**AP Literature and Composition Course Syllabus**

**Course Overview:** This AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The AP Literature and Composition course is designed to prepare students for the AP assessment. The course engages students in the close reading and critical analysis of imaginative literature to deepen understanding of the ways writers use language to provide both meaning and pleasure (SC1). As they read, students will consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone (SC2). Writing assignments include expository, interpretive, analytical, and argumentative essays that require students to analyze and interpret literary works (SC3, SC8 & SC9). **(From AP overview guide)**

**Course Goals:**

1. To carefully read and critically analyze imaginative literature (SC1 & SC2).
2. To understand the way writers use language to provide meaning and pleasure (SC9).
3. To consider a work’s structure, style, and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone (SC3).
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) and know a few works extremely well (SC1).
5. To understand a work’s complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form (SC7).
6. To consider the social and historical values a work reflects and embodies (SC4 & SC10).
7. To write critically, focusing on analysis of literature including expository, analytical, and argumentative essays (SC5, SC6, SC8, SC9 & SC10).
8. To write critically, as well as creatively, sharpening one’s understanding of writers' accomplishments and deepening appreciation of literary artistry (SC5, SC6, SC7 & SC8).
9. To become aware--through speaking, listening, reading, and writing--of the resources of language: connotation, metaphor, irony, syntax, and tone (SC2).

**Performance** **Tasks** (SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9 & SC10):

* Timed essays based on past AP® prompts
* Essay questions as required of college-level writers
* Reading/responding/analyzing novels, drama, short fiction, poetry, and nonfiction.
* Reader workshops
* Writer workshops
* Prepare research and topics for class discussion
* Annotate texts
* Socratic & structured discussions
* Imaginative writing including, but not limited to, poetry and imitative structures
* Literary Analysis papers—expository and persuasive
* Dialectical Journals
* Reader Response essays
* Personal essay
* Graphic organizers, journals, paragraph responses
* Timed multiple-choice question exam practice

**Daily materials & Expectations:**

1. Students will adhere to all school policies, rules, and expectations.
2. Students will bring a black ink pen, highlighters (five different colors), notebook, loose-leaf paper, school agenda, and all reading materials to class each day.
3. Students are expected to complete all course assigned readings within the given time frame.
4. Students will come to class prepared to discuss assigned essays, poems, stories, novels, or other text(s).
5. Students will keep and maintain a portfolio (2”binder) for the course, which will include reader response essays, essay drafts, class notes, discussion notes, free write responses, creative writing pieces, bell work activities, and dialectical journal notes
6. Students will be required to utilize the course Canvas online learning platform for discussions and other various activities and assignments.
7. Student will be expected to frequently refer to the class website (Drpelotte.weebly.com) for class calendar, assignments, and updates.
8. Students will be expected to have a turnitin.com and submit all major writing assignments through turnitin.com.

**Reading Focus & Selected Texts**

Students will be required to complete readings weekly as part of their independent preparation. The selected independents readings are chosen to allow students to encounter a variety of authors, writing styles, genres, and literary devices (SC1). Focus literary works will be further detailed in the unit topics breakdown chart below.

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| **Text Type** | **Selected texts/authors** |
| **Essays:** | “Allegory of the Cave” Plato“A Modest Proposal” by Jonathan Swift“Reflections on Exile” by Edward Said“Philosophy of Composition” by Edgar Allan Poe“The Myth of Sisyphus" by Albert Camus“Self-Reliance” by Ralph Waldo Emerson“Civil Disobedience” by Henry David Thoreau“Here is a Lesson on Creative Writing” by Kurt Vonnegut“Why I Stopped Hating Shakespeare” by James Baldwin“The Death of a Moth” by Virginia Wolf “Once More on the Lake” by E.B. White |
| **Novels:** | *Ishmael: An Adventure of Mind and Spirit* by Daniel Quinn*The Stranger* by Albert Camus20th Century Novel (Student choice)*Candide* by Voltaire*The Metamorphosis* (novella) by Franz Kafka*Persepolis: Story of a Childhood* by Marjane Satrapi (graphic novel) |
| **Plays:** | *Macbeth* by William Shakespeare*Hamlet* by William ShakespeareShakespeare Play (student choice)*No Exit* by Jean Paul Sartre *Waiting for Godot* by Samuel Beckett |
| **Poems/Poets:** | *The Sow* by Sylvia Plath*I Started Early, Took my Dog* by Emily Dickinson*Ozymandias* by Percy Bysshe Shelley*Out, Out* by Robert FrostSelected poems by: William Shakespeare, Robert Frost, Sylvia Plath, Elizabeth Bishop, T.S. Eliot, Pablo Neruda, William Buster Yeats, Walt Whitman, and Billy Collins. |
| **Text books:** | Gioia, Dana and X.J. Kennedy, eds. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing 10th Ed.* New York: Pearson Longman, 2007.Morgan, Meg, Kim Stallings, and Julie Townsend. *Strategies for Reading and Arguing about Literature*. University of North Carolina: Pearson, 2007. Foster, Thomas C. *How to Read Literature Like a Professor*. New York: Harper Collins, 2003. |
| **Short Stories/Short Story Authors:** | “Araby” by James Joyce“A Clean, Well-Lighted Place” by Ernest Hemingway“The Storm” by Kate Chopin “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez“The Door” by E.B White“A Hunger Artist” by Franz Kafka“A Rose for Emily” by William Faulkner“Hills like White Elephants” by Ernest Hemingway“The Open Boat” by Stephen Crane“Everyday Use” by Alice Walker“A & P” by John Updike“The Saboteur” by Ha JinOther selected short stories by: F. Scott Fitzgerald, Flannery O’Connor, Margaret Atwood |

