be responsible for several writing assignments including analytical, expository, and literary criticism essays, as well as the AP free response questions. You must be familiar with the conventions of Standard English in order to be successful writers. Remember that **ALL** good writing is rewriting; it is a process. Many times, your first draft may only lead you to a solid thesis. Don't be discouraged, be determined.

The structure of our class will be completely student-centered based on the assigned readings and core texts. The number one way to succeed in this class is to be prepared by reading everything on time and with care, as well as by participating in our literature-based class discussions. You must learn to think independently, as well as challenge the ideas of your peers in a respectful manner. My goal for this year is to increase your appreciation for literature and create life-long readers out of you. Passing the AP exam will be an added bonus!

Essential Questions: What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the major ideas of the unit?

- * How does literature help us understand others and ourselves?
- * How has writing become a communication tool across the ages?
- * How does literature reflect the human condition?

- * How does literature express universal themes?
- * How do we go about analyzing and better understanding the techniques and themes of literature?
- * What questions can we ask to get meaning from the text (literary theory questions)?
- * How do the techniques of a given literary piece help to show or manifest the theme/tone of the piece?
- * How do I write a clear thoughtful analytical essay in both timed and prepared formats?

Texts:

- * Perrine's *Literature: Structure, Sound and Sense*
- * DiYanni's *Literature: Reading Fiction, Poetry, and Drama*
- * Norton's *Anthology of Poetry*
- * Foster's *How to Read Literature Like a Professor*
- * Strunk and White's *The Elements of Style*
- * *Bedford Handbook*
- * Novels/Plays (subject to change): *The Oedipus Cycle*, *A Doll's House* and other Ibsen plays, *Hamlet* Shakespeare, *Othello* Shakespeare, *One Hundred Years of Solitude* Gabriel Garcia Marquez, *Invisible Man* Ralph Ellison, *Portrait of an Artist as a Young Man* Joyce, *Ulysses* Joyce, *Paradise Lost* Milton, *Heart of Darkness* Conrad, *As I Lay Dying* Faulkner, *The Metamorphosis* Kafka, *Crime and Punishment* Dostoyevsky, *Catch 22* Heller, *Wuthering Heights* Bronte, *Beloved* Toni Morrison, as well as various short stories and poems and additional novels for independent reading.

****NOTE:** Students are required to annotate ALL texts assigned in class. Annotations are meant for students use in exploring the aspects, artistry and quality of a work. Annotations offer students an opportunity to have a conversation with the text itself, therefore they can be very personal as each work will impact each student differently. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:

- * Questions or comments on the work

- * Connections to other texts, historical events or works of art
- * Identification of theme, motif, characterization, tone, and figurative language

AP Test Prep Books:

- * *5 Steps to a 5* (McGraw Hill)
- * *English Literature: Close Reading and Analytic Writing* (People's Education)
- * *Rhetorical Devices: The Study of the Effective Use of Language*
- * *AP Literature and Composition* (Princeton Review)
- * *AP Literature and Composition* (CliffNotes Review)
- * *AP Literature and Composition* (Barron's)

Materials Needed:

- * Binder
- * Pens/Hi-Liters/sticky notes... whatever you use to annotate text Relevant text(s)
- * A positive attitude, a strong work ethic, and your brain!

Grading Policy:

- * Writing Assignments..... 50%
- * Quizzes/Tests/HW/Participation 25%
- * Test Preparation..... 25%

Revision Process:

All good writing is rewriting, therefore all writing assignments will follow a revision process including teacher feedback, individual writing conferences and peer editing and review. The following components will be addressed in the revision process of ALL writing assignments:

- * Development of vocabulary- Students will study common roots to improve vocabulary skills and integrate a wide-range of vocabulary in writing.

- * Development of sentence structure - Students will learn sentence mapping and apply this knowledge to develop a variety of sentence structures to be used in writing process.
- * Development of effective voice - Students will revise writing to develop both an appropriate voice for the intended audience and an appropriate tone to match.
- * Development of logical organization - Students will employ the use of graphic organizers and reverse outlining to focus on improvement of repetition, transitions and emphasis.
- * Development of a balance of detail - Students will learn to balance generalization and illustrative detail through a process of highlighting supporting details throughout writing assignments.

Submissions: For the purposes of our English class, we will be using Turnitin to submit ALL formal written assignments. Assignment submission can be accessed through the Schoology website. All assignments are due on the pre- assigned date no later than 11:59pm.

