



# School District of Marshfield

## Course Syllabus

Course Name: AP English Literature and Composition

Length of Course: 1 Year

Credits: 1 Credit

### Course Description

A.P. English Literature and Composition is a college-level course with the primary goal of helping the student develop habits of critical thinking, reading, writing, and consuming literary culture. To that end, the focus is on close, critical reading of poetry, drama, short stories, and novels. The student must learn to read carefully and justify his / her interpretations with specific reference to the text. Critical discussion and writing about these works will center on each writer's technique, theme, style, and tone. To succeed in this class, the student should have the kind of imagination stimulated by reading, the willingness to be independent learners and to share that learning with others orally and in writing, and the desire and capacity to work hard. The reading selections and writing assignments are challenging and the pace of the class is intense. Students are strongly encouraged to take the A.P. English Literature and Composition exam in May.

### Learning Targets:

- Intensive study of representative works such as those by authors cited in the *AP English Course Description* so that by the time the student completes AP English Literature and Composition he or she will have studied during high school literature from a variety of writers, as well as works written in several genres from the sixteenth century to contemporary times.
- Students will write to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments will include annotation, free-writing, journaling, and response / reaction papers).
- Students will frequently write and rewrite formal, extended analyses and timed in-class responses to explain: formal expository, analytical essays in which students draw upon textual details to develop an extended explanation / interpretation of the meanings of a literary text.
  - Students will write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the works: structure, style, themes and tone; devices, such as the use of figurative language, imagery, symbolism, and diction.

- Students will write an interpretation of a piece of literature that is based on a careful analysis of the social and historical values it reflects and embodies.
- Students will write to evaluate: formal analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.
- Both before and after students revise their writing they will work to develop: a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization (enhanced by specific techniques to increase coherence, such as repetition, transitions); a balance of general and specific, illustrative detail; an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

#### Quarter 1: Literary Archetypes and Legends

1. Literary Analysis Review (2 weeks)
  - A. Course Overview
  - B. Practice A.P. National Multiple Choice Exam
  - C. Introductory Writing Assessment (Do / Show / Mean)
2. *The Secret Life of Bees* Sue Monk Kidd (3 weeks)
3. *Pride and Prejudice* Jane Austen (4 weeks)
4. Supplementary Texts:
  - A. *How To Read Literature Like a Professor* excerpts
  - B. Poetry Packet: Renaissance Man in Love (British Emphasis)
    - a. Thomas Gray "...On a Favorite Cat, Drowned in a Tub of Goldfishes"
    - b. Christopher Marlow "The Passionate Shepherd to His Love"
    - c. Sir Walter Raleigh "The Nymph's Reply to the Shepherd"
    - d. John Donne "A Valediction Forbidding Mourning"
    - e. Robert Herrick "To the Virgins, Make much of Time"
    - f. Richard Wilbur "A Late Aubade"
    - g. Andrew Marvell "To His Coy Mistress"
5. Activities and Assessments:
  - A. In-Class FRQ (may use notes)
  - B. Choice Prompt Literary Analysis Essay (dialectical journal)
  - C. Poetry Explication Presentation
  - D. In-class "Playful" Poetry Essay

#### Quarter 2: Tragic Hero

1. *Oedipus Plays* Sophocles (2 weeks)
2. *Frankenstein* Mary Shelley (4 weeks)

3. *Macbeth* William Shakespeare (3 Weeks)
4. Supplementary Texts:
  - A. *Macbeth* (film dir. Ian Mckellan)
  - B. *Mary Shelley's Frankenstein* dir. Kenneth Branagh (film)
  - C. "Thou Blind Man's Mark" Sir Phillip Sydney
5. Activities and Assessments:
  - A. In-Class Soliloquy Essay
  - B. Compare / Contrast Essay (dialectical journal)
6. Independent Reading: Extended Literary Analysis Essay Project #1

#### Quarter 3: Bleak Realism

1. *1984* George Orwell (4 weeks)
2. *Heart of Darkness* Joseph Conrad (3 weeks)
3. *The Road* Cormac McCarthy (2 weeks)
4. Activities and Assessments:
  - a. Response Journals
  - b. Tragic Hero Essay

#### Quarter 4: Satire

1. *The Hobbit* J.R.R. Tolkien (3 weeks)
2. *One Flew Over the Cuckoo's Nest* Ken Kesey (4 weeks)
3. Texts:
  - a. Poetry Cluster: "A Story" Li-Young Lee, "Modern Love" George Meredith, "For That He Looked Not Upon Her" George Gascoigne
  - b. Prose Cluster: *Johnny Got His Gun*, *A White Heron*, *Obasan* excerpts
  - c. Extras: "Evening Hawk," "Century Quilt," *Fasting, Feasting*
4. Activities and Assessments:
  - a. Group "Teach for a Day" Presentations
  - b. In-Class Final Book Project FRQ
5. A.P. National Exam Test Review (4 Weeks)
  - a. Multiple Choice Exam
  - b. Review novels, review poetry and literary devices, review prompts
6. \*Independent Reading: Extended Inquiry Project #2\* (3 weeks)