

AP English Literature and Composition

COURSE OF STUDY

This course is the equivalent of a freshman level composition course in which students are required to read novels, short stories, dramas and poetry and write critical analyses of these works. The literary works contain adult situations and problems. Summer reading will be assigned and a research project with a literary topic is required. Students are encouraged to take the College Board Advanced Literature and Composition test in the spring. During the school year, outside readings are required. Summer readings with accompanying response logs are required for AP English classes prior to the beginning of the course. Once the school year begins, the student will be tested over the content of the summer reading assignment and the response logs will be graded.

The following is a brief overview of what is covered throughout the year:

- Review of the national Advanced Placement exam
- Resumes, college catalogs, and college application essays
- Introduction to research and library utilization
- Author project which includes biographical research and literary criticism
- Novels by world authors
- Modern novel choice – group project
- Dramas by world authors
- Selected short stories from DiYanni *Literature: Reading Fiction, Poetry, and Drama* and other sources
- Selected poetry from DiYanni *Literature: Reading Fiction, Poetry, and Drama* and other sources
- Selected films to complement the study of literature
- Composition including Literary analysis, Personal reflection, Persuasive and expository writing, and Timed writings
- ACT Review
- SAT Vocabulary
- Literary Terminology and Elements of Style
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Summer Reading Assignment

Students are required to actively read the following titles using reader response journals prior to the beginning of the fall semester:

- *How to Read Literature Like a Professor*, Thomas C. Foster
- *Invisible Man*, Ralph Ellison
- student choice of a novel/play by a nonAmerican author (list provided)

*the novel and author will be the focus of the research project

**Assignment requirements attached.

Required Textbook

- *Literature: Reading Fiction, Poetry, and Drama*, Robert DiYanni

First Nine Weeks

Introduction to the AP Exam

Duration: 1 week

Students read, analyze, and respond to each prompt and passage from the previous year's AP exam.

- Each prompt/passage is read and discussed
- Students annotate each passage
- Annotation is used to produce a critical response essay for each prompt
- Students choose one essay for peer editing
- Students use the chosen essay to produce a final critical response essay

Summer Reading *Invisible Man* (Ralph Ellison)

Duration: 2 weeks

Students evaluate issues relating to the novel such as race, stereotype, identity, and invisibility.

- Reading check – character and situational identification
- Material from *The Center for Learning* is used to prompt evaluation of issues addresses by the novel
- *Applied Practice* multiple choice test
- Timed writing over selected passage
- Graded discussion over novel and issues addressed
- Timed writing over selected passage

Archetypal Hero

Duration: 2 weeks

Students identify the hero's journey, and create a hero's journey of their own.

- Students take notes over a power point presentation over the elements of the hero's journey
- Students identify heroes from novels, movies, mythology, religion
- View *The Power of Myth*, a Bill Moyer interview with Joseph Campbell, author of *A Hero with a Thousand Faces*
- Identify the hero's journey from the movie *Star Wars*
- Create an essay using all the elements of the hero's journey

Short Story Unit

Duration: 2 weeks

Students read, analyze, and respond to selected short stories.

** “Young Goodman Brown” (Nathaniel Hawthorne)

“The Yellow Wallpaper” (Charlotte Perkins Gillman)

“The Demon Lover” (Elizabeth Bowen)

“Hills like White Elephants” (Ernest Hemingway)

“The Drunkard” (Frank O' Connor)

- Students annotate each short story addressing diction, imagery, detail, language, and syntax

- Short story elements such as plot, character, setting, point of view, and theme are applied to individual stories
- Each short story is discussed in detail using the above elements
- Students write an in class essay over the short story of their choosing
- *Applied Practice* over a selected passage from a short story multiple choice test
- Students peer edit and turn in a final draft

Resume and College Application Essay

Duration: 1 week

Students produce a professional resume and address several prompts appropriate for a college essay.

- Examples of professional essay are discussed
- Students produce their own resumes
- Types of questions that might appear on a college application are discussed
- Students produce a one paragraph response to several prompts
- Student and teacher discuss individually which paragraph would produce the best final essay
- Students submit a final draft

Review of Research Techniques

Duration: 1 week

Students read Chapter 24 from the literature text listed above entitled “Critical Theory: Approaches to the Analysis and Interpretation of Literature” and apply to their research project. Visit the University of Central Oklahoma library for library/research orientation.

- Students use critical perspectives from the text to analyze their chosen summer reading novel/play
- Apply questions from at least three of the perspectives to the summer reading and choose those perspectives that best fit the direction of research
- Attend an orientation session with the university librarian for an introduction to research materials at the university level

Second Nine Weeks

Research Project Conferences

Students sign up for one on one conferences to check the progress of the research project. Rough drafts are checked for varied vocabulary, sentence structure (including appropriate use of subordination and coordination), organization (including repetition, transition, and emphasis), detail, and rhetoric (including tone, voice, diction and sentence structure)

Crime and Punishment (Fyodor Dostoevsky)

Duration: 3 weeks

Students analyze issues related to the social and moral questions addressed in the novel.

