

AP English 12 Syllabus

Certificated Teacher:

Date: 2015-2016

Desired Results

Course Title/Grade Level: AP English 12 – Literature and Composition

Credit: _____one semester (.5) _X_ two semesters (1)

Estimate of hours per week engaged in learning activities:

5 hours of class work per week.

Prerequisites and/or recommended preparation: None

Instructional Materials:

All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website address.

The student should consider obtaining a personal copy of the various novels, plays, epics, poems, and short fiction used in the course. You may purchase copies from a local new or used bookstore, or from an online book source.

If available, you may check out books from your school's English Department. All titles may also be found in the local library branches. Some of the works used can also be accessed online.

Preliminary list of novels, drama and anthologized material:

The Dead, Joyce

The Tragedy of Hamlet Prince of Denmark, Shakespeare

Heart of Darkness, Conrad

Death of a Salesman, Miller

Oedipus Tyrannus, Sophocles [please use selected translation]

Lord of the Flies, Golding

Ethan Frome, Wharton

Frankenstein, Shelley

Short fiction and essays—as selected

Poetry—as selected

Modern novels—as selected

Course Overview:

Major concepts/content

AP® English Literature and Composition is designed to be a college/university-level course, thus the “AP” designation on a transcript rather than “H” (Honors) or “CP” (College Prep). This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course. As a culmination to the course, you will take the AP English Literature and Composition Exam given in May (required). A grade of 4 or 5 on this exam is considered equivalent to a 3.3–4.0 for comparable courses at the college or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States

Establish Goals: (Grade Level Expectations)

Course Goals

1. To carefully read and critically analyze imaginative literature.
2. To understand the way writers use language to provide meaning and pleasure.
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.
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) but know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies.
7. To write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. To become aware through speaking, listening, reading and chiefly writing of the resources of language: connotation, metaphor, irony, syntax, and tone.

Understandings

Literature provides a mirror to help us understand ourselves and others.
 Writing is a form of communication across the ages.
 Literature reflects the human condition.
 Literature deals with universal themes, i.e., man vs. man, man vs. nature, man vs. self, man vs. God.

Essential Questions

How does literature help us understand ourselves and others?
 How has writing become a communication tool across the ages?
 How does literature affect the human condition?
 How does literature express universal themes?

Evidence of Assessment

Performance Tasks:

Timed essays based on past AP prompts
 Essay questions as required of college-level writers
 Reading/responding/analyzing novels, drama, fiction, non-fiction and poetry
 Imaginative writing including but not limited to: poetry, imitative structures
 Literary analysis Papers—expository and persuasive
 Personal essay
 Graphic organizers, double-entry journals, paragraph responses, questions

Other evidence that will be collected to show student understanding will be individual self-assessments for each unit as well as reflections on discussion board dialogue/questions with the class. There will be in-person proctoring for end of unit tests.

Types of Learning Activities:

As this is a literature and a composition course, you will be expected to use every assignment that involves writing to practice your best composition skills. Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository and argumentative). No matter the kind of writing assigned, your best composition skills should be practiced. We will work with various composition constructions, Standard Written English, sentence variety, and word choice.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
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Structured Overview Mini Presentation Drill & amp; Practice Demonstrations Other (List)	Problem-based Case Studies Inquiry Reflective Practice Project Paper Concept Mapping Other (List)	Virt Field Trip Experiments Simulations Games Field Observ, Role- playing Model Bld, Surveys Other (List)	Essays Self-paced Computer Journals Learning Logs Reports Directed Study Research Projects Other (List)	Discussion Debates Role Playing Panels Peer Partner Learning Project team Laboratory groups Think, Pair, Share Cooperative Learning Tutorial Groups Interviewing Conferencing Other (List)
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1st Semester AP Literature and Composition Learning Activities

Unit 1: Genre Study

3 Weeks

What does the term genre mean?

Genre: A category of literary work. In critical theory, genre may refer to both the content of a given work—tragedy, comedy, pastoral—and to its form, such as poetry, novel, or drama. This term also refers to types of popular literature, as in the genres of science fiction or the detective story.

What are the different genres of literature?

There are many ways we might answer this question. The basic types or larger components of literature, however, can be grouped into categories, including novel, short fiction, poetry, drama, and epic.

How does a writer of poetry and prose craft a work of literary merit?

Contrary to the opinion of many of my former students, works of fabulous imagination seldom fall from the sky. Writers of great literature are “technicians of their form,” that is, they use all the tools of literary technique, language and style to enhance their works.

What sort of writing skill will an AP student need to acquire in order to be successful in this class and in college?