Policies and Procedures:

- * **RESPECT:** Respect yourself, your classmates, your teachers, and the classroom at all times.
- * **A DUE DATE IS A DUE DATE: I do not accept late homework assignments under any circumstances; 20 points** will be deducted **each day** for a project or essay that is late. All work must be submitted directly to me whether handed in during class or submitted on the electronic writing portfolio.
- * **CHEATING AND PLAGIARISM:** There is a zero tolerance policy for cheating. Plagiarism is a serious offense and will not be tolerated in any form. Any student who is caught plagiarizing will receive a zero on the assignment without having the opportunity to make it up and will be subject to appropriate disciplinary action. Unless otherwise stated, homework is not a group activity. If your homework is identical to another student's, all parties will receive a zero.
- * **ABSENCE FROM CLASS:** If you miss work due to absence, you have the number of days you were absent to make up that work. It is your responsibility to keep track of missed work and to schedule a make up time (if necessary) in a timely fashion. Failure to do so will result in a zero for missing assignments. Keep in mind major assignments are due on the assigned dates even if you are not in school that day.

* **ALL SCHOOL RULES APPLY**

* **EXTRA HELP:** Extra help is available by appointment only. Please discuss with me in person, or contact me via email 24 hours in advance. There is an AP Literature speciality homeroom available to students who are require extra help. If you are scoring lower than a 70% in the class, you will be placed in this homeroom to help increase your grade.

Other Details:

* Please note that this syllabus is subject to change over the course of the year.

* **Cell phones must not be visible and text messaging is strictly prohibited!**

ON GOING UNIT [SEPTEMBER-MAY]: Poetry Analysis

Texts: Diversity of poems from a variety of poems found in the DiYanni, Norton, and Perrine anthologies. Some poets include but are not limited to: Maya Angelou, Matthew Arnold, Elizabeth Bishop, William Blake, Emily Bronte, Robert Browning, Samuel Coleride, Countee Cullen, e.e. cummings, Emily Dickinson, John Donne, Ralph T.S. Eliot, Waldo Emerson, Thomas Hardy, Ernest Hemingway, Langston Hughes, John Keats Andrew Marvell, Claude McKay Wilfred Owen, Sylvia Plath, Percy Shelley, William Shakespeare, Alfred Lord Tennyson, Henry David Thoreau, Edith Wharton, Walt Whitman, William Carlos Williams, William Butler Yeats

Essential Questions:

- * What is poetry?
- * How does poetry differ from prose?
- * Why is it important to close read a poem? How do you close read a poem?
- * What does the speaker of a poem reveal about the author?
- * How does poetry reflect the society, culture, and times in which it was written?

Unit Expectations:

- * Students will immerse themselves in a wide variety of poetry from a diversity of poets, literary time periods, and poetics structures.
- * Students will practice analysis by learning how to explicate a poem and by using both multiple choice questions from past AP exams and writing responses to former AP

prompts.

* Students will decode how poets create meaning through the manipulation of language.

* Students will learn the importance of figurative language in poetry and its intended effect for readers.

* Students will work independently, as well as, in small and large groups to deconstruct poetry and understand the power of concise expressions of feelings.

****NOTE:** Students are required to annotate ALL texts assigned in class. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:

* Questions or comments on the work

* Connections to other texts, historical events or works of art

* Identification of theme, motif, characterization, tone, and figurative language

Writing:

Poetry Analysis Analytical Essay Choice Prompt(s)

Option #1: Select three poems from the same author. Close read each one and come up with an original thesis that discusses one or more of the following topics: the poet's characteristic subjects, attitudes and themes; the kinds of life with which the poet characteristically deals; the poet's preferred literary forms; the tones; the poet's vision; etc. Write an essay exploring the selected topic(s) and how it reveals the overall meaning of the poems.

Option #2: Select three poems from the same literary time period. Close read each one, come up with an original thesis and write an essay that discusses how the authors either conform or deject the norms of the time in which they were written; furthermore, what this reveals about the authors themselves. You may want to consider the audiences reaction to these poems during the time and whether or not the same reaction exists today.

Option #3: Select three poems from any three authors. Close read each one and come up with an original thesis that explores one of the following topics: a common feature (subject matter, form, poetic devices); a similar thematic concern (love, war, art, adolescence, racial conflict, social injustice); or forms of literature (sonnets, dramatic monologues, etc.) Discuss the commonalities and how it enhances the overall meaning of the poems.

Option #4: Select three poems from either the same author or three different ones. Develop your own idea for analysis and come up with an original thesis for an analytical essay addressing both the artistry and quality of the author's work. You must have your idea approved prior to writing.

