

## AP ENGLISH LITERATURE SYLLABUS

### Part 1. Brief Description of Course

AP English Literature is constructed in accordance with the guidelines described in the AP English Literature Course Description. Please visit <http://apcentral.collegeboard.com> for details.

Twelfth – grade AP English Literature is a college level course and will require students to write, learn, discuss, think, analyze, interpret, deduce, laugh, construct, infer, perform and participate. Dedication to academic excellence is the hallmark of this course and in pursuit of this goal, students will be required to read widely, evaluate carefully and write extensively on a variety of literature-based topics. Daily, we will discuss some aspect of writing including artistic proofs (ethos, pathos, logos), structure, and writing style (diction, syntax, figurative language). Students must demonstrate their understanding of techniques authors use to create their art in a variety of genres.

To enable students to cover the course reading, several of the longer pieces will be required reading during the summer. I strongly suggest that students read more than the required selections as AP assumes that students are well read. The more exposure a student has to literature, the better his / her chance of passing the AP test, receiving college credit and becoming memorialized as an AP scholar. The required summer assignment is attached to this sheet along with additional selections.

Because AP requires that students write effectively in a short period of time, student-writing assignments will be issued frequently and evaluated thoroughly. Most of the writing assignments will evaluate the student's ability to produce an exceptionally written, polished essay of sound substance in a forty – minute time period. These assignments will not be easy and often times will require students to analyze a new concept or work and apply it to existing ideas that were exposed during class discussion. Naturally, we will probe deeply into these topics but not until the student has thought about the topic appropriately and not until submissions have been graded. None of the writings will promote basic parroting of information.

AP style must exhibit an expertly written thesis, style, conciseness, precision, voice, organization, relevant support, elevated language and exact mechanics. In order to produce such pieces, students will be required to practice and refine skills out of class as well as in class. To encourage excellence in writing, students will write Response Papers for each literary selection studied. Response Papers will require students to think about a specific question related to our text(s) and construct a MLA-style, typed analysis. Each Response Paper will be required to be submitted for grading. Perfect writing is required at all times because, after all, practice makes permanent while perfect practice makes perfect.

All AP students must attend class regularly and good notes will help significantly with tests. Often times, tests are created from ideas that are suggested during class but not expanded upon. We move at an accelerated pace to gain the exposure necessary to do well on the AP examination in May. The class will be geared to both AP examination success and future success in higher learning. Participation is mandatory and ideas must have substantiated academic merit.

Weekly Vocabulary Quizzes will be issued to all students every Friday. Vocabulary Units will include 22 Vocabulary Words and an entire Vocabulary Segment will include 4 Units, totaling 88 words. Recall Vocabulary Words will appear on the Second, Third, and Fourth Quizzes. Essentially, students will be required to master 22 words in Unit 1; 44 words in Unit 2; 66 words in Unit 3; and 88 words in Unit 4.

Each week, students will be required to read approximately 80 pages from the selected literature. Every Wednesday will be reserved for in – class discussions regarding the literature and quizzes will be issued prior to all discussions to encourage all class members to keep up with the weekly readings. For

all assigned readings, students are required to maintain Informal Journal Entries. The journals are informal in nature and designed to enhance the student's understanding of the text. Most journal entries will respond to specific textual details, such as: use of setting, irony, character development, creation of tone, movement in literature, and other authorial techniques. These journal entries will be graded on completion and students are encouraged to refer to their Informal Journal Entries frequently to assist them with In – Class Timed Writings.

All units will culminate in a Timed – Writing, a Processed Essay (known as a Response Paper), or both. Timed – Writings will be graded immediately and returned to the student for rewriting. Response Papers will be graded twice. Upon initial submission, students will have the opportunity to rewrite and revise essays for a second grade. The rewrite process will take a variety of forms, including peer review, teacher feedback, and student evaluation – where students grade each other's work. All students will be required to complete an Exit Interview for each submission to reflect on the worthiness of their submission.

Finally, each marking period, students will be required to take three AP Exams for practice. Each Practice Exam is approximately 30 questions in length and worth double point value. Once all students have taken the Exam, and after all Exams are returned, students will be given 1 week to correspond with their peers, find correct answers to all the questions on the Exam, and to write Answer Explications for all incorrect answers. Students who complete the assignment in a satisfactory manner will be awarded no less than 8 points onto their Exam grade for the specified Exam.