Your goal will be to emulate the masters of the English language and to become “technicians,” employing all the tools of literary technique, language, and style.

Unit Expectations: Students will gain experience with:

- Close reading of fiction, drama, poetry
- Composition instruction (see writing expectations):

- On-demand writing—experience with timed writing about prose—complex characterization, figurative language, resources of language
- Evaluation of on-demand writing--working with a scoring guide
- Paragraph writing, short answers, graphic organizers
- Literary terms and techniques
- Elements of literature including novel, short story, and drama

Novel: *The Dead*, James Joyce

Non-fiction: Introduction to *Frankenstein*

Short Story: "A Jury of Her Peers" Drama: *Trifles*

Poetry: "Rime of the Ancient Mariner," "Ode on a Grecian Urn"

Unit 2: Personal Essay for College Admission/Scholarship Application

2 Weeks

- Writers often use the personal reminiscence/personal essay/essay of experience to state an opinion, explain a viewpoint, and clarify the significance of a person or event.
- The personal essay may take one of three forms: personal essay, personal reminiscence, and essay of experience.

Unit Objectives

- Students will explore ideas about themselves to determine their topics for writing.
- Students will understand and work with personal writing including but not limited to anecdote, dialogue, details, language, syntax, and varied structures.
- Direct composition instruction on introduction/openings, voice, use of first-person pronouns, apostrophe, and conventions
- Students will work with conventions of Standard Written English.
- Students will participate in peer editing, rewriting/revising
- Students will complete at least one personal essay for college admission.

Unit 3: Classic and Modern Tragedy 4 Weeks

World Literature in Translation: National Standards

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Aristotle: Tragedy

Sophocles: *Oedipus Tyrannus*

- *Oedipus Tyrannus* is a discussion of the conflict between faith and doubt.
- *Oedipus* represents any of us who wrestle with our own problems of faith and doubt; he represents

all our hopes and our fears.

- Sophocles wanted Oedipus to teach that man's confidence in his own ability is an illusion if he abandons the idea of a higher power.
- This play seeks truth about the cosmos. Every detail of Oedipus Tyrannus is contrived so as to reinforce the conception of order disturbed and order restored.
- Knowledge comes through suffering.
- It was not going to happen because it was foretold. It was foretold because it was going to happen. Character is Fate.

Arthur Miller: Death of a Salesman

Modern playwrights have interpreted Aristotle's definition to include humankind's perception of the universal human lot. The primary amendments made by modern playwrights are that the tragic hero need not be high born, not that the language of the play be verse. In his essay entitled "Tragedy and the Common Man." Arthur Miller asserts that he believes "that the common man is an apt subject for tragedy in its highest sense as kings were."

Unit Expectations

- a) Active reading/Cornell Notes incorporated into understanding drama, including dramatic irony, theater beginnings, the origin and function of the chorus, imagery of sight and blindness, myth.
- b) Formal analysis/literary paper comparing and contrasting the tragic fate of both protagonists. Essay will be expository and analytical in nature. Students will write, edit, and rewrite. Paper will emphasize imagery and dramatic irony and will work with incorporating quotes, word choice, syntax and understanding of the dialogue and details presented as support to writing. Direct composition instruction: active verbs, clear viable thesis statement, incorporation of lines and dialogue, conventions as necessary.
- c) Timed write on tragedy, including scoring guide. d) Discussion: character is fate; free will.

Unit 4: Introduction to Poetry 4 Weeks

Students will learn that:

- Reading poetry well means responding to it: if one responds on a feeling level, he or she is likely to read more accurately, with deeper understanding, and with greater pleasure.
- Reading poetry accurately, and with attention to detail, will enable one to respond to it on an emotional level.
- Reading poetry involves conscious articulation through language, and reading and responding come to be, for experienced readers of poetry, very nearly one.
- Paying close attention to the text in poetry makes one appreciate, and understand, textuality and its possibilities.

Unit Expectations

Study and analyze poems from the Renaissance

- a) Introduction: Essay of analysis. This essay is a literary analysis (expository)— Shakespeare's "Winter" including teacher model and rubric. Essay will be shared in class and emphasis includes sonnet form, paraphrase, imagery, syntax, and poetic language. Direct composition instruction: summary/paraphrase,

thesis statement, syntax/sentence structures, audience.

b) Ballad—analyze using callouts

c) Sonnet—study and analyze multiple sonnets, write a original sonnet d) Metrical Romance

e) Timed Write—literary analysis comparing and contrasting two Renaissance sonnets]

including samples and scoring guide. Direct Composition Instruction: comparison and contrast, thesis statement.

f) Multiple-choice practice

Unit 5: The Short Novel 3Weeks

Frankenstein, Lord of the Flies or Ethan Frome.

