

AP[®] English Literature & Composition

Course Overview

AP[®] English Literature & Composition is designed to offer an intense practice in the process of expository, analytical, and argumentative writing and focused analyzable study of various literary works. Students will work with audience and purpose, along with the rhetorical devices used both in argumentative and persuasive writing. Both analytical writing and an advanced research study will be required. Students will review mechanical and grammatical forms of the English language, using greater accuracy and precision in writing. Students will be exposed to the necessary elements for argumentation and debate; in addition, students will be instructed in the American Psychological Association (APA) style for documentation.

Course readings will expose students to effective rhetoric through the study of representative dramatic works of the Western canon. Plays from the classical, Elizabethan, and subsequent literary periods are studied as a source of inspiration for thinking and writing.

Philosophical analysis of literature will accompany the course discussions. Students will be expected to compare and contrast points of view from such philosophical literary critics as Aristotle, Plato, and Socrates with studies in various literary works read in this course.

Independent summer reading is necessary for success in this course. Students are expected to commit to dedicated study, research, and cognitive self-evaluation. Effective time management will be required considering the demanding curriculum, writing, and reading assignments. Students must enter the course with a command of the English language, grammar, and mechanics.

Reading and Writing Assignments

Reading Assignments run continuously throughout the course, with an additional preparatory summer reading assignment. An important element for understanding discussions, lectures, and writing assignments is a dedication by students to critically read all assignments on time. Short cuts to reading, such as viewing a movie, reading explanatory notes, or other vices in replacement of accomplishing the actual reading assignments, will set the student up for failure. Students are required to complete all reading assignments in this course.

Writing Assignments will coincide with all readings. Students will write a variety of assignments, critical and creative. Students are expected to proofread, revise, and edit all work before submitting the final draft for grading. Occasionally, class time will be used for peer editing. Papers are due and accepted before/on the “due date.” Papers will not be graded after the given “due date” regardless of excused or unexcused absence. Any papers received after the due date will be given 50% of the given credit for the assignment with no critique or evaluation of the work. All writing assignments must be the original work of the students.

Course Planner

Students will be instructed to keep all final drafts of their completed work to compile into a *Writing Portfolio*. Organization and description of all works will synchronize the formatting for an effective and appealing writing portfolio.

Students will be expected to complete a summer reading assignment in order to begin the course on task. The summer reading assignments will be posted at the Guidance Office of Gifted Education at Steubenville High School.

Summer Reading Assignment will be comprised from the following list:

The Cherry Orchard by Anton Chekhov
The Glass Menagerie by Tennessee Williams
Oedipus Rex by Sophocles
Death of a Salesman by Arthur Miller
The Love Song of J. Alfred Prufrock by T. S. Eliot
Spring by Edna St. Vincent Millay
The Road Not Taken by Robert Frost

Kalaidjian, Walter, Roof, Judith, and Stephen Watt. *Understanding Literature: An Introduction to Reading and Writing*. New York: Houghton Mifflin Company, 2004.

First Nine Weeks

The course opens with assessment of summer reading assignment, which consists of selections posted in advance of the course. Students will write several creative

assignments in parallel with critical writings. In addition, students will compose a sonnet and a research paper.

Writing Assignment # 1:

After reading *The Glass Menagerie* by Tennessee Williams, students will reflect upon the importance of symbols used in the play. Students will write a reflection essay analyzing the use of several symbols, their impact to imagery, interpret the significance, and infer meaning to the author's intent.

Reading Assignment # 2:

Read PART I *Form and Content*

Introduction: Reading Fiction

Narrative Fiction

Characteristics of Fiction

The History of Prose Fiction

Analyzing and Interpreting

Overview: The Formal Elements of Fiction

Critical Perspectives: Formalism and New Criticism

Nathaniel Hawthorne, *The Birthmark*

Writing Assignment # 2:

After reading *The Birthmark* by Nathaniel Hawthorne, students will write a critical analysis of the rhetorical devices used by the author. Students will identify the perspective addressed by Hawthorne.

Reading Assignment # 3:

Read PART 1 *Form and Content*

Character

Critical Perspective: Psychological Criticism

Critical Perspective: Myth Criticism

Stories About Character

Herman Melville, *Bartleby the Scrivener*

Sarah Orne Jewett, *The Flight of Betsey Lane*

Writing Assignment # 3:

After reading *Bartleby the Scrivener* by Herman Melville and *The Flight of Betsey Lane* by Sarah Orne Jewett, students will write comparing / contrasting the critical perspectives of each selection. Students may include an additional text selection that they have read on their own. Students will be instructed to include textual support for all inferences, comments, and analysis.

Second Nine Weeks

Reading Assignment # 4:

Read PART II *Image, Style, Structure*
Reading Image and Style Closely
Critical Perspective: Semiotics
Honoré De Balzac, *Sarrasine*
Image, Motif, and Symbol
Image and Motif
Critical Perspective: On Imagery
Joseph Conrad, *Heart of Darkness*

Writing Assignment # 4:

After reading *Heart of Darkness* by Joseph Conrad, students will analyze the semiotics used in the selection. Using this knowledge, students will use similar semiotics and write a creative essay applicable to a current issue in society today. Graphics, such as photos, sketches, etc., may be added to essay to enhance the creativity of the work.