**Writing Expectations**

Each student will be expected to refine their analytical writing skills throughout the course. It is expected that students have a strong grasp on Standard English conventions (SC12). Students will have opportunities to review complex grammatical structures and previously studied grammar and conventions.

**Semester One Independent Writing Practice:**

Quarter 1

During the first quarter students will complete a one page written response, four in total (SC7). Students will respond to a poem selected from *Sailing Alone Around the Room* by Billy Collins, a book of poems. Students will focus on one to two aspects of either figurative language or poetic style/techniques (SC2). Students will select an essay response to workshop during class (SC5 & SC6). Students will revise their essay based on peer teacher feedback (SC11-SC15). Students will submit a second draft, and conference with the instructor over the second draft (SC11-SC15). Students will be expected to revise the essay and submit a final draft.

Quarter 2

During the second quarter students will select a poem each week (of their choice from selected poets) and write a one page response, focusing on figurative language or poetic style/technique (SC2). Students will choose from the list of following poets (any poems by these authors are acceptable):

1. Ted Hughes
2. Emily Dickinson
3. Gertrude Stein
4. Walt Whitman
5. Billy Collins
6. Langston Hughes
7. William Carlos Williams
8. William Blake
9. Margaret Atwood
10. Ezra Pound
11. Carol Ann Duffy
12. Nikki Giovanni

Students will select an essay response to workshop in class (SC8-SC10). Students will revise their essay based on teacher/peer feedback (SC11-SC15). Student will submit a second draft, and conference with the instructor over the second draft (SC11-SC15). The focus for editing will be on using appropriate text evidence and illustrative details throughout the essay to support the analysis (SC14). Instructor will provide feedback and suggestions to students on their various weekly essays (SC11-SC15). Student will be expected to revise the essay and submit a final draft.

**Semester Two Independent Writing Practice:**

Quarter 3 (SC1)

During the third quarter students will complete a one page written response each week (SC7). Students will respond to short stories selected by the instructor. The short stories will vary in length, time period, genre, and location (SC1). Each week students will focus on one to two literary devices utilized (SC2). The following is the list of short stories that will be read and studied. Students will be expected to thoroughly annotate each story and submit their annotated text with their essay (SC7).

Week 1: “A Clean Well-Lighted Place” by Ernest Hemingway and “A&P” by John Updike

Week 2: “The Storm” by Kate Chopin and “Hills like White Elephants” by Ernest Hemingway

Week 3: “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez and “A Rose for Emily” by William Faulkner

Week 4: “Everyday Use” by Alice Walker and “The Open Boat” by Stephen Crane

Week 5: “Araby” by James Joyce and “The Saboteur” by Ha Jin

Week 6: “The Door” by E.B. White and “A Hunger Artist by Franz Kafka”

Week 7: End of semester essay (no passages)

Week 8: End of semester essay (no passages)

Week 9: Student Reflection Essay (no passages)

Students will select an essay response to workshop during class (SC8, SC9 & SC10). Students will revise their essay based on peer feedback (SC11, SC12, SC13, SC14 & SC15). Students will submit a second draft, and conference with the instructor over the second draft. Students will receive feedback on organization and sentence structure throughout this quarter’s written independent practice. Students will be expected to revise the essay and submit a final draft.

Quarter 4 (SC1)

During the fourth quarter students will complete a one page written response each week (SC2 & SC7). Students will respond to an essay/memoir excerpt selected by the instructor. The essays will vary in topic, length, writer style, and time period/location. Each week students will focus on one to two rhetorical devices as well as literary techniques used by the writer (SC2 & SC3). Students will be expected to thoroughly annotate each essay and submit their annotated text with their essay.