Study Outline and timed write.

1st Semester AP Literature and Composition Learning Activities

Unit 6: The Tragedy of Hamlet, Prince of Denmark 5Weeks

“For anything so overdone is from the purpose of playing, whose end, both at the first and now was and is, to hold, as ‘twere, the mirror up to nature, to show virtue her own feature, scorn her own image, and the very age and body of the time his form and pressure.” --Hamlet, Prince of Denmark. Act III. Scene ii.

- Why is Hamlet considered by many as Shakespeare's greatest achievement?
- How did the religious, scientific, and cultural beliefs of the Elizabethan age influence Shakespeare in the writing of Hamlet?
- How and why is the character of Hamlet depicted as the most complex in English literature?
- What is Hamlet's essential question?

Unit Expectations

a) Study includes great chain of being, Shakespeare's language, form and function of tragedy

b) Essay test/timed write using 1993 and 1994 question #3 from AP English Literature and

Composition Exams.

c) Literary analysis paper—formal, persuasive essay Direct composition instruction: format—clear thesis, incorporation of lines and quotes, pronoun usage, support paragraphs, introduction necessary for audience, thesis followed throughout, strong concluding paragraph.

Unit 7: Short Fiction and Satire 4Weeks

“Satire is a sort of glass, wherein beholders do generally discover everybody's face but their own; which is the chief reason for that kind of reception it meets in the world, and that so very few are offended with it.”

—Jonathan Swift

Unit Expectations

- a) Study of short fiction, literary terms and techniques, emphasizing point of view and tone.
- b) Analysis of multiple short stories using graphic organizers.
 - a. Two short interpretation papers based on point of view and tone, using two short story structures
 - b. Timed write on short fiction including samples and scoring guide
- c) The Sting of Satire: "A Modest proposal," selections from Gulliver's Travels, Candide
- d) Timed write on irony and satire

Unit 8: The Novel: Heart of Darkness, Conrad 3Weeks

"The sea molds character, he said, yet, in setting the conditions for shipboard drama—as to some extent it inevitably must—it reveals, like a mirror, the face of character itself."

Joseph Conrad's Heart of Darkness "is the most vividly realized account in literature of the experiences of a European in colonial Africa, and as such is a document of historical importance as well as a literary classic."

Students will explore the literary techniques of: impressionistic writing, frame narrative, inference and symbolism

Unit 9: Metaphysical to Modern Poetry 3Weeks

"Poetry is a mirror which makes beautiful that which is distorted."

—Percy Shelley

- Responding to poetry involves remembering and reflecting.
- Your knowledge and life experience informs your reading of what is before you, and allows you to connect things within the text—events, images, words, sounds—so that meanings and feelings develop and accumulate.
- Poems, even when they are about things we have no experience of, connect to things we do know and order our memories, thoughts, and feelings in new and newly challenging ways.
- Reading poetry can ultimately enrich your life by helping you become more articulate and more sensitive to both ideas and feelings: that's the larger goal. But the more immediate goal-
- and the route to the larger one—is to make you a better reader of texts and a more precise and careful writer yourself.
- Poems, perhaps even more than other texts, can sharpen your reading skills because they tend to be so compact, so fully dependent on concise expressions of feeling. In poems, ideas and feelings are packed tightly into just a few lines.

The Norton Introduction to Poetry

Unit Expectations

- a) Study and analysis of poems from Metaphysical to modern era
- b) Two short papers analyzing poems in

unit

c) Direct composition instruction: as needed.

Unit 10: Modern Novel 4 weeks Novels—

Reader's Workshop format.

Students choose two novels to read and study from list of possible titles: *Alias Grace*, *All the King's Men*, *All The Pretty Horses*, *Angle of Repose*, *Animal Dreams*, *Atonement*, *Awakening*, *Beloved*, *Brave New World*, *Catch 22*, *Einstein's Dreams*, *Ethan Frome*, *Frankenstein*, *The Great Gatsby*, *The Grapes of Wrath*, *The Handmaid's Tale*, *The Kite Runner*, *Lord of the Flies*, *Montana 1948/Justice*, *Obasan*, *Player Piano*, *The Poisonwood Bible*, *A Prayer for Owen Meany*, *Snow Falling on Cedars*, *Stones From The River*, *Their Eyes Were Watching God*, 1984.

Unit Expectations

a) Read two novels. b) Test on both.

c) Formal literary paper—persuasive format—subject of choice

Unit 11: AP Practice Exam 1 Week