**CHHS AP English Literature and Composition**

**2014-15**

**Course Overview:**

This class is designed to teach students to write on the college level by introducing them to a variety of American and British authors and giving students opportunities to improve their writing style through informal writing assignments, such as timed writings, and more formal assignments. Through various literary and written assignments, students will evaluate the style of many authors by examining diction, syntax, figurative language, development of ideas, and mechanics. These assignments will require students to write to understand, explain, and evaluate as described in the *AP English Course Description.*

Each six weeks, students will read a major literary work and several pieces of short fiction and poetry, which will be used for in-class discussions and written assignments. Each six weeks students will write a minimum of two in-class timed writings and one formal essay to be completed outside of class. Through these assignments students will work to improve their word choice, variety in sentence structure, organizational devices, balance in the use of explicit and implicit references to texts, and rhetorical devices.

In order to prepare for the AP exam in May, students will practice their skills using multiple choice questions and essay prompts from released AP exams throughout the year. Some of these will count as quiz grades, some as daily grades.

**Why take Advanced Placement instead of Dual Enrollment?**

Students who participate in the AP course will received a weighted GPA unlike the dual classes. This means that AP students will receive higher averages and rankings. Students who are seeking academic scholarships or entrance to elite colleges or universities will need this higher GPA to be competitive. In addition, many colleges when determining whether or not to accept students into their institutions will also look to see that students have challenged themselves with more difficult AP classes.

In addition, Advanced Placement teachers have been trained by College Board (creators of the SAT), and all teachers must have a College Board approved syllabus in order to teach their class. This ensures that only highly qualified teachers participate in the AP program, and the instruction is of the highest quality to help students not just prepare for college but to succeed in their classes.

**Essay Evaluation:** Each essay assignment will have a rubric so students understand exactly

how the teacher will grade that particular assignment.

**Course Elements:**

Compositions (2-3 every six weeks)

Students may rewrite and make corrections to improve scores

Grammar:

Mini-lessons throughout the year

Vocabulary

Individual work in Membean (online vocabulary source)

Literature

One-two major works each six weeks

Poetry and short fiction each semester

Literary terms and rhetorical devices

AP Exam Preparation:

Multiple choice exercises throughout the year.

Review session at the end of the course

**Sources:**

**Fiction/Drama**

One drama by Tennessee Williams

*A Brave New World*by Aldous Huxley

*1984* by Aldous Huxley

*Hamlet* by William Shakespeare

*Native Son* Richard Wright

*Wuthering Heights* by Emily Bronte

*The Importance of Being Earnest* by Oscar Wilde

A novel of literary merit to be selected by each student from a list provided by the teacher

**Textbooks:**

Arp, Thomas R., and Greg Johnson. *Perrine’s Literature Structure, Sound, and Sense*.

9th ed. Boston: Thomson, 2006.

Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. 8th ed.

New Jersey: Prentice Hall.

**AP English Literature and Composition Course Syllabus**

**Summer Reading:**

Students will read a drama by Tennessee Williams and one of the following dystopian

novels: *1984* or *Brave New World*. These will be used to introduce analytical and evaluative writing during the first three weeks of school. Students will also read *How to*

*Read Literature Like a Professor.*

**Entire Year:**

**AP Skills**

-AP style multiple-choice practices using the Acorn book and released AP tests.

**Composition** (2-3 every nine weeks)

-Timed writings based on the three types of essays on AP test: prose analysis,

poetry analysis, open-ended free response

-Process essays which must be typed

**Grammar**

-Mini-lessons throughout the year

**Vocabulary**

-Individual work in Membean (online vocabulary source)

**AP Exam Preparation:**

-Test taking skills for both multiple-choice questions and timed writings

**FIRST SEMESTER**

**Unit 1: Summer Reading (Dystopian Novel)**

**-**Students will be required to write an essay that will explore outward conformity and inward questioning. The first draft will be evaluated by peers, and then a final copy will be turned in for a test grade. A rubric will be given to students before the essay is assigned. Teacher will provide instruction on organization, use of transitional devices, and sentence structure variety.

**Unit 2: Writing the Open-Ended Free Response**

-Students will write an essay using their choice of Tennessee Williams’ plays to examine theme. Instruction will include essay organization, transitions, incorporation and analysis of implicit evidence.

-Students will compose drafts in class, evaluate sample essays, and conduct peer evaluations, which will then be used for crafting a final draft.

**Unit 3: *Native Son***

**-**Students will read the novel outside of class with weekly class/group discussions and instruction, which will focus on character development, themes, symbols, and allusions.

-Students will write an essay examining the consequences of past actions of a character and how the relationship between the character and past influence meaning.

**Unit 4: Introduction to Poetry**

-Students will be given instruction on the basics of poetry such as

figurative language, sound devices, tone, and speaker.

-In class students will read and analyze several of modern American and British poems, which will be assessed through formative assessments, group discussion activities, and a formative assessment.

**Unit 5: *The Importance of Being Earnest***

-In class students will read *The Importance of Being Earnest*. Students will be assigned parts to read aloud.

-Classroom instruction will focus on the elements and role of humor in literature paying particular attention to sarcasm, irony, satire, banter, and the comedic ladder.