Week 1: “Death of a Moth” by Virginia Woolf

Week 2: “The Myth of Sisyphus" by Albert Camus

Week 3: “Self-Reliance” by Ralph Waldo Emerson

Week 4: “Civil Disobedience” by Henry David Thoreau

Week 5: “Here is a Lesson on Creative Writing” by Kurt Vonnegut

Week 6: “The Death of a Moth” by Virginia Wolf

Week 7: “Once More by the Lake” by E.B. White

Week 8: Practice Exam (no passages)

Week 9: Reflection Essay (no passages)

Students will select an essay response to workshop during class (SC8, SC9, & SC10). Students will revise their essay based on peer feedback. Students will submit a second draft, and conference with the instructor over the second draft (SC11-SC15). Students will receive feedback throughout the quarter on how to improve rhetorical devices and controlling their tone and voice throughout their essays. Instructor and student will conference before the final edited draft is submitted.

**Timed Writing Practice (SC5-SC10)**

During first semester students will complete two timed practice writing exams (one each quarter). Students will be working on Question II style practice tests from the AP exam. Students will be given 40 minutes to complete the essay question. During second semester students will complete four timed practice writing exams (two each quarter). Students will compose three essays during the allotted two hour time frame.

Each semester students will be expected to write a longer literary analysis essay. Students will utilize peer to peer feedback and instructors critique to compose a final literary analysis (4-5 page essay). These analysis essays will count as a major written assessment.