**NOTE: Students will also complete timed writing assignments of Q1 essay questions from previous AP Literature exams.

The Short Story Unit:

Texts: "Hills Like White Elephants" Ernest Hemingway, "A & P" John Updike, "A Rose for Emily" William Faulkner, "Babylon Revisited" F. Scott Fitzgerald, "How I Met My Husband" Alice Munro, "Boarding House" James Joyce, "The Yellow Wallpaper" Charlotte Perkins Gilman, "The Rocking Horse Winner" D.H. Lawrence, "Everything That Rises Must Converge" Flannery O'Conner, "Girl" Jamaica Kincaid, "Misery" Anton Chekov, "Barn Burning" William Falkner, "Everyday Use" Alice Walker, "A Good Man is Hard to Find" Flannery O'Conner, "A Clean, Well-Lighted Place" Ernest Hemingway, "A Modest Proposal" Jonathan Swift, "The Dead" James Joyce, "A Worn Path" Eudora Welty", "The Swimmer" John Cheever, "Sonny's Blues" James Baldwin, "The Drunkard" Frank O'Connor, "Miss Brill" Katherine Mansfield, "Life After High School" Joyce Carol Oates

Essential Questions:

- * How do authors use the resources of language to impact an audience?
- * Can literature serve as a vehicle for social change?
- * How are belief-systems represented and reproduced through literature?
- * How does the study of literature help individuals construct an understanding of reality?
- * Why is it important for people and cultures to construct narratives about their experience?
- * Are there universal themes in literature that are of interest or concern to all cultures and societies?

Unit Expectations:

- * Students will review basic elements of a short story theme, structure, setting, character, point of view, symbolism, style, tone, irony, and stream of consciousness.
- * Students will practice AP prose writing prompts and multiple-choice questions

- * Students will be responsible for teaching the class about one (or more) of the above short stories and a particular literary device/theme.

****NOTE:** Students are required to annotate ALL texts assigned in class. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:

- * Questions or comments on the work
- * Connections to other texts, historical events or works of art
- * Identification of theme, motif, characterization, tone, and figurative language

Writing:

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

Read “Miss Brill” from paragraph 8 to the end of the story; then write an essay in which you analyze how Mansfield characterizes “Miss Brill” through her relationships to others. Refer to such elements as symbolism, point of view, and epiphany.

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

Read Anton Chekhov’s “Misery” carefully. Then, in a well-written essay, analyze how the author employs elements such as point of view and characterization (including dialogue) to render a commentary on social behavior and human needs.

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

In a well-organized essay on “A Worn Path,” show how Eudora Welty employs such literary elements as diction, symbolism, irony, and understatement to give significant meaning to Phoenix’s journey.

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

Write an essay in which you analyze how Gilman explores the boundary between madness and

sanity in “The Yellow Wallpaper.” Pay particular attention to such literary elements as symbolism and point of view.

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

Read “The Drunkard” carefully. Then, in a well-organized essay, analyze how the complex interaction of humor and pathos contributes to the story’s overall effect.

AP Practice: AP English Literature and Composition Free Response— (Note: May be timed)

The element of time plays an important role in many of Faulkner’s works. Consider the author’s use of time in narrating “A Rose for Emily”: think about when events occur in relation to each other in the narrative, and at what points the reader learns important information that explains or predicts outcomes – foreshadowing. In a well-written essay, analyze the story’s use of time, and show how it contributes to the story’s unity and prepares the reading for its conclusion.

Invisible Man Unit

Texts: *Invisible Man* - Ralph Ellison, *How to Read Literature Like a Professor* - Foster

Essential Questions:

- * How do authors use the resources of language to impact an audience?
- * Can literature serve as a vehicle for social change?
- * How are belief-systems represented and reproduced through literature?
- * How does the study of literature help individuals construct an understanding of reality?
- * Why is it important for people and cultures to construct narratives about their experience?
- * Are there universal themes in literature that are of interest or concern to all cultures and societies?

Unit Expectations:

- * How to make cultural connections between the literature read and our modern world

- * Evaluate the cultural, political and social changes for the time period assigned to the text and how these elements impact the story
- * Identify, analyze and assess the literary devices and language used in the text
- * Analyze and examine genre, structure, tone, language, significance, themes and relevancy
- * Critically judge a piece of literature focusing on literary devices

Writing:**AP Practice: 2004 AP Literature and Composition Open Question—Timed Writing:**

Critic Roland Barthes has said, “Literature is the question minus the answer.” Choose a novel or play and, considering Barthes’ observation, write an essay in which you analyze a central question the work raises and the extent to which it offers any answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. Avoid merely providing a plot summary.

