

11th grade AP English Literature and Composition Syllabus
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Introduction:

The AP English Literature and Composition course is part of The College Board Advanced Placement program. In this course high school students engage in reading and critical analysis of imaginative literature in order to deepen their understanding of the way writers use language. Students will learn to consider a variety of literary elements such as structure, style, themes, tone, symbolism, and figurative language as they search for meaning in a piece of literature.

Course Overview:

Since this college-level class is taught during the year that Flint River juniors normally have American Literature, the reading material will be selected to ensure that students read many classics from American Literature. However, the selections are not solely from American authors. These students have already read many of the AP suggested titles from British authors during the 10th grade year.

The volume of work required for this class is far more demanding than for the 11th grade American Literature class. Expectations are high and challenging. Students are required to come to class with the work read and annotated on a daily basis. Careful time management will be essential to ensure that class work is managed, as well as the outside reading. Students are required to read independently two novels or dramas each nine weeks, with the exception of the 4th nine weeks when only one is due - *The Fountainhead*. Students will be given due dates for this reading, and then they will be tested on the material.

Students will be required to write a minimum of 3-4 essays each nine weeks. This number may fluctuate as the year progresses. Many of these essays will be written during a regular class period to prepare for the AP exam. Students will also use class time to practice for the multiple choice portion of the AP exam - especially during the spring.

Daily class time will be spent discussing and analyzing the particular literary devices and techniques of various authors' works found in *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*.

1st 9 weeks: Concentration on Fiction and Poetry (plot, point of view, character development, setting, tone, style, irony, symbols, word choice, imagery, figures of speech).

2nd 9 weeks: continuation of units on Fiction and Poetry

3rd 9 weeks: Concentration on Drama (elements of a play, tragedy, comedy)

4th 9 weeks: Concentration on preparation for the AP exam in May

Each student will be required to keep a notebook for this class. For every novel/drama read, the student must annotate and also mark specific passages key to his interpretation of the work. Student must also file all handouts and keep an on-going list of literary terms and definitions. Organization and time management will be a key to academic success in this class.

Books to be purchased by student for this class:

**The Great Gatsby* by F. Scott Fitzgerald

**A Separate Peace* by John Knowles

**The Sound and the Fury* by William Faulkner

How to Read Literature Like a Professor

* denotes summer reading material

Outside reading for each semester:

1st 9 weeks: *The Crucible* by Arthur Miller
 The Scarlet Letter by Nathaniel Hawthorne

2nd 9 weeks: *The Adventures of Tom Sawyer* by Mark Twain
 Adventures of Huckleberry Finn by Mark Twain

3rd 9 weeks: *A Farewell to Arms* by Ernest Hemingway
 The Catcher in the Rye by J. D. Salinger

4th 9 weeks: *The Fountainhead* by Ayn Rand

Books required for daily use in the classroom:

Literature - An Introduction to Fiction, Poetry, Drama, and Writing (AP Edition) - Kennedy & Gioia

How to Read Literature like a Professor - Thomas C. Foster

Cliffs AP English Literature and Composition (2nd edition) - this is an optional resource book.

Supplemental materials used at instructor's discretion:

Writing About Literature - Edgar V. Roberts

Reading Like a Writer - Francine Prose

The Norton Sampler - Thomas Cooley

Patterns for College Writing - Kirszner & Mandell

The Norton Introduction to Poetry - J. Paul Hunter

Perrine's Sound and Sense - An Introduction to Poetry - Arp & Johnson

Grading:

60% - major tests and essays

40% - class participation, group work activities, homework, quizzes, practice exams

Class participation and group work will be a major focus of this AP class. This class will not be predominately lecture based. We will learn from each other and discuss with each other.

The culmination of this year's work will be the actual taking of the AP English Literature and Composition exam in May. While I want each student to score his or her best, my ultimate goal with this class is to develop critical readers, thinkers, and writers who understand and value the importance of literature and the written word.

AP English Literature and Composition Writing Course and Schedule

The essay writing for the AP Literature and Composition class is divided by the four nine week grading periods. Approximately four essays will be written each nine weeks - three are timed, in-class essays and the fourth is a longer essay written at home*. There is no longer essay assigned for the fourth nine weeks because we will spend the majority of the fourth nine weeks practicing for the AP exam (essay and multiple-choice) and brushing up on where we have noted weaknesses. We will also be reviewing selections read during this year and the previous years in preparation for the Open Essay. The essay topics specified here are in line with the reading selections we are covering in *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*.