- Reading check – character and situational identification
- Material from *The Center for Learning* is used to prompt evaluation of issues addresses by the novel
- *Applied Practice* multiple choice test
- Timed writing over selected passage
- Graded discussion over novel and issues addressed
- Timed writing over selected passage

Heart of Darkness (Joseph Conrad)

Duration: 2 weeks

Students evaluate “the heart of darkness” in every man and woman as presented in the novella.

- The novella is read together as a class
- As students/teacher read aloud, the imagery created by the denseness of the language is experienced and discussed

- Discussion is spontaneous as students actively engage in the text
- Students are evaluated on their participation in the ongoing discussion
- Timed writing

Macbeth (Shakespeare)

Duration: 3 weeks

Students work as groups to interpret Shakespeare's take on the "heart of darkness".

- Students are introduced to the history behind *Macbeth*
- The "theory of equivocation" is introduced and discussed
- Students listen to an audio interpretation of the play as the teacher explains the basic plot
- Students engage the text with a set of questions that require an in depth look at the text
- Each group is assigned one act from the play to rewrite and perform for the class
- Each student must identify character elements for one character in his/her assigned act and create a puppet for that character
- Students write a persuasive essay on the guilt of either Macbeth or Lady Macbeth

Research Project Due/Oral Presentations

Duration: 1 week

Students give oral presentations of the information gathered for the research project.

- Evaluation of presentation skills and organization of information

Third Nine Weeks

Hamlet (Shakespeare)

Duration: 2 weeks

Students demonstrate ability to read and interpret Shakespeare individually.

- Students answer “questions for reflection” from the DiYanni text
- Daily graded discussion of “questions for reflection”
- Timed writings over two selected passages
- Students read three critical essays on *Hamlet*/Shakespeare from the DiYanni text
- Graded discussion of critical essays
- Argumentative essay using one of the critical previously read

Rosencrantz and Guildenstern are Dead (Tom Stoppard)

Duration: 2 weeks

Students are introduced to the “theatre of the absurd” and view the Tom Stoppard play.

- Material from *The Center for Learning* is used for the introduction
- Discussion of “realism” in art and literature
- Students view *Rosencrantz and Guildenstern are Dead* while taking notes on the similarities/differences between *Hamlet* and *Rosencrantz and Guildenstern*
- Compare/contrast essay using parenthetical citations

Group Novel

Duration: 2 weeks

Students read a modern novel and work as a group on a formal presentation.

** *Cold Mountain* (Charles Frazier)

Cry, the Beloved Country (Alan Paton)

Snow Falling on Cedar (David Guterson)

All the Pretty Horses (Cormac McCarthy)

- Students choose from a list of novels
- Using materials from *The Center for Learning*, students discuss the novel as a group
- Each group develops a formal presentation

- Each member is assigned a role in the development and execution of the presentation
- Evaluation includes a group and individual grade
- Timed writing over each novel

James Joyce

Duration: 3 weeks

Students are introduced to James Joyce and his use of “epiphany” as a literary device in the *Dubliners*. While students are reading and discussing Joyce in class, they are reading *Portrait of the Artist as a Young Man* on their own.

- Introduction to James Joyce
- View *A & E Biography: James Joyce*
- Discuss the organization of *Dubliners* (childhood, adolescence, maturity, and public life)
- Each short story is analyzed to discover the “epiphany” and how each fits into the organization of the collection using *The Center for Learning* material

** “Araby” (childhood)

“The Boarding House” (adolescence)

“A Painful Case” (maturity)

“The Dead” (public life)

- As students read *Portrait of the Artist as a Young Man*, the novel is annotated addressing “epiphany” and organization (childhood through adulthood)
- Discussion of “stream of consciousness”
- Graded discussion concerning both the *Dubliners* and *Portrait of the Artist*
- Two timed writings – one passage from *Dubliners*, and one passage from *Portrait of the Artist*
- Formal essay concerning a personal “epiphany”

Forth Nine Weeks

AP Exam Practice and Review

Duration: 2 weeks

Students review and apply concepts learned throughout the year in preparation for the Advanced Placement exam.

- Discussion and notes on tips and techniques to use on the exam
- Students list and review all novels read throughout their high school and Advanced Placement career and identify those appropriate for the open-ended question
- Students practice taking each portion of the exam in a timed environment
- Students discuss multiple choice questions in small groups, justifying their answers, before receiving the answers to the questions
- Students peer edit timed writings in order to recognize changes needed in their own timed writings

** *Applied Practice* (assorted passages and multiple choice questions)

5 Steps to a 5 on the Advanced Placement Examinations: English Literature
(Estelle Rankin, Grace Freedson)

Poetry

Duration: 2 weeks

Students learn to read, interpret, and write about poetry.