Literary Analysis - Perfect Passages:

Consider which three text passages throughout the whole text are those that you believe to best represent Ralph Ellison’s writing style and, of those, which single text passage represents the meaning of the book as a whole.

Classical and Modern Drama Unit: The Tragedy Then and Now

Texts: *Oedipus Cycle*, Aristotle’s “Poetics”, Miller’s “Tragedy and the Common Man”

Essential Questions:

- * How does fate influence our future?
- * Is it always good to know the truth?
- * How is being blind both helpful and hurtful to man? Society as a whole? How do we shape and form our identities?
- * How has the definition of family changed over time?
- * What makes a tragic hero?
- * Is it possible for a common man to be a tragic hero?

Unit Expectations:

- * Students will understand the elements of Greek and modern drama, dramatic irony, and thematic lessons in drama.
 - * Students will practice close reading skills looking at how an author creates and manipulates language for a dramatic effect.
 - * Students will examine Aristotle's definition of tragedy in relation to the two texts and determine if it applies to one text more than the other.
 - * Students will discuss themes of fate, free will, metaphorical/physical, blindness, knowledge, the role of women, familial relationships, and alienation.
- **NOTE:** Students are required to annotate ALL texts assigned in class. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:
- * Questions or comments on the work
 - * Connections to other texts, historical events or works of art
 - * Identification of theme, motif, characterization, tone, and figurative language

Writing:

***Oedipus* Essay**

Novelists and playwrights have often seen madness with a “discerning Eye.” In the Sophocles trilogy, the characters’ apparent madness or irrational behavior plays an important role. Think of their behavior in these plays in terms of Dickenson’s philosophical meaning of madness. Then write a well-organized essay in which you analyze how Sophocles’ “discerning eye” illustrates Dickenson’s of madness and explain how this madness or irrational behavior might be judged reasonable.

The Tragic Hero Unit

Texts: *Hamlet*, *Othello* Essential Questions:

- * How do we form and shape our identities?
- * Is humankind inherently good or evil?
- * What is the relationship between decisions and consequences?
- * How can a person’s decisions and actions change his/her life?

- * How do the decisions and actions of characters reveal their personalities?
- * How do decisions, actions, and consequences vary depending on the different perspectives of people?
- * How did Elizabethan society's belief systems with regard to religion, science, and culture influence Shakespeare in the writing of *Hamlet* and *Othello*?
- * How does language set the tone, develop the physical setting, introduce themes, reveal character traits? * How does gender and class affect the characters and events of *Hamlet* and *Othello*?

Unit Expectations:

- * Students will focus on characterization of the two primary Shakespearean tragic heroes and compare/ contrast their purpose, motives, attitudes, and actions.
- * Students will examine Aristotle's definition of tragedy in relation to the two texts and determine if it applies to one text more than the other.
- * Students will look at how Shakespeare manipulates language to create a specific dramatic effect.
- * Students will focus on diction, point of view, imagery, humor, the qualities of the tragic/ tragic hero, and important quotations in both texts through small group work and Socratic Seminars.
- * Students will discuss themes/motifs including jealousy, revenge, the role of women, familial relationships (husband/wife, father/son), manipulation, and war.
- **NOTE: Students are required to annotate ALL texts assigned in class. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:
 - * Questions or comments on the work
 - * Connections to other texts, historical events or works of art
 - * Identification of theme, motif, characterization, tone, and figurative language

Writing:

***Hamlet/Othello* Literary Criticism Essay:**

In class we have studied and looked at William Shakespeare's play *Hamlet* and *Othello* through a variety of critical literary lenses. For your final writing assessment you will be writing a four

page critical essay using one of the lenses we have explored in class: Formalism, Structuralism, Post-Structuralism, Marxism, Feminism, Psychoanalysis, or New Historicism on ONE of the Shakespearean tragedies. You will also be required to find at least one peer-reviewed source from EBSCO to use as support for your argument.

AP Practice: 2003 AP English Literature and Composition Open Question—Timed Writing:

According to critic Northrop Frye, “Tragic heroes are so much the highest points in their human landscape that they seem the inevitable conductors of the power about them, great trees more likely to be struck by lightening than a clump of grass. Conductors may of course be instruments as well as victims of the divine lightening.” Select a novel or play in which a tragic figure functions as an instrument of the suffering of others. Then write an essay in which you explain how the suffering brought upon others by the figure contributes to the tragic vision of the work as a whole.