#### Part 2. Required Texts:

Summer Readings:

1. The Odyssey
2. Heart of Darkness

Required Annual Readings

3. Canterbury Tales (Prologue)
  - a. Nun's Priest
  - b. Wife of Bath
  - c. Pardoner's
  - d. Miller's Tale
4. Far from the Madding Crowd
5. Macbeth
6. A Doll's House
7. Enemy of the People
8. Animal Farm
9. Frankenstein
10. Rime of the Ancient Mariner
11. Ethan Frome
12. Lord of the Flies
13. Hamlet
14. Picture of Dorian Gray
15. A Streetcar Named Desire
16. Assorted Poetry – Teacher's Discretion
17. Short Stories:
  - a. Use of Force (Williams)
  - b. Enormous Radio (Cheever)
  - c. Good Country People (O' Connor)
  - d. A Good Man is Hard to Find (O' Connor)
  - e. The Life You Save May Be Your Own (O' Connor)
  - f. The Ones Who Walk Away from Omelas (LeGuin)

Tones:

- g. Araby (Joyce)
- h. A&P (Updike)
- i. The Chrysanthemums (Steinbeck)
- j. The Yellow Wallpaper (Gilman)
- k. Counterparts (Joyce)
- l. Hills Like White Elephants (Hemingway)
- m. I Want To Know Why (Anderson)
- n. Engraving: A Rake's Progress (Hogarth)

Part 3. Detailed Unit Breakdown and Assignments

1. Unit 1. "The Beginnings: AP Writing Style and AP Language." During the first week of school, students will be provided a handout regarding appropriate AP writing style and instruction regarding how they can enhance their writing style. The focus is the elevate student's diction and alert them to the nuances of style. See Handout A.
2. Informal Journal Entry Summer Assignment Due -
  - a. Handout A (AP Literature – Tones):

Give some thought to the following “ tones” you may encounter in literature (prose or poetry). Some of these tones may be obvious, while others may not be so recognizable. Define each tone briefly. Make sure you have a working understanding of each tone as they will certainly appear in AP English class.

Acerbic  
Ambiguous  
Ambivalent  
Ardor  
Ardent  
Authoritative  
Avaricious  
Barbed  
Bitter  
Capricious  
Celebratory  
Confused  
Contented  
Devoted  
Despotic  
Didactic  
Disruptive  
Elegiac  
Epistolary  
Excited  
Fervent  
Fickle  
Helpful  
Hopeful  
Inspirational  
Intellectual  
Intolerant  
Light – Hearted  
Mordant  
Morbid  
Nascent  
Nepotistic  
Nostalgic  
Ominous  
Passive  
Pointed  
Quizzical  
Reproachful  
Resentful  
Satiric  
Suspenseful  
Whimsical  
Zealous

The following is a brief list of how you can refer to language in literature. Remember, you should never say “ an author’ s use of diction,” as diction means use of words. Simply say, “ author’ s diction...” The following help may help you categorize diction as being something other than “ gummy.”

Language can be:

Abstract  
Archaic  
Bland  
Colloquial  
Common  
Concise  
Concrete  
Elevated  
Flowery

Formal  
Informal  
Ornate  
Polemical  
Simple  
Strong

Flowers / Trees found in poetry: Give a brief definition of each item found within literature

Cedar  
Chrysanthemums  
Fern  
Lotus Flower  
Laurels  
Myrtle  
Oak  
Olive branch  
Primrose  
Roses  
Rosemary  
Sage  
Shamrock  
Thyme  
Violet  
Daisy

REMBEMER: There is no coming to consciousness except through pain – Carl Jung.

Assignment: Timed Writing #1. Considering the lesson on writing, style, and tones, read the following poem “White Man’s Burden” and discuss how the theme of this poem is similar to or different from the overall theme in Heart of Darkness. Consider authorial intent for each work (goals), in what ways does this poem continue or depart from the overall theme in Heart of Darkness?

\* Rewrite Due: 1 week after assignment is returned.

