

# Providence Public Schools District

## Advanced Placement English Literature and Composition

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### **Course Overview:**

This course is designed to reflect the overview and goals described in the AP English Literature and Composition Course Description published by the College Board. Following that document's introduction students will:

Read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they get to know a few works well. They 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 will provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Students will spend time in and outside class preparing for the Advance Placement Literature and Composition Exam in May. All students enrolled in the class are expected to take the exam. Advanced Placement English is a rigorous and intellectually demanding class, which requires consistent effort and puts emphasis upon developing independence of thought and critical thinking. Active participation in classroom discussion is necessary and allows students to develop and test their ideas. There will be a wide variety of discussion formats, ranging from Socratic Seminars to small groups. Frequent written assignments, short and long-term, formal and informal, will be essential components of the course. Students will practice writing to understand, explain, interpret and evaluate in a variety of exploratory, analytical and argumentative essays. AP teachers require the use of the turnitin.com website to combat plagiarism.

## UNIT I: SUMMER READING

**Name:** Summer reading. First week of school.

**Content or Skills Taught:** Introduction to literary analysis. Using their guide to literary criticism, students will examine literary concepts such as: the quest, biblical allusions and Christ imagery, the potential meaning of the seasons and weather, eating and communion, mythological allusion, symbols and irony.

**Major Assignments:** Students independently read:

- One novel
- One book of short stories by a single author
- An introductory guide to literary criticism

**Assessment:** Test given during the first week of school will be 20% of student's first quarter grade.

- An objective test on the short stories and/or the novel
- An essay synthesizing the guide to literary criticism and one work of fiction

Sample essay question: In a well-supported and organized essay, explore the central ideas of "Hunters in the Snow" by Tobias Wolff using at least three analysis suggestions from Foster's *How to Read Literature Like a Professor*.

This assignment may be either a take home essay or an open book in class essay.

**Texts:** Students will choose from the following list:

- *How to Read Literature Like a Professor* by Thomas C. Foster
- *Interpreter of Maladies* by Jhumpa Lahiri
- *The Snows of Kilimanjaro* by Ernest Hemingway
- *Song of Solomon* by Toni Morrison
- *Going After Cacciato* by Tim O'Brien
- *The Road* by Cormac McCarthy
- *The Tortilla Curtain* by T. Coraghessan Boyle

## UNIT II: COLLEGE ESSAY

**Name:** The college essay. Two weeks

**Content:** Students will examine sample college essays as well as the feedback given by admission officers; students will read and discuss specific prompts from past college applications and read a variety of advice articles written by college admission officers. Students will write, and peer edit two personal reflective essays.

**Skills:** Writing practice in: sentence structure variety, logical and effective organization, descriptive vocabulary using active verbs and sophisticated nouns, and establishing and maintaining a distinct and appropriate voice.

**Assignments and Assessments:**

College essay. The students will write two drafts which will undergo peer and teacher review. These editing sessions will focus on syntax, effective transitions, organization, diction and voice. Students are encouraged to write a variety of essays about more than one topic. Helpful in this task is taking a personal inventory of important people and events in the students' lives and their developing philosophies about life, love, family, friends, community, and the world.

**Text:**

Use internet sources for model essays and professional advice.

## **UNIT III: SHORT FICTION AND LITERARY ANALYSIS**

**Name:** Study of short stories and an introduction to literary analysis. Eight weeks.

**Content or Skills Taught:** This unit will be organized around the elements of fiction introduced in *Perrine's Literature Structure, Sound, and Sense*

- Character: flat, round, static, stock, protagonist, antagonist, epiphany
- Plot and Structure: conflict, suspense, dilemma, plot manipulation
- Theme: guidelines for theme identification and statement
- Point of View: omniscient, third-person, first person, objective
- Symbol: including allegory and fantasy
- Humor and Irony: verbal, dramatic and situational

**Writing Skills:**

- Students will practice appropriate and effective use of specific supporting details, quotation integration, controlling tone as well as varied and appropriate diction and varied sentence structure.
- Students will also learn to recognize the elements of literary and commercial fiction and be able to identify and discuss these elements in short fiction.
- Students will examine short stories in terms of the elements and motifs discussed in *How to Read Literature Like a Professor* by Thomas C. Foster.
- Students will study vocabulary in context.

**Assignments and Assessments:** See appendix for a selection of assignment guidelines.

- Response notebook

- 2-3 short interpretive/analytical essays. Topics will include: analyzing characters in terms of direct or indirect presentation, analyzing elements of convincing characterization, analyzing a story's commercial and/or literary elements, discussing how theme is supported through characterization, point of view, and setting, relating stories to motifs such as the quest, the seasons, and coming of age.
- Peer editing and revising workshop focusing on using textual evidence and support and writing style in the above essay assignment.
- AP prose analysis practice (in class and timed), edited and revised.
- Discussion and scoring of AP model essays based on College Board rubric.
- Class discussions to include: small groups, jigsaw, fish bowl, Socratic Seminar, and Spar debate.
- Objective tests, objective quizzes
- Short story lesson/group presentation (one group per week). Students will present/teach a short story to the class using all elements and literary terms learned. Students will research author information and include a visual aid in their presentations (see appendix for assignment guidelines).