My desire is for this class to function as a writing workshop - a place where students write and then revise a piece until it is a polished final draft. We will always be learning from each. We will spend some daily class time discussing and practicing vital aspects of writing. We will use our class textbook and *Writing About Literature* as the sources for these discussions. For example, before the first assigned essay on point of view, we will read several short stories from the text, discuss point of view, and then discuss and study "Writing About Point of View" (page 72). Students will have the opportunity to read an essay analyzing point of view. This class will always be student-driven; the pace will be based on how quickly the students are ready to advance. From year to year the pace may change based on class size and student preparedness. While we have the exam date in May looming before us, we will not move ahead unless I know the class is ready. While one goal is to certainly have students prepared for the AP exam, another goal is to have these students learn how to be better readers and writers and to appreciate literature.

During the first several weeks of class, we will review literary terms and writing strategies/techniques and talk about the AP scoring system. We will read numerous sample essays (Cliffs and Princeton Review) and discuss the essay scores before the students ever write one for a grade. We will critique these essays as a group to try to understand what the student did right and wrong. We will also practice reading numerous AP essay prompts. I want students to see how these are written and to ensure that students understand exactly what is being asked. We will then begin writing practice essays; the students will also be given the opportunity to learn how to critique one another's writing. Initially, students will write practice essays that I critique for them (minus a grade) and they can then revise. Then, I will have the students review each other's papers. This peer review is going to be a routine part of this AP class. Early in the school year, we will develop a rubric for the students to use when critiquing an essay. After each in-class essay is completed, students will undergo a peer review. Students will read another's work and make comments before the paper is ever turned into the instructor. The students may then make required changes before submitting them for grading. When papers are returned to students, we will spend the necessary class time needed to discuss any problem areas: organization of essay, misreading of a prompt, misinterpretation of a piece of literature, problems with grammar, vocabulary or sentence structure.

Writing Assignments

1st 9 weeks:

- 1) Analyze how point of view contributes to a particular story's overall meaning. Develop a thesis, and back up your argument with specific observations about the text. (point of view)
- 2) Choose a story with a dynamic protagonist. Write an essay analyzing how this character evolves over the course of the story. Provide evidence from the story to back up your argument. (character)
- 3) From the short stories or novels read this year, choose one with a strong central symbol. Explain how the symbol helps to communicate the story's meaning, citing specific moments in the text. (symbol & theme)
- *4) Examine a short story with a style you admire, and write an essay in which you analyze the author's approach toward diction, sentence structure, tone, and organization. How do these elements work together to create a certain mood? How does that mood contribute to the story's meaning? If there is a first person narrator, how do stylistic choices help to create a sense of that particular character?
(tone and style)

2nd 9 weeks:

- 1) Paraphrase a poem from the chapter "Poems for Further Reading." Be sure to do a line-by-line reading. Include all the vital details, and state the poem's theme or main thought without quoting from the poem.
- 2) Choose any poem found in this book and analyze the figures of speech. To what effect does the poem employ metaphors, similes, hyperbole, overstatement, paradox, or any other figure of speech?
(figures of speech)
- 3) Compare and contrast any two poems that have a similar theme. Your comparison must bring you to an evaluation of the poems. Which is the stronger, more satisfying one?
- *4) This assignment involves your reading five or six poems by a single author. Begin with a poem featured in this book, and then locate additional poems in the media center or on the internet. Write an analysis of a single element of that particular poet's work (examples: theme, imagery, diction, form).

3rd 9 weeks:

- 1) Carefully read and explicate the following excerpt from *The Yellow Wallpaper* in which the narrator describes the nursery (page 292 in text). Since this is a timed essay, you will have to limit your discussion to the most important elements in the passage you explicate/explain. (close read & explication)
- 2) A writer may highlight the values of a culture or society by using characters who are alienated from that culture or society because of race, creed, class, or gender. Mark Twain certainly does this in both his

novels that we read earlier this year. Using a work of Twain or another author you have read this year, choose a character and show how that character's alienation reveals the surrounding society's assumptions or moral values. (social, cultural, historical values)

3) Choose two stories that you believe would be interesting to compare and contrast. Write a brief defense of your choice. How might these two stories illuminate each other? (compare/contrast)

*4) After completing Ayn Rand's *The Fountainhead* and reviewing *Anthem* (from 9th grade), write an essay in which you explain how both these novels can be considered allegories. Be certain to include the significance of the titles and how they help to interpret Rand's philosophies and beliefs.

4th 9 weeks:

1) Timed poetry essay

2) Timed prose essay

3) Timed open essay