2. Unit 2. “The Construction of Literature” - Approximately 5 Weeks. Assignment: Group Presentations – Canterbury Tales Prologue / Assign 4 Tales / and Far From the Madding Crowd.
  - a. Works Covered: Canterbury Tales / Far From the Madding Crowd
  - b. Informal Journal Entry – What advantages and disadvantages are available through the “Layered Story” format?
  - c. Informal Journal Entry – How are characters’ developed and changed throughout literature?
  - d. Short Stories Covered: I Want To Know Why, A Rake’s Progress, Araby
  - e. Goal: By Researching Canterbury Tales and by reading Far From the Madding Crowd, students will be able to explain how the form of the work influences the meaning. More specifically, students should be able to explain:
    - i. Canterbury Tales – The “Layered” story format. What advantages / disadvantages does the author gain by having a story within a story?
      1. Group PowerPoint Presentations Required. Students are required to visually depict the Canterbury Tales through Powerpoint or other Visual means and connect their presentation to the text itself.
    - ii. Far From the Madding Crowd – Serial Delivery. How does the work change by having the work published serially?

1. Response Paper #1. Search for identity. Pick a major character in Hardy's work, *Far from the Madding Crowd* (Oak, Boldwood, Troy or Bathsheba) and discuss how their identity is created through experiences, events and circumstances. Peer Review will be used for this assignment.
  2. Informal Journal Entry: "Aphorism Assignment" – Students must react to 80 specific Aphorisms that have been pulled from the text.
  3. Timed Writing #2. Topic To Be Announced.
  - iii. Rake's Progress Presentation. After viewing Hogarth's "A Rake's Progress," students are to prepare a "Personal Progress" of their own. Their "Personal Progress" is a narrative of PICTURES of their own life that tells their life's story. They are required to present their "Personal Progress" to the class.
- f. Authorial intent: After reading each work, what Themes and Goals do you think the author was trying to address?
3. Unit 3. "The Meaning of Misogyny" – Approximately 5 Weeks.
- a. Works Covered: *Macbeth* and *A Doll's House / Use of Force*
  - b. Informal Journal Entry – What roles do women play in literature?
  - c. Short Stories Covered: *Hills Like White Elephants*, *Yellow Wallpaper*, *The Chrysanthemums*.
  - d. Goal: By reading *Macbeth* and *A Doll's House*, students will be able to define misogyny and identify subtle and obvious misogynistic tendencies an author may possess.
    - i. *Macbeth* – Does society influence women's stereotypes in literature, or does literature reflect social norms?
    - ii. *A Doll's House* – Is Nora a strong character?
      1. Assignment: Timed Writing #3 – Topic To Be Announced
      2. Assignment: Response Paper #2 – Shakespeare's *Macbeth* has often been criticized as misogynistic. Considering themes like evil, violence, and chaos within *Macbeth* and Ibsen's *A Doll's House*, which play appears more misogynistic in nature? Is this label warranted in either case?
        - a. Peer Evaluation will be used for Response Paper #2. Please follow Teacher's Rubric for Grading Procedure.
    - iii. Use of Force – Read *Use of Force* (Williams). Given your understanding of misogyny, does who causes Mathilda's suffering?
      1. Goal – Students initially see the girl as the galvanizing force. However, after a closer reading of the text, the doctor is seen as sexually charged and as the aggressor.
4. Unit 4. "The Politics of Literature." – Approximately 3 Weeks.
- a. Works Covered: *Enemy of the People* and *Animal Farm*
  - b. Informal Journal Entry – Respond to any three SOCIAL or POLITICAL ideologies supported in the literature. Apply these observations to modern day America.
  - c. Short Stories Covered: *The Life You Save May Be Your Own*, *Good Country People*, *A Good Man is Hard to Find*
  - d. Goal: Students will be required to read *Enemy of the People* and *Animal Farm*. Students must identify and discuss the author's political message within both works.