I will ask students to make an appointment for a writing conference, which their essays will be discussed and critiqued individually. A date will be assigned for the student to edit, revise, and submit the final draft for evaluation.

Writing Assignment # 5:

Students will be assigned to write a formal research paper utilizing the Modern Language Association or the American Psychological Association style for documentation. Students will focus their research on topics related to literature and its effects on society. Students will be given sequential dates for submissions. Students will be instructed on editing, revising, and analyzing their own work.

Reading Assignment # 6:

Students will read *A Hunger Artist* by Franz Kafka. Students will be instructed to focus on the rhetorical devices used to capture believability. Round table discussions on the reading selection will be scheduled. Students will be encouraged to research any information to use to add to the discussion.

Writing Assignment # 6:

Students will write a creative essay that utilizes rhetorical devices similar to *A Hunger Artist* by Franz Kafka. Focused attention should be placed on historical period and setting.

Midterm Exam

Third Nine Weeks

The second semester will have a great emphasis on the reading and writing of poetry. Students will be instructed on poetic devices used for each selection.

Reading Assignment # 7:

Students will read and discuss the following poems. Students will be instructed on poetic devices used for each poem.

This Living Hand by John Keats

A Dream of Jealousy by Seamus Heaney

The Fury of Aerial Bombardment by Richard Eberhart

In a Station of the Metro by Ezra Pound

The Great Figure by William Carlos Williams

Mid-August at Sourdough Mountain Lookout by Gary Snyder

Writing Assignment # 8:

Students will choose two poems from the above selections read and write an explication of each, comparing and contrasting diction, tone, imagery and other poetic devices discussed in class. Students will be assigned a date to peer edit their work. Final drafts will be due at a date designated after the completion of peer editing.

Reading Assignment # 8:

Students will read and discuss the following poems. Students will be instructed on poetic devices used for each poem.

Metaphors by Sylvia Plath
I Have a Yong Sister by Anonymous
Sonnet 73 by William Shakespeare
I Wandered Lonely As a Cloud by William Wordsworth
Poem 328 (A Bird came down the Walk) by Emily Dickinson
Watch Repair by Charles Simic
Fern Hill by Dylan Thomas

Writing Assignment # 9:

Students will one poem from the above selections and write a critical analysis of use of figurative language in that poem. Students may refer to other poetry written by the same author. All directly quoted, summarized, and paraphrased information must have parenthetical citations the Modern Language Association or the American Psychological Association style for documentation.

Fourth Nine Weeks

Students will be encouraged to make an appointment for a writing conference. At that time final comments, individualized instruction, assistance, and other needs for the student's success with the 1) Writing Assignment # 5 – Research paper and 2) *Writing Portfolio* will be addressed. Final due dates will be assigned.

Reading Assignment # 10:

Students will read and discuss the following poems. Students will be instructed on poetic devices used for each poem.

The Lamb by William Blake
One Perfect Rose by Dorothy Parker
The Sick Rose by William Blake
Mending Wall by Robert Frost
The Moon and the Yew Tree by Sylvia Plath
Strawberries by W. S. Merwin
Upon a Spider Catching a Fly by Edward Taylor
From Sonnet 71 (Who will in fairest book of Nature know) by Sir Philip Sidney
To a Dark Girl by Gwendolyn B. Bennett
The Negro Artist and the Racial Mountain by Langston Hughes

To the Virgins, to Make Much of Time by Robert Herrick
Homage to My Hips by Lucille Clifton
The Woman Hanging from the Thirteenth Floor Window by Joy Harjo
She Walks in Beauty by George Gordon, Lord Byron
Sonnet 18 (Shall I compare thee to a summer's day?) by William Shakespeare

Writing Assignment # 10:

Students will write a sonnet following English /Shakespearean or Italian/Petrarchan sonnet form. After evaluation, students will deliver their poems at a class poetry reading.

Reading Assignment # 11:

Students will read *The Death of Ivan Illych* by Leo Tolstoy and *Death of a Salesman* by Arthur Miller. Focus will be given on authentic and artificial characters.

Writing Assignment #12:

Students will compose an analytical/critical/evaluative essay, comparing/contrasting *The Death of Ivan Illych* by Anton Chekhov and *Death of a Salesman* by Arthur Miller.

Final Exam

Course Materials

Aristotle. *Book X, Ethics* [handout].

Chekhov, Anton. *The Death of Ivan Illych* [handout].

Kalaidjian, Walter, Roof, Judith, and Stephen Watt. *Understanding Literature: An Introduction to Reading and Writing*. New York: Houghton Mifflin Company, 2004.

Course Policies

Papers are due and accepted before/on the “due date.” Papers will not be graded after the given “due date” regardless of excused or unexcused absence. Any papers received after the due date will be given 50% of the given credit for the assignment with

no critique or evaluation of the work. Students are responsible for all material covered in class; quizzes are unannounced. All papers must be typed.

Student Evaluation

Grading Policy

93 – 100 = A

84 – 92 = B

70 – 83 = C

60 – 69 = D

0 – 59 = F

Late work = 50 %

Plagiarized work will result in a failing grade.

**Above syllabus subject to change by the Instructor.*