- Using the DiYanni text, students/teacher walk through the poetry section together
- Discussion on reading and interpretation
- Students discover the types of poetry (narrative and lyrical)
- Students identify the elements of poetry (voice, diction, syntax, imagery, figurative language, symbolism, sound effects, rhythm/meter, and structure)
- Small groups work on interpreting selected poems
- Each student chooses a poem (teacher authorized)
- Each poem is annotated and interpreted by the student
- Formal essay discussing the student's interpretation of the poem

- Formal presentation with visual aid

The Poisonwood Bible (Barbara Kingsolver)

Duration: 3 weeks

Students revisit Joseph Conrad's *Heart of Darkness* through Barbara Kingsolver's *The Poisonwood Bible*.

- Discussion on cultural arrogance and different ideas on justice and how it applies to *Heart of Darkness*
- Students engage text by annotating and addressing issues brought up in *The Center for Learning* material
- Graded discussion on the connections between *Heart of Darkness* and *The Poisonwood Bible*
- Several multiple choice tests using *Applied Practice* questions
- Timed writing

Siddhartha (Herman Hesse)

Duration: 2 weeks

Students introduced to Eastern mythologies through the modern allegory *Siddhartha*.

- Students given brief biography on Herman Hesse and Siddhartha Gautama
- Students view *Religions of the World* (Vision Video)
- Buddhism and Hinduism
- Students annotate novel addressing symbolism and allusions to the lives of Herman Hesse and Siddhartha
- Graded discussion

Exit Survey

Summer Reading Assignment

AP Literature and Composition is a college course taught at the high school level, and therefore extensive reading is required. In order to be adequately prepared as the class begins in the fall, you must complete the reading below. In addition, keep a reader response journal, writing the quotes and references from the text with the page numbers on the left hand side of the page and your personal commentary on the right hand side.

Always use blue or black ink and your best penmanship.

REQUIRED READINGS

(1) *How to Read Literature Like a Professor* by Thomas C. Foster

This is the ultimate cheat sheet for students: it gives you the inside scoop on how your teachers figure out all that *meaning* stuff about literature. It divides major concepts (symbols, archetype, allusion, pattern, etc.) up into small, easy-to digest chapters and relates them to movies, TV and literature. This must be read before the rest of the summer reading assignment can be started. You will not only use the concepts from Foster's book to complete your summer reading, but the concepts will be essential for the upcoming year.

ASSIGNMENT:

Apply at least 3 concepts/ideas that you learned from *How to Read Literature Like a Professor* to *Invisible Man* and the novel/play of your choosing. Both essays should be 3-4 pages, typed, double spaced, 12 point font, Arial or Times New Roman, one inch margins.

BONUS: Worth ten points on your first test!

After you read "The Garden Party" by Katherine Mansfield (pg. 245), do the exercise on pg. 265-266. Do not cheat! Do not look ahead! You get the bonus points for attempting it **not** for how much you get right. Just think about what you learned from reading the book and apply it to the short story. Write a page on the meaning of the story. Then, read pg. 266-277 and write another page describing how your interpretation fit the book. Respond to the students' and author's interpretations of the story.

(2) ***Invisible Man*** by Ralph Ellison

ASSIGNMENT:

Record at least 10 quotes with your commentary from the novel. Spread the quotes throughout the 25 chapters of the book. Use the concepts learned from *How to Read Like a Professor*. Commentary is to be thoughtful. Vague comments will not be considered commentary and will be deducted from your final grade.

(3) **A Full-length play or novel** by a British, European, or other non-American author from any time period

ASSIGNMENT:

Record at least 10 quotes with your commentary from the play/novel. Spread the quotes throughout the play/novel. Use the concepts learned from *How to Read Like a Professor*. Commentary is to be thoughtful. Vague comments will not be considered commentary and will be deducted from your final grade.

NOTE:

This play/novel will become the subject of your major research project next fall, a project which will cover the author and critical interpretations of the work. This lengthy project will be almost entirely done outside of class and will be due in early December.

SUGGESTED READINGS

It is highly recommended that you read as much of the following books as possible in order to be prepared to intelligently discuss the allusions and themes which appear in modern literature:

THE HOLY BIBLE

The Book of Genesis

The Book of Job

The Song of Solomon

Matthew, Mark, Luke, and John

Revelations

Select the topic for your research project from the following list of authors and works. The work must be either a novel or a full-length play. The author must be a nonAmerican author. Your project will include research into the life, style, and influence of the author, as well as research into published analysis and criticism of the novel or play. Any selections which are not listed below must be approved in writing by the instructor, and if you change your mind, you must have permission.