- i. How does each author regard:
    1. Capitalism (as an economic system)
    2. Socialism (as an economic system)
  - ii. Assignment: Response Paper #3 - Dr. Stockmann fails in his mission because of his own hubris, not because of the town's selfish motivations. Assess the validity of this statement.
5. Unit 5. "Thematic Links" – Approximately 5 Weeks.
  - a. Works Covered: Frankenstein and Rime of the Ancient Mariner.
  - b. Informal Journal Entry – Does belief in a Higher Power make one more inclined to show respect for the natural world?
  - c. Goal: Given 2 distinct literary genres, students should be able to recognize and explain universal themes, such as reverence of the natural world.
6. Unit 6. "' Setting' the Tone in Literature: How Setting Effects Tone" – Approximately 4 Weeks.
  - a. Works Covered: Lord of the Flies and Ethan Frome.
  - b. How does setting affect the overall tone in literature.
  - c. Short Stories Covered:
  - d. Goal: Students should be able to analyze how setting effects tone within literature. Specific topics covered will be:
    - i. Tone, Setting, Characters, Conflict, Imagery, Seasonal Imagery, and Figurative Language.
  - e. Assignment: Timed Writing: Trace how Golding uses fire in an ironic way. What purpose does fire serve in the story and how is developed ironically?
  - f. Assignment: Response Paper: Does the setting of Wharton's Ethan Frome and Golding's Lord of the Flies enhance or limit the works, respectively? Please remember to cite the text specifically when constructing your response.
7. Unit 7. "The Search for Identity and Meaning" – Approximately 6 Weeks
  - a. Works Covered: Hamlet, The Picture of Dorian Gray, and A Streetcar Named Desire.
  - b. Informal Journal Entry – List the various Ironies encountered in the required literature for this unit. Collaborate with your peers and devise and Master List.
  - c. Short Stories: Counterparts, A&P, The Enormous Radio.
  - d. Specific topics covered:
    - i. Are you who you think you are OR are you what society perceives you to be?
  - e. Assignment: Leo Tolstoy once wrote, "All happy families are like another; each unhappy family is unhappy in its own way." Consider how Shakespeare's Hamlet portrays an unhappy family. Write an essay in which you explain the source of the family's unhappiness and uniqueness of its misery
  - f. Assignment: In a novel or play, a confidant (male) or confidante (female) is a character, often a friend or relative of the hero or heroine whose role is to be present when the hero or heroine needs a sympathetic listener to confide in. Frequently, the result is, as Henry James remarked, that the confidant or confidante can be as much "the reader's friend as the protagonist's." However, the author sometimes uses this character for other purposes as well. Choose a confidant or confidante from Tennessee Williams' A Streetcar Named Desire and write an essay in which you discuss the various ways the character functions in the work.
8. Unit 8. Poetry – Integrated. Students will complete a Research Paper on Poetry. All Research Papers must adhere to MLA guidelines. Students will have to utilize research and documentation skills taught and developed in previous year's English Classes.

Poetry will emphasize the following:

- a. The connection between form and meaning, Syntax, Diction, Metaphor, Simile, Symbolism, Conceits (Metaphysical), Paradox, Alliteration, Assonance, Connotation, Denotation, Juxtaposition, Irony, Allusion,
- b. Works Covered INCLUDE BUT ARE NOT LIMITED TO:
  - i. The Altar – Herbert
  - ii. Swan and Shadow – Hollander
  - iii. Imperceptibly as Grief – Dickinson
  - iv. Ah Are You Digging on My Grave – Hardy
  - v. Afterwards – Hardy
  - vi. Shakespearean Sonnets: 18, 29, 73, 116, 130
  - vii. Petrarchan Sonnets: 134, 292
  - viii. Acquainted With the Night – Frost
  - ix. Death Be Not Proud – Donne
  - x. How do I Love Thee – Browning
  - xi. When I Have Fear That I May Cease to Be – Keats
  - xii. Ozymandias – Shelley
  - xiii. Do Not Go Gentle Into that Good Night – Thomas
  - xiv. The Waking – Roethke
  - xv. Out, Out – Frost
  - xvi. This is A Photograph of Me – Atwood
  - xvii. Mid – Term Break – Heaney
  - xviii. Hay For the Horses – Snyder
  - xix. Driving Lessons – Bowers
  - xx. The Bait – Donne
  - xxii. The Flea – Donne
  - xxiii. Nymph' s Reply – Raleigh
  - xxiv. Wilde Swans at Coole – Yeats

c. Assignment: Individualized Poetry Presentations will be due prior to midterm examinations

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\* All other works must be purchased by students\*