**Text:**

- 15-25 short stories from *Perrine's Literature Structure, Sound and Sense*, ninth edition, Thompson Wadsworth, 2006.
- *How to Read Literature Like a Professor* by Thomas C. Foster.

## UNIT IV: THE NOVEL

**Content:** Eight to nine weeks. Students will read and study 4-5 novels of literary merit. *The Bluest Eye*, *Wuthering Heights* and *Ceremony* will be read as a whole class. Other titles may be read as outside reading or in literature circles concurrent with other units.

Students will investigate and apply some of the following elements and concepts relating to the novel:

- **Theme:** May include discussions such as how literary elements in *Ethan Frome* and/or *The Bluest Eye*, *The Invisible Man* support and enhance the themes of desperation and isolation and/or how representations of culture and community support and enhance themes of personal growth and redemption in *Ceremony*, *The Scarlett Letter*, *Their Eyes Were Watching God* and *The Color Purple*.
- **Character:** How the qualities, flaws and development of protagonists and antagonists contribute to meaning. May include discussion of code hero in *All the Pretty Horses*, antihero in *Wuthering Heights* and bildungsroman in *The Bluest Eye*.
- **Style:** May include discussions such as how syntax, diction and punctuation enhance meaning in *The Color Purple*, *The Bluest Eye*, *Their Eyes Were Watching God*, *Frankenstein* and *Wuthering Heights*. Point of view: How point of view and shifts in point of view contribute to tone and meaning in *The Bluest Eye*, *Frankenstein*, *The Brief Wondrous Life of Oscar Wao*, *The Poisonwood Bible*, *The Color Purple* and *Wuthering Heights*.

- **Setting:** May include discussions such as how setting contributes to meaning in *Ethan Frome*, *All the Pretty Horses*, *Wuthering Heights* and *The Poisonwood Bible*

**Skills:**

- Continued study of vocabulary in context.
- Writing an analytical/argumentative essay, using sufficient textual support, logical organization, and mature syntax and vocabulary.

**Assignments and Assessments:**

- Author presentation. Group presentation of biographical information on authors studied during the unit. Presentations must include information on author's early life, education, works, awards and style. Presentation must include a visual and class participation component. Presentations will be spaced throughout the eight-week unit.
- 2-3 AP open-ended, timed essays, peer edited and revised.
- Discussion and scoring of AP model essays based on College Board rubric.
- 2-3 page analytical/argumentative paper on one novel selection in which students take a position on the author's style and its impact on theme.
- Peer editing and revising workshop on above essays focusing on appropriate and balanced use of textual support, organization, syntax, diction and persuasive techniques.
- Response notebook.
- Text annotation. Students will practice "marking-up" using post-its to flag compelling passages, repeated patterns and images, possible symbols and notable examples of author's style. Notes will provide a basis for text-based class discussion.
- Objective quizzes and tests for each novel.
- 2 hour midterm exam: AP style multiple choice and an AP open-ended essay prompt, as well as objective and short answer questions on literary terms and four of the novels.
- Novel Study. Completed in the following unit, this project requires students to apply concepts from the novel unit to an independent reading choice. Students will be encouraged to choose from novels by authors studied during this unit in order to deepen their understanding and appreciation of one author's style (see appendix for assignment guidelines).

**Text:** 4-6 novels chosen from the following:

- *All the Pretty Horses* by Cormac McCarthy
- *Ceremony* by Leslie Marmon Silko
- *Chronicle of a Death Foretold* by Gabriel Garcia Marquez
- *Wuthering Heights* by Emily Bronte
- *Invisible Man* by Ralph Ellison
- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Color Purple* by Alice Walker
- *The Poisonwood Bible* by Barbara Kingsolver

- *Frankenstein* by Mary Shelley
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *The Brief Wondrous Life of Oscar Wao* by Junot Diaz
- *Jane Eyre* by Charlotte Bronte
- *The Bluest Eye* by Toni Morrison
- *Great Expectations* by Charles Dickens
- *The Old Man and the Sea* by Ernest Hemingway
- *Ethan Frome* by Edith Wharton

## **UNIT V: POETRY**

**Name:** The study of poetry and its literary elements. Nine to ten weeks.

**Content:** This unit will begin with an exploration of what makes poetry a unique artistic and literary form. Students will practice reading poems orally and will be encouraged to appreciate the sound and feel of poems before delving into more in depth interpretation, analysis and evaluation. Students will read a broad range of poetry ranging from sixteenth century to contemporary works. The unit will be organized around the elements of poetry including:

- Denotation and Connotation
- Imagery
- Figurative language including:
  - Figures of contrast and correspondence
  - Symbol and allegory
  - Paradox, overstatement, understatement and irony
- Allusion
- Sound Devices
- Rhythm and Meter

**Skills:**

- Writing effective thesis statements, appropriate and effective use of analytical language, literary terminology and textual details.
- Writing in timed essay situations.
- Continued study of vocabulary in contexts.

