

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
Oedipus by Sophocles
The Love Song of J. Alfred Prufrock by T. S. Eliot
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.

Course Readings

- *The Glass Menagerie* by Tennessee Williams
- *Death of a Salesman* by Arthur Miller
- *Bartleby the Scrivener* by Herman Melville
- *A Hunger Artist* by Franz Kafka
- *The Death of Ivan Illych* by Leo Tolstoy
- and other works

Course Writings

- Creative assignments in parallel with critical writings.
- Reflection essays analyzing the use of several symbols, their impact to imagery, interpreting the significance, and inferring meaning to the author's intent.
- Critical analysis with identification of the author's perspective.
- Comparing / contrasting essays based on critical perspectives with valid support.
- Formal research paper utilizing the American Psychological Association style for documentation.
- Writing portfolio.
- and other compositions

Students will be encouraged 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 their portfolio.

Students will be instructed to focus on the rhetorical devices used to capture believability. Round table discussions on the reading selection will be conducted. Students will be encouraged to research any information to use to add to the discussion.

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.

and other works

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

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

59 or below = F

Late work = 50 %

Plagiarized work will result in a failing grade.

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