TOPICS – WORLD AUTHORS (nonAmerican)

NOVELS

Alias Grace **Margaret Atwood
**All Quiet on the Western Front* Erich Maria Remarque
**Anna Karenina* **Leo Tolstoy
**Bleak House* **Charles Dickens
**Brave New World* **Aldous Huxley
**Brothers Karamazov, The* **Fyodor Dostoevsky
**Candide* **Voltaire
**Darkness at Noon* Arthur Koestler
**David Copperfield* **Charles Dickens
**Doctor Zhivago* Boris Pasternak
**Don Quixote de la Mancha* **Miguel Cervantes
**Dracula* Bram Stoker
Fall, The **Albert Camus
**Far from the Madding Crowd* **Thomas Hardy
Fathers and Sons Ivan Turgenev
Forsythe Saga, The John Galsworthy
**Frankenstein* **Mary Shelley
**French Lieutenant's Woman, The* John Fowles
**Great Expectations* **Charles Dickens
Gulliver's Travels **Jonathan Swift
**Handmaid's Tale, The* **Margaret Atwood
House Gun, The Nadine Gordimer
**House of Spirits, The* **Isabel Allende
**Howard's End* **E. M. Forster
**Jane Eyre* **Charlotte Bronte
**Les Miserables* Victor Hugo
**Lord Jim* **Joseph Conrad
Love in the Time of Cholera Gabriel Garcia Marquez
**Madame Bovary* Gustave Flaubert
Man's Fate Andre` Malraux
Mansfield Park Jane Austen
Mill on the Floss, The **George Eliot

**Moll Flanders* Daniel Defoe
**Mrs. Dalloway* Virginia Woolf
Northanger Abbey Jane Austen
**Of Human Bondage* W. Somerset Maugham
**One Day in the Life of Ivan Denisovich* Alexander Solzhenitsyn
**One Hundred Year of Solitude* Gabriel Garcia Marquez
**Passage to India*, A E. M. Forster
**Plague, The* **Albert Camus
**Portrait of the Artist as a Young Man, A* James Joyce
**Power and the Glory, The* Graham Greene
**Return of the Native, The* **Thomas Hardy
**Room of One's Own, A* **Virginia Woolf
**Sense and Sensibility* Jane Austen
**Silas Marner* George Eliot
**Sons and Lovers* **D. H. Lawrence
Steppenwolf **Herman Hesse
Stranger, The **Albert Camus
Stranger in a Strange Land Robert A. Heinlein
Tale of Two Cities, A **Charles Dickens
Tess of the D`Urbervilles Thomas Hardy
**Things Fall Apart* Chinua Achebe
Tom Jones Henry Fielding
**To the Lighthouse* **Virginia Woolf
Too Late the Phalarope Alan Paton
Trail, The **Franz Kafka
**Vanity Fair* William Thackeray
**War and Peace* **Leo Tolstoy
Way of the Flesh, The Samuel Butler
**Wuthering Heights* **Emily Bronte

DRAMAS

Blood Wedding Federico Garcia Lorca
Cherry Orchard, The **Anton Chekov
**Cyrano de Bergerac* Edmond Rostand
Doctor Faustus Christopher Marlowe
**Doll's House, The* **Henrik Ibsen
**Enemy of the People, An* **Henrik Ibsen
Father, The August Strindberg
Ghosts Henrik Ibsen
**Hedda Gabler* Henrik Ibsen
Importance of Being Earnest, The Oscar Wilde
Juno and the Paycock Sean O`Casey

Lark Jean Anouilh
Madwoman of Chaillot Jean Giraudoux
Master Harold and the Boys Athol Fugard
Misanthrope Jean Moliere
Miser, The Jean Moliere
Miss Julie August Strindberg
Murder in the Cathedral T. S. Eliot
No Exit **Jean Paul Sartre
**Pygmalion* George Bernard Shaw
Rhinocerus Eugene Ionesco
**Rosencrantz and Guildenstern are Dead* Tom Stoppard
Saint Joan George Bernard Shaw
Six Characters in Search of an Author Luigi Pirandello
Tartuffe Jean Moliere
Volpone Ben Jonson
Waiting for Godot Samuel Beckett

*Available to check out at the Yukon High School library

**Critiques available at the Yukon High School library

Considerations in committing to a topic:

- Will I be able to read the work in the time allotted?
- Will I be able to find at least ten sources on the author and work?
- Will I be able to find sufficient literary criticism on the work?
- Will this author and work hold my interest over a long period of time?

NOTE: only four students will be able to choose each novel/play. Make sure to sign up early to ensure your first choice is not taken.