**Assignments and Assessments:**

- Individual and group paraphrasing and explication.
- Poetry explication essay, peer edited and revised.
- Editing workshop of the above essay will focus on: writing clear and concise thesis statements, using textual details as evidence of meaning and style, using analytical language to communicate how style supports theme.

- 2-3 timed, in-class essays based on AP Free-Response Poetry Prompt, one of which will be peer and teacher edited and revised.
- Discussion and scoring of AP model essays based on College Board rubric.
- Response notebook
- Objective tests and quizzes
- Argumentative essay: Discuss the artistry and quality of a newly published poem, peer-edited and revised.
- Editing workshop for the above essay will focus on: effective thesis statements, correct use of poetry terms, using textual detail to explain student's judgment, and using other persuasive techniques such as repetition and emphasis.
- Shakespearian Sonnet memorization and recitation.
- Writing poetry.
- Poetry Presentation. In small groups students will teach the elements and central ideas of a poem not previously studied in class (see appendix for assignment guidelines).

**Texts:**

Poetry section of *Perrine's Literature: Structure, Sound and Sense*, ninth edition.

## UNIT VI: DRAMA

**Name:** The study of drama and its literary elements. Six weeks.

**Content:** This unit will focus on the literary and cultural contribution of theatre by studying three classic plays representative of three distinct socio-economic and historical contexts. Students will discuss and write about the converging themes in these significant plays. This unit will focus on the elements of drama including:

- Tragedy/Comedy
- Tragic Hero
- Realistic/Nonrealistic
- Protagonist/Antagonist
- Foil character
- Catharsis
- Rising Action/Falling Action
- Climax/Denouement

**Skills:** Re-enforcement of previous writing skills.

**Assignments and Assessments:**

- Reading three plays, including short classroom performances.
- Classroom exercise on subtext in drama.
- Tests on each play, objective and short answer.

- Answering an AP prompt relating to a dramatic passage.
- Response notebook

**Texts:**

- *Death of a Salesman* by Arthur Miller
- *Oedipus Rex* by Sophocles
- *A Doll's House* by Henrik Ibsen
- *Hamlet* by William Shakespeare

Please note: Students have read one Shakespeare play as part of the English curriculum for underclassmen.

Enrichment: If possible, AP students should attend 1-2 plays per year at a local professional repertory company. Recent plays seen are: The Crucible, A Doll House , and The Fantasticks

## UNIT VI: LITERARY ANTHOLOGY

**Name:** Personal Literary Anthology. Two weeks.

**Content and Skills Taught:** This is a culminating high school record of the student's literary influences, inclinations, creations, and interests and is meant to be a keepsake. This project will take place after the AP exam in May.

**Assignment:** The requirements for this assignment are as follows:

- A creative cover.
- Uniform standard margins, fonts and pagination
- Creative title page.
- Table of Contents.
- Introductory first person essay discussing theme/approach/interests.
- 15, 1 page entries.
- Personal reflections.
- Illustrations.
- 2 prose excerpts.
- 3 poems.
- 2 song lyrics.
- 1 original work
- 7 other choices from various genres.
- Optional are: dedication page, afterword page, and inspirational quotes.

**Assessment:** Students will be graded on their preparation, presentation, and final anthology product. Rubrics include elements such as seriousness of effort, appropriate use of class time, creativity, as well as completeness and quality of the final product.

Appendix:

## **Response Journal/Notebook Guidelines**

### **AP English Literature and Composition**

Your notebook should be the place in which you collect and document your thinking about both the reading and the writing you do this year in class. It may take many forms and may change and evolve over time. It has many purposes and benefits which will sometimes seem unclear to you but at the very least it should be both an assessment tool for me and a learning tool for you. Students in the past have both loved and hated this assignment. Here are the basics (see “Homework and Class Participation Rubric for grading”):

- Your notebook should take the form of a one subject spiral notebook that is only used for this class. Please do not do calculus problems in your response journal.
- You must fill the equivalent of one notebook page for every day we have class—exactly when you write is up to you. It’s likely that you will get more out of this assignment if you don’t complete it all the night before it is due.
- You must date and title each entry.
- When referring to a text, provide reference information.
- For a passing grade, you need to show evidence of insightful, original thought about the subject matter of the class—this includes assigned reading, independent reading, class discussion, your own writing and the writing of your peers.
- Your response journal may contain a combination of any of the following:
  - Notes on class discussion
  - Informal in-class writing
  - Responses to assigned reading
  - Responses to significant words, sentences or passages from the reading or other sources
  - Answers to discussion questions found after reading in text.
  - Questions about the reading
  - Comments on or responses to current issues related to class discussion or content

If you need more ideas or suggestions, just ask. This is your notebook—go where you want to with it—what I’m looking for is serious thought and effort.