**Unit Breakdown**

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| **Unit Title:** | **Reading Focus** | **Writing Focus/Tasks & Activities** |
| **Introduction to reading, writing, and arguing about literature (3 weeks)** | “The Death of the Author” Roland Barthes (essay)“Borges and I” by Jorge Borges (prose/essay)“Philosophy of Composition” by Edgar Allan Poe (essay)“Introduction to Poetry” by Billy Collins (poem)“Anger” by César Vallejo (poem) “The Two Fridas” (painting)“America” by Claude McKay (poem)Pre-20th Century novel (student choice) | Write an essay in response to Barthes’ essay. Title your response “The Death of the Reader.” In your response, argue for the validity of an author in regards to the text created. Read and annotate “The Death of the Author” by Roland Barthes Read and annotate excerpts from “Philosophy of Composition” by Edgar Allan PoeUse the TPCASTT method to read and annotate poetry. |
| **Unit 1: Humor and Satire (6 weeks)**  | *Candide* by Voltaire (novel)“A Modest Proposal” by Jonathan Swift (essay)“Reflections on Exile” by Edward Said (essay)“One Art “ Elizabeth Bishop (poem)“Love Song of J. Alfred Prufrock” by T.S. Eliot (poem) “The Second Coming” William Buster Yeats (poem)“Out, Out—” by Robert Frost (poem) | Read and complete dialectical notes over the novel *Candide* by VoltaireStudents will complete discussion board prompts through Canvas. Students will be required to actively participate on the discussion board forum throughout the readings of each text.Students will complete an outline, draft, and final draft (writing process). The focus will be on appropriate essay organization. Students will complete a peer review and conference with instructor. Feedback will be given throughout the writing process to improve organization, essay structure, and effective argumentative and rhetorical techniques. Students will utilize a formal outline structure provided by the instructor to improve upon transition, paragraph structure, and overall essay quality. Analysis Essay: Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience. Show how a character in Voltaire’s novel *Candide* experiences such a rift and becomes cut off from home, birthplace, family, homeland, or other special place. Write an essay in which you analyze how this character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the novel as a whole. Do not merely summarize the plot. |
| **Unit 2: Drama & the Tragedies (9 weeks)** | *Macbeth* by William Shakespeare*Hamlet* by William ShakespeareShakespearean play (student choice)“The Poetics” by Aristotle (excerpts)*Oedipus Rex* by Sophocles (excerpts)“Why I Stopped Hating Shakespeare” by James Baldwin (essay)“Ozymandias” Percy Bysshe Shelley (poem)“Sonnet 29” by William Shakespeare (poem“Sonnet 130” by William Shakespeare (poem)“Sonnet 116” by William Shakespeare (poem) | Read and annotate “The Poetics” by Aristotle. Read and annotate excerpts from *Oedipus Rex* by Sophocles.Read and annotate “Why I Stopped Hating Shakespeare” by James Baldwin.Read and complete dialectical journal notes over *Macbeth* and *Hamlet*. (Select 2-3 literary devices to focus your notes on). Throughout the reading of this play we will utilize various graphic organizers to improve vocabulary and defining in context.Students will complete discussion board prompts through Canvas. Students will be required to actively participate on the discussion board forum throughout the readings of each text.Throughout this unit there will be a focus on key drama components within each text. Students will be expected to complete the writing process for their final essay of this unit. A focus on the utilization of appropriate vocabulary will be an emphasis throughout this unit.Analysis Essay: Using Aristotle’s “Poetics,” identify key drama components present in *Macbeth* or *Hamlet*; defend Shakespeare’s thematic choices and argue the aesthetic value of utilizing themes rooted in human nature, and explain how these themes transcend time. |
| **Unit 3: Existentialism and the Absurd (9 weeks)** | *The Stranger* by Albert Camus (novel)*The Metamorphosis* by Franz Kafka (novella)*No Exit* by Jean Paul Sartre (play)*Waiting for Godot* by Samuel Beckett (play)“Walking Around” by Pablo Neruda (poem)“The Sow” by Silvia Plath (poem)“I Started Early, Took my Dog…” by Emily Dickinson (poem)“My Last Duchess” by Robert Browning (poem)“Dover Beach” by Matthew Arnold (poem)20th Century Novel (student choice from approved list) | Read and complete dialectical notes over *The Metamorphosis*. Read and complete dialectical notes overs *No Exit*.Read and complete dialectical notes over *Waiting for Godot*.Read and complete dialectical notes overs *The Stranger.*Students will complete discussion board prompts through Canvas. Students will be required to actively participate on the discussion board forum throughout the readings of each text.Analytic Essay: In great literature, no scene of violence exists for its own sake. Many works of literature confront the read with a scene or scenes of violence. Choose a scene or scenes from EITHER *The Stranger* or *The Metamorphosis*. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary.--OR--The most important themes in literature are sometimes developed in scenes in which a death or deaths take place. Choose EITHER *The Stranger* or *The Metamorphosis* and write a well-organized essay in which you show how a specific death scene helps to illuminate the meaning of the work as a whole. |
| **Unit 4: Discovering Identity: Gender, Race & Culture (3 weeks)** | *Persepolis* (graphic novel/film)*Guess Wbo’s Coming to Dinner?* (film)*World of Tomorrow* (short film)“Little Girl, My String Bean, my Lovely Woman” by Anne Sexton (poem)“I’m Nobody! Who are you?” by Emily Dickinson (poem)“We Real Cool” by Gwendolyn Brooks (poem)“Identity Card” by Mahmoud Darwish (poem) | Read and complete dialectical notes over *Persepolis*. (Select 2-3 literary elements to focus your notes on).Students will focus on developing their literary term vocabulary throughout this unit as a means of preparing for the AP exams. Students will be given numerous quizzes and bell work assignments related to vocabulary.Students will complete discussion board prompts through Canvas. Students will be required to actively participate on the discussion board forum throughout the readings of each text. Instructor will provide feedback on sentence structure and grammar throughout.Structured Discussions: Literature circle groups will create a presentation, discussion, and handout for the class. Students will create a presentation comparing and contrasting *Ishmael* with their other novel read.Poetry Analysis Essay: Write an un-researched explication essay of a poem of your choice that we have read this year. In the unfolding of your analysis, address any literary devices and other poetic techniques and explain how these devices contribute to the deeper meaning of the poem. Do not simply summarize the poem or list poetic devices.  |
| **Unit 5: Ethics and Citizenship in a Postmodern World (6 weeks)****(test prep & review)** | *Ishmael: A Novel of Mind and Spirit* 20th Century Novel (student choice from approved list) | Read and complete dialectical notes over *Ishmael*. (Select 2-3 literary elements to focus your notes on).Students will focus on developing their literary term vocabulary throughout this unit as a means of preparing for the AP exams. Students will be given numerous quizzes and bell work assignments related to vocabulary.Students will complete discussion board prompts through Canvas. Students will be required to actively participate on the discussion board forum throughout the readings of each text. Instructor will provide feedback on sentence structure and grammar throughout.Structured Discussions: Literature circle groups will create a presentation, discussion, and handout for the class. Students will create a presentation comparing and contrasting *Ishmael* with their other novel read.Analytic Essay: Writers often highlight the values of a culture or society by using characters who are alienated from that society because of gender, race, class, creed, or—as in the case of *Ishmael—*species. Explain how the alienation of the character of Ishmael reveals the surrounding society’s assumptions and moral values.--OR--Critic Roland Barthes has said, “Literature is the question minus the answer.” Considering Barthe’s observation, write an essay in which you analyze a central question the work raises and the extent to which it offers answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary. |
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**INSTRUCTOR: Dr. Lettice Pelotte**

**E-mail: pelotte@phoenixunion.org**

**Ph. #602-764-8000**

**Student:**

I have read the above information and I understand what is expected of me. I agree that I am capable and willing to fulfill the expectations of this course, including taking the AP exam in the spring.

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Student Name (printed) Student Signature Date

**Parent/Guardian:**

I have received a copy of the course syllabus and this form provides details about the course. I understand the information and what is expected of my child.

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Parent/Guardian Name (printed) Parent/Guardian Signature Date

Phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the space below, please write about any specific things that I should know about your child, so I can help him/her in achieving success.