-Students will watch the movie adaptation starring Colin Firth, Rupert Everett, and Reese Witherspoon and take notes comparing and contrasting the movie version with the drama they read in class. They will then write an essay analyzing the two and why the director of the movie made changes from the original.

**Unit 6: Victorian Poetry**

-Students will read a variety of poems from the Victorian period. Students will demonstrate understanding by taking quizzes and engaging in discussions.

-Students will write an evaluative essay on one poem analyzing the techniques of the poet. This will be a timed writing and will count as a major grade. Instruction prior to writing the essay will include organizational method and incorporating quotes.

**Unit 7: Writing the Prose Analysis Essay**

-Students will review the elements of analysis and essay writing. New instruction will include selecting evidence and embedding quotes.

-Students will write a timed writing in class over a prose passage incorporating quotes and analysis of evidence. In class and groups, students will evaluate sample essays, and conduct peer evaluations.

**Unit 8: *Wuthering Heights***

-Students will read the Romantic novel *Wuthering Heights* and formative assessments to check for understanding, some of which will be in the form of class discussions in which all students must participate. A major test will also be given.

-Classroom discussions will revolve around the function of setting, character development, and conflict as well as other stylistic devices used by the author.

-Students will complete a timed writing analyzing the role of inner conflict within one character and how that conflict relates to the meaning of the work as a whole.

**Unit 9: Writing the Poetry Analysis Essay**

-Students will become familiar with poetic devices, which students will use when reading and analyzing poems.

-Students will write an essay that analyzes poetic devices and how they contribute to meaning. The essay will incorporate the elements already learned throughout the year.

**Unit 10: Romantic Poetry and Short Fiction**

**-**Students will read a variety of poems and short stories paying particular attention to elements of Romanticism and literary devices.

-For a major grade, students will give a presentation on one poet that demonstrates understanding of poetic devices, theme, and Romantic elements.

-Students will write an essay comparing and contrasting the literary techniques of two poets. Classroom instruction will focus on organizing essays for coherence, unity, and effect. Students will conference with the teacher after the turning in the rough draft and then make revisions for a final draft. This will count as a major grade.

**SECOND SEMESTER**

**Unit 1: Shakespeare’s *Hamlet***

- Students will read the drama *Hamlet* and take daily quizzes as well as other formative assessments to check for understanding. There will also be a major test at the end of the unit.

-Students will demonstrate their understanding verbally through inner/outer circle discussions as well as daily written journal assignments.

-At the end of the unit, students will be required to write an essay examining the conflict of the major character and how it helps illustrate the theme of the drama. Instruction will include methods to add variety in sentence structure.

**Unit 2: Renaissance Poetry**

-Students will become familiar with metaphysical, pastoral, and Cavalier poetry and be able to identify elements of each.

-Students will analyze how culture, society, and political events of the period affect poetry and influence meaning.

**-**In class students will read and analyze several of Shakespeare’s sonnets, which will be

assessed through quizzes, group discussion activities, and other formative assessments.

-Students will complete an in-class timed writing evaluating one of Shakespeare’s sonnets focusing on how figurative language, imagery, symbolism, and tone help establish theme.

**Unit 3: *Rosencrantz and Guildenstern Are Dead***

-In class students will read the drama. Teacher instruction will focus on point-of-view, existentialism, and theater of the absurd.

-Students will take quizzes and engage in discussions to demonstrate understanding.

-Students will write an essay in class which analyzes a mystery and how the investigation into the mystery illuminates the meaning of the work as a whole. Classroom instruction will continue to address sentence structure and variety. After the rough draft, students will complete a sentence variety chart to identify problems with sentence length and structure. This chart will then be used to make revisions for a final draft.

**Unit 4: Literature Circle**

-Students will be put into groups based on selection of choice novels. In these groups, students will complete assignments on various roles each week, which will be used for group discussions. Assignments will include vocabulary, literary elements, summary, discussion questions, and illustrations.

-At the end of the unit, students will complete individual projects that include all weekly assignments, notes, final novel discussion questions, and a free response essay.

**Unit 5: AP Test Review**

-Over a four week period, students will plan four essays and write four separate essays which cover all the types of essays assessed on the AP test: prose analysis, poetry analysis of one poem, poetry analysis of two poems to compare and/or contrast, and open-ended free response.

-Each essay will be peer evaluated and one will be selected to turn in for a summative assessment.

-During this four-week period, students will complete two 1-hour AP multiple choice practices to prepare for the AP test.

**Unit 6: Novel/Drama Review**

-Students will be allowed to select a novel/drama that has been taught in the district. The novel must have taught in an English class from seventh to twelfth grade, and it must be of literary merit. Students will then prepare presentations with handouts on their novel/drama that include the following:

Short author biography

Detailed summary of the plot

Detailed description of setting

Detailed description of major characters

Detailed description of conflict

Detailed description of symbols

Detailed description of themes with examples from the novel/drama

**AP TEST: Thursday, May 7, 2015**

**Unit 7: *The Canterbury Tales***

**-**Students will read the Prologue and each will be assigned a pilgrim for a major project which will require each student to present visually and orally, and they will write a paragraph on their particular pilgrim explaining his/her role in society and in the Prologue. This assignment will count as two quiz grades.

-Students will read selections from *The Canterbury Tales* and take quizzes to demonstrate understanding. Class discussions will help students interpret the language.