

## AP ENGLISH LITERATURE and COMPOSITION (REV 2019)

### COURSE OVERVIEW AND SYLLABUS

This course is designed to

1) \*explore British history and literature from 700 A.D. to twentieth century in accordance with \*\*\*\* State Curriculum for 12<sup>th</sup> grade students. This approach necessitates learning the characteristics and the historical background for each literary period in British literature. Representative pieces from each period are read, discussed, and analyzed.

\*Since our 10<sup>th</sup> and 11<sup>th</sup> Grade focus is American Literature, the texts used in 12<sup>th</sup> grade are predominantly British, excepting several modern poetry selections as well as the American novel, *Grendel*.

2) teach and practice the skills necessary to perform well on the AP ENGLISH LITERATURE EXAM, **complying with the curricular requirements described in the *AP English Course Description***; as students read through the sample texts from each literary period, **they evaluate and respond to the various representative pieces**, whether, prose or poetry, **focusing on literary techniques and authorial purpose and audience. Students also write a number of in-class and out-of-class essays, as well as a formal research paper focusing on literary analysis.**

**Summer Reading Review Sheets:** In order to be prepared to discuss summer reading works the first few weeks, students complete these review sheets asking them to describe major characters, **identify themes, choose textual support for those themes, and identify setting and apply to theme(s)**

#### THROUGHOUT THE COURSE:

**College Essay and Resume:** Students read and evaluate several samples of former student narratives. **They then write about a situation or event in their lives that reveals personality and/or character.** They are to tell what happened and how they dealt with conflict/change, learned a lesson, gained self- knowledge, etc. For these narrative essays, we concentrate on both “voice,” tone, and diction and sentence structure that emphasizes and enhances both. We look for examples in the sample essays before they write their own. After writing these essays and sharing them in groups, I They are graded particularly for voice, tone, diction, and sentence structure. **These essays are revised and eventually modified** to be used as their college essays.

**In Class Essays—poetry, passage, and open-ended:** Students write **timed in-class essays** on poems and passages following prompts modeled on previous AP exams. They also write essays on whole works modeled after previous AP open-ended questions. After studying and discussing the rubric, students **evaluate other students’ as well as their own essays.** We particularly discuss using both general and specific detail in literary analysis. When evaluating their peers, they look for examples of both kinds of detail, and we look at these examples as a class. Students write evaluations for their peers as well as their own essays, pointing out areas of possible improvement. After sharing these evaluations, **students periodically rewrite their essays.** They must add specific detail to back up all generalizations. This activity is a good introduction into a discussion of the skills necessary to perform well on the AP exam.

**Student/self evaluations and revisions:** after receiving student evaluations and teacher feedback as to use of general and specific detail, tone, voice, sentence variety, and effective diction.

**Out-of-class essays:** These literary analysis essays are 3-5 pages long and usually require the integration of secondary sources and demonstration of MLA competency.

**Revisions/corrections:** after graded papers are returned, students revise stylistically to improve writing skills as to grammar, sentence variety, word choice, active/passive voice, etc.

#### Additional ASSESSMENTS:

**Period and Unit Tests/Presentations/Speaking Seminars**

**AP multiple choice practice: full sample tests and shorter practice quizzes using materials from the College Board**

#### TEXTBOOKS:

**\*Prentice Hall Literature: The British Traditions** for background information of literary periods and selected poems, short stories, essays, and excerpts contained in this anthology.

\*Although this is a “high school text,” we supplement with the individual works listed below to make sure all reading is on a college level.

**INDIVIDUAL COPIES** of various novels/plays (**students to purchase\* summer texts: *Beowulf, Grendel, The Handmaid's Tale***); other additional novels, plays, poetry will be provided. These texts include but are not limited to the following:

**Chaucer--***The Canterbury Tales*

**Shakespeare--***Hamlet, Prince of Denmark*

**Sonnets, 17<sup>th</sup> Century poetry, and selection of Romantic/Victorian poems**

**Victorian/Modern Play**

***CHOICE novel*** written since the year 2000, preferably multicultural.

***Selection of poems and short stories from various times and cultures.***

\* Although most students purchase individual copies of these particular works, both our school library and our English department have extra copies available for check-out.

**GRADING POLICY:** 20%    HOMEWORK, CLASSWORK

80%    TESTS, QUIZZES, ESSAYS, PRESENTATIONS, SOCRATIC SEMINARS