## **Short Story Lesson Group Presentation Guidelines**

### **AP English Literature and Composition**

**Objective:** to lead your classmates to an insightful understanding of your selected short story. Your lesson should focus on the following question: How does the author of (short story) use (short story elements) to convey the central theme of the work?

Please follow these guidelines for your lesson:

- All members of your group must participate
- You are responsible for the entire class period
- Your lesson should not be based solely on “teacher presentation” but should include some activity which involves active class participation.

Your group must turn in the following typed written work:

- Lesson plan or outline
- 3-5 discussion questions (other than those found in the text)
- 5 rigorous multiple choice questions to be used on the short story test.

See calendar for preparation and due dates.

### **Sample Lesson Plan Template**

Objectives:

Materials:

Activities:

Who:	What:	Time:

## **Novel Study Guidelines**

### **AP English Literature and Composition**

The subject of your novel study must be a novel of accepted literary merit (see AP list). The purpose is to increase both the breadth and depth of your literary knowledge. Your Novel Study must include the following components:

- A novel profile (see attached form).
- A detailed outline (including thesis statement and support quotations) for an essay based on one of the open ended AP prompts from past exams.
- A one page analysis of connections to other works of literature, your own experience and universal themes.
- Four significant quotations with a reflection and analysis for each. Reflections should be at least one healthy paragraph each.
- A visual or graphic representation of a scene, character or theme from the novel. Visual should be interpretive rather than simply representational. Think outside the box. Please do not just copy the cover illustration.

For full credit, all work:

- Must be typed
- Must be submitted to turnitin.com by due date (except visual representation).
- Must be original work—not based on internet (or other) summaries or reviews. Please note: be careful with author biography. Of course you will find this information from a source but be careful to put information into your own words.

## **Novel Study Profile**

### **AP English Literature and Composition**

**Title:**

**Publication date:**

**Author and Brief biography:**

Describe the following and explain how each contributes to the central ideas of the novel:

- **Main characters:**

- **Primary setting:**

- **Plot structure:**

- **Point of view:**

## **Scoring Rubric for Novel Study**

### **AP English Literature and Composition**

Component:	Score of 4 or 5 *Complete, neat and organized. *Shows complex thought and effort. *Insightful and deep understanding of the reading. *Impressive, original and/or creative.	Score of 3 or 2 *Complete, neat and organized. *Shows thought and effort. *Follows all criteria. *Shows good understanding of reading.	Score of 1 or 0 *May be incomplete, or unorganized. *Hurried and undeveloped. *Off topic or inappropriate. *Does not meet criteria or instructions.		
Profile	5	4	3	2	1 0
Outline	5	4	3	2	1 0
Analysis and connections	5	4	3	2	1 0
Quotations	5	4	3	2	1 0
Visual Representation	5	4	3	2	1 0
Total	5	4	3	2	1 0

## **Poetry Presentation Guidelines**

### **AP English Literature and Composition**

1. You may work independently or in a group of no more than four students.
2. Choose a poem from “Poems for Further Reading” that we have not discussed in class.
3. Read over the poem several times.
4. Annotate the poem: Look for literary devices, allusions, theme, mood, tone, diction, imagery, assonance, etc. You should include any- and everything that helps explicate the poem. Mark up the poem. Define all literary devices as well. Define any unfamiliar words or words that you think will be unfamiliar to your classmates.
5. Research information about the poet. Include in your presentation at least four meaty facts about the poet.
6. Decide on a creative way to present the information in poster or power-point format.
7. You’ll want to consider the special effects, such as pop-ups, hidden information (doors that open), etc.
8. Make the poster visually appealing.
9. Your presentation must include least one practiced straight reading of the poem, and one creative, dramatic and/or oral reading of the poem.
10. You must also engage the class in some discussion/ exploration of the poem. Be prepared to answer questions about the poem.
11. Know the information yourself before you present. I will check over your information for accuracy before you begin the visual.
12. You will have two class periods to work on your presentation (March 21, 22).
13. Presentations will take place the week of March 25th. Do not be absent unless you are in the hospital. Bring your books to class every day.