

# Folsom Cordova Unified School District

## COURSE OUTLINE AP English Literature and Composition

**Date:** January 2007

**Subject Area:** English

**Grade Level:** Grade 12

**Course Length:** 1 year

**Grading:** A-F

**Number of Credits:** 5 per Semester

**Prerequisites:** “A” or “B” in AP Language and Composition or “A” in English 3 A and B, plus  
**Pre-Test Entrance Assessment**

### **COURSE DESCRIPTION:**

The AP English Literature and Composition course is designed to help students become skilled readers by engaging them in the careful reading and critical analysis of imaginative literature. By their reading and writing in this course, students should deepen their understanding of the ways writers use literature to provide both meaning and pleasure for their readers. As they read, students will consider a work’s structure, style, and themes, as well as smaller-scale elements such as the use of figurative literature, imagery, symbolism, and tone.

The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen should invite and gratify re-reading.

An Honors/AP course is differentiated from a regular course in terms of student expectancies by the breadth and complexity of material covered in the course. Upon completion of an AP course, students will receive weighted grade points as per District Policy 5126.3.

### **GENERAL GOALS/PURPOSES:**

Standards and goals for language arts at the twelfth grade level focus on extensions of the knowledge and skills previously targeted in the early grades. The AP exam in English should act as a culminating experience that demonstrates a sophisticated level of understanding of literature and language. The goals highlight the relationships between the domains of reading, writing, written and oral language conventions, speaking and listening, and are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

### **STUDENT READING COMPONENT:**

The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen should invite and gratify re-reading.

Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods, from the sixteenth to the twenty-first century, but more importantly, they should get to know a few works well. They should 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 should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

### **STUDENT WRITING COMPONENT:**

Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of literature and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Writing should be an integral part of the AP English Literature and Composition course for the AP examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

Writing instruction should include attention to developing and organizing ideas in clear, coherent, and persuasive literature; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis should be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- Wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- A variety of sentence structures including appropriate use of subordinate and coordinate constructions
- A logical organization enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail
- An effective use of rhetoric including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied should include numerous opportunities for students to write. Some of this writing should be informal and exploratory allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, perhaps negotiating differing critical perspectives. Much of the writing should involve extended discourse in which students can develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay examinations in college courses, in many disciplines, including English.

### **STUDENT ORAL COMPONENT:**

Students will speak both formally and informally on a wide range of topics, from literary analysis to historical background of a given text. Students will practice outlining speeches, using technology to enhance presentations and evaluating oral presentations in terms of effectiveness.

**Students will be expected to:**

- Actively participate in class discussions of a given work;
- Read aloud from novels, plays, and their own work;
- Present formal speeches organized from information gained in research;
- Use technology useful to the audience to enhance presentations.

**DETAILED UNITS OF INSTRUCTION:**

**Summer Reading**

**FALL**

Man, Nature, and Society

Reading for Details

Introduction to the Hero

Understanding Literary Movements

Understanding Archetypes

Reading Out of the Jungle

The Perfect Hero

**SPRING**

Part Three of the Tragedy Trilogy (Modern Tragedy)

Exploring the World's Great Literature

Researching: Answering the Question

Conclusions: Great Literature Involves the Struggle

Man and God

Man and Self

Man and Society

Man and Nature

Poetry

Selected Short Stories: Surprise Endings

Senior Project

Preparation for the Advanced Placement Exam

Literature as Force for Change

See Appendix attached

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS IN:**

Writing, Reading, and Language Arts

**LAB FEE, IF REQUIRED:**

None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

AP English 12 meets the prescribed standards for English at the 12<sup>th</sup> grade level, which are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

## **DISTRICT ESLR'S TO BE ADDRESSED:**

### **Students will be:**

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and synthesize information from a variety of sources, realizing that independent learning is a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate polished formal and extemporaneous presentations with appropriate public speaking techniques and strategies.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students engage in higher level thinking activities such as analysis of characters, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products, such as speeches or analysis of literature. Group work will be a reflection of the effort contributed by each member of the group.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

## Appendix:

### Summer Reading Man, Nature, and Society

*The Natural*--Malamud  
*Taming of the Shrew*--Shakespeare  
*Frankenstein*--Shelley  
*The Strange Case of Doctor Jekyll and Mr. Hyde*--Stevenson  
*Brave New World*--Huxley  
*Hero with a Thousand Faces*--Campbell

### Reading for Details

*Macbeth*  
Interpretations of Fate

### Introduction to the Hero

Epic Hero: Beowulf  
Anglo-Saxon Chronicles  
Interpretations of Fate

### Understanding Literary Movements

Literary Timeline (*Elements of Literature*)  
Neo-Classical  
Romanticism  
Man as Creator  
Man as Monster

*Frankenstein*

*Ozymandias* speech presentation  
*Genesis 1-3*(from *Elements of Literature*)