History and Literature Unit: How Writing Reflects the Times Texts: *Heart of Darkness* Conrad

Essential Questions:

- * What were the major causes of the imperialism after 1880?
- * How did nationalism come to affect colonial peoples and colonizing countries?
- * How can political and social issues of a period influence a writer’s content or how might they contribute to significant ideas in a text?
- * How did the social, political and religious context of Europe during the late 19th Century influence Joseph Conrad’s writing of *Heart of Darkness*?
- * What does *Heart of Darkness* reveal about the human condition?
- * What is Conrad saying about the human condition and *how* is he saying it?
- * How does the angle of narration impact your view of the narrator’s credibility?
- * Is there such a thing as insanity in a world that has already gone insane?
- * What is the significance of the opposition of light and darkness in the work? Inside and outside?

* How does Conrad use *Heart of Darkness* to respond to cultural values on the Belgians and their treatment of the Congolese?

* What is, in the end, the real “Heart of Darkness”?

Unit Expectations:

* Students will deconstruct the major themes and symbols in *Heart of Darkness*.

* Students will analyze Conrad’s syntax, language, details, diction, imagery, and identify various literary devices found in the text.

* Students will analyze characters and irony within the novella.

* Students will understand imperialism and how it affected Conrad’s writing.

* Students will make connections between works of art and the text;

* Students will apply their literal understanding and make connections with the text, the time period and current day.

****NOTE:** Students are required to annotate ALL texts assigned in class. Students may keep annotations in a journal, on sticky notes, or in the margins of the text. Annotations should include, but not be limited to:

* Questions or comments on the work

* Connections to other texts, historical events or works of art

* Identification of theme, motif, characterization, tone, and figurative language

Writing:

Critical Lens Analysis:

Research critical articles and apply one of the various critical lenses studied in class (formalist, historicist, feminist, marxist, etc.) to the reading of *Heart of Darkness*.

Heart of Darkness: **2000 AP Literature and Composition Open Response #3—Timed**

Writing:

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.

***Heart of Darkness*: 2009 AP Literature and Composition Open Response #3—Timed Writing:**

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.

The Evolution of an Author Unit

Texts: *Portrait of An Artist As a Young Man* **Joyce**; *Dubliners* **Joyce**; *Ulysses* **Joyce**

Essential Questions:

- * How does literature reflect the ideals of a society?
- * How does an author's personal experience influence his work?
- * How does an author's work change and develop over the course of his career?
- * What is the relationship between an author, his environment/society and his text?
- * How do authors use the resources of language to impact an audience?
- * How are belief-systems represented and reproduced through literature?
- * How does the study of literature help individuals construct an understanding of reality?
- * Why is it important for people and cultures to construct narratives about their experience?

Unit Expectations:

- * Students will analyze Joyce's syntax, language, details, diction, imagery, and identify various literary devices found in the text.
- * Students will analyze characters and symbolism within the text.

* Students will understand religious and political influence on Joyce's life and how it affected his writing.

* Students will make connections between works of historical events and the text;

* Students will apply their literal understanding and make connections with the text, the time period and current day.

Writing:

Using these three texts by James Joyce, *Portrait of An Artist As a Young Man*, *Dubliners*, *Ulysses*, develop an original thesis that discusses one or more of the following topics: the author's characteristic subjects, attitudes and themes; the author's developing literary form; the tones; the author's vision; etc. Write an essay exploring the selected topic(s) and how it reveals overall meaning, and how it develops and changes over the course of the author's career.

STUDENT CONTRACT

I, _____, have read the course syllabus and understand what is required of me in AP Literature and Composition for the 2018-2019 school year. I understand that AP is a college level course; therefore, I will be expected to perform at a college level in reading and writing to meet more rigorous academic classroom requirements. I am aware that the AP Literature and Composition Exam will be offered in the spring and my efforts in class will reflect my score on the test. I know that the completion of this course is necessary for my graduation in June.

I am also aware of both the grading policy, as well as, the late policy. I understand that no assignments will be accepted late, cell phones and text messaging are strictly prohibited, and all school rules apply. I am familiar with Piscataway's zero tolerance policy for cheating/plagiarism and the consequences if I do cheat. I fully understand all of the classroom procedures and know that extra help is available to me both before and after school by appointment.

I promise to utilize the class Schoology website as a resource. Lastly, I understand that if I break any of these rules or procedures, appropriate action will be enforced including: teacher detention, phone calls to parents, referrals, suspension, or failure for the marking period.

_____ (Student Signature)

_____ (Date)

_____ (Parent/Guardian Signature)

_____ (Date)