### Understanding Archetypes

The Hero  
*Hero with a Thousand Faces* – Campbell  
The Heroic Journey  
The Epic Hero  
*The Iliad*  
*Paradise Lost*  
The Questing Hero  
*The Natural* – Malamud  
Arthurian elements  
The Tragic Hero  
*Oedipus Rex*-- Sophocles

### Reading Out of the Jungle

*Heart of Darkness* – Conrad

### The Perfect Hero

*Hamlet* – Shakespeare (Renaissance Tragedy)

### Part Three of the Tragedy Trilogy (Modern Tragedy)

*Death of a Salesman* –Miller  
*Tragedy and the Common Man*—(Miller)

### Exploring the World's Great Literature

The Classic Literature Project

### Researching: Answering the Question

What Makes this a Piece of Classic Literature?  
MLA Research Practices

### Conclusions: Great Literature Involves the Struggle

Man and God  
Man and Self  
Man and Society  
Man and Nature

### Poetry

Selected Works from *Elements of Literature*  
“The Second Coming” – Yeats  
“The Hollow Men” – Eliot  
Handouts on Elements of Literature  
Rhyme and Meter, Structure of Poetry  
Selected Chapters from *Sound and Sense*  
Plath, Shakespeare, Williams, Cummings, Blake, Dickenson,  
Whitman, et al.  
Poetic Analysis:  
Selected Poems to Analyze Throughout the Semester  
Plath, Whitman, Frost, Shakespeare, Auden et al.  
Essay: Point of View in Sylvia Plath’s “Sow”

### Selected Short Stories: Surprise Endings

“The Story of an Hour”—Chopin  
“The Black Cat”—Poe  
“The Lottery”—Shirley Jackson  
“The Ones who Walk Away from Omelas”—Le Guin

### Senior Project:

All the Elements Connected with the Senior Project are Taught in AP Literature

Project: 15 hours of Some Type of Project  
Community Based, Self-Growth

Portfolio: Collection of Progress of Project

Paper: 4 Pages min. of Reflective Essay

Presentation: 8-12 min. in front of Sr. Project Panel

### Preparation for the Advanced Placement Exam

In-class Writing Responses

Time Management Strategies

Breaking Down Free Response Questions

Anticipating Future Questions

Practice Objective Exam Skills:

*Multiple Choice Questions in Preparation for the AP Literature and Composition Exam* (5<sup>th</sup> Edition)

### Literature as Force for Change

Rhetorical Strategies

Appeals: *logos, pathos, ethos*

Fallacies

Structure and Strategies of Argument

*A Modest Proposal* – Swift

Analysis of Op/Ed Pieces

*Letter from Birmingham Jail*-- King

*Essay on Civil Disobedience*--Thoreau

Analysis of Rhetorical Strategies in King and Thoreau

### \*Authors and Works in the Classic Literature Project

Homer	<i>The Iliad</i>
Homer	<i>The Odyssey</i>
Plato	<i>The Republic</i> (inc <i>the Allegory of the Cave</i> )
Sophocles	<i>The Oedipus Trilogy; Electra,</i>
Virgil	<i>The Aeneid</i>
Ovid	<i>Metamorphosis</i>
Dante	<i>Inferno</i> , trans. John Ciardi
Machiavelli	<i>The Prince</i> (in conjunction with <i>Utopia</i> )
Miguel de Cervantes	<i>Don Quixote</i>
Chaucer	<i>The Canterbury Tales</i>
Malory	<i>Le Morte D'Arthur</i>
More	<i>Utopia</i> (in conjunction with <i>The Prince</i> )
Shakespeare	<i>King Lear; Richard III; Twelfth Night</i>
Milton	<i>Paradise Lost</i>
Swift	<i>Gulliver's Travels</i>
Hugo	<i>Les Miserables</i>
Goethe	<i>Faust, parts One and Two,</i>
Ibsen	<i>Hedda Gabler; A Doll's House...Builder</i>
Austin	<i>Pride and Prejudice</i>
Dickens	<i>A Tale of Two Cities</i>
Hardy	<i>The Return of the Native</i>
C. Bronte	<i>Jane Eyre</i>
Wilde	<i>The Picture of Dorian Grey</i>
E. Bronte	<i>Wuthering Heights</i>
Eliot	<i>Middlemarch</i>
Dostoevsky	<i>Crime and Punishment</i>
Tolstoy	<i>Anna Karenina</i>
Kafka	<i>The Trial; Metamorphosis</i>
Conrad	<i>Lord Jim</i>
Whitman	<i>Leaves of Grass</i> (final edition)
Melville	<i>Moby Dick</i>
Dickenson	<i>Complete Works</i>
Thoreau	<i>Walden; Essay on Civil Disobedience</i>
Garcia Marquez	<i>One Hundred Years of Solitude</i>