



Learning Power Course: AP® English Literature and Composition

Online Syllabus, 2008-09

Deanna Mauck, Instructor

Mailing Address: NSU

1200 So. Jay Street
Aberdeen, SD 57401

E-mail Address: mauckd@northern.edu

Office: MJ 134

Office Hours:

M-F: 1:30 – 3:30

Phone: (605) 626-3391

Course Overview

This AP English Literature and Composition course includes the “study of representative works from various genres and periods, concentrating on works of recognized literary merit” (The College Board *AP English Course Description*, May 2007, May 2008: 45). A rigorous course, literary analysis forms the bulk of the academic writing with some creative writing and oral presentations interspersed for increased learning and sharing. This course is designed to challenge students to stretch beyond current levels of skill in writing to increased ability in explaining clearly, cogently and even eloquently their understanding of literary texts and what prompts that understanding (*AP English Course Description*, May 2007, May 2008: 46). These skills will prepare the students to better meet the challenges of the AP English Literature and Composition exam and the rigorous standards of universities.

South Dakota State Standards Underscored by Course: Appendix A

National Standards as Set by NCTE: Appendix B

(Appendices can be accessed on the online syllabus on the NSU E-learning website.)

Course Goals

At the end of the academic year, students should be able to

- closely read and critically analyze imaginative literature through annotation, freewriting, and keeping a dialectical journal;
- recognize the structure and style of a work and how it creates tone and theme;
- identify figurative language, imagery, and symbolism in a work and their effectiveness in producing meaning;
- respond to representative works from various genres and periods, knowing a few works well;
- recognize the social, cultural, and historical values a work embodies and reflects;
- discuss literary criticism as it applies to a work;
- write critical analysis of literature for understanding and evaluation; and

- present information and discovery through oral presentation of research and analysis.

Required Texts:

- Chaucer, Geoffrey. *The Canterbury Tales*. Nevill Coghill, translator. New York: Penguin Books, 2003.
- Hunt, Douglas. *The Riverside Anthology of Literature, Third Edition*. New York: Houghton Mifflin Co., 1997.
ISBN: 0-395-76070-4

Additional Novels and Plays: (available in libraries or school resources or purchased new or used from bookstores)

- Hamlet*, William Shakespeare
Jane Eyre, Charlotte Bronte
The Catcher in the Rye, J.D. Salinger
Their Eyes Were Watching God, Zora Neale Hurston
The Secret Sharer, Joseph Conrad

The following syllabus is tentative. All work is designed to move the student toward improved competency in reading, writing, and thinking. Additions or changes may be made to enhance student learning.

First Semester Syllabus

Introductory Unit

- Creating an Academic Environment
- Annotating for Critical Reading
- MLA Format in formatting all papers for this class

Weekly Practice from the following:

- Identifying Literary Devices and their Effectiveness
- Comprehension skills in annotation, mnemonic devices such as TP-CASTT, DIDLS
- Vocabulary (prefixes, roots, suffixes)
- Grammar/Usage
- Sentence variation with imitation exercises and practice in combining sentences
greater fluency
- Study of diction, detail, imagery, syntax, and voice and its effectiveness in all literary works read this year
- Writing Socratic questions for discussion and understanding

Independent Reading: Two novels will be assigned as independent readings throughout the year. Chat room discussion will be scheduled.

The Catcher in the Rye, J. D. Salinger (alternative novel available)

- Complete a dialectical journal over chapters 1-7 which asks relevant questions of the text, notes significance of passages, shows effectiveness of literary devices, and connects personally with a passage.
- Explicate “five-star quotations” that are aphoristic, profound, humorous, or universal or which have personal relevance. React, respond, and/or explicate.
- Write a brief essay in which you agree, qualify, or challenge the following thesis statement: Holden Caulfield properly belongs to the

- contemporary American novel's procession of sensitive, psychologically crippled, but superior, characters.

Jane Eyre, Charlotte Bronte

Three assignments based on major settings in the novel will be completed:

- Gateshead and Lowood
 - Brief research into Victorian social and historical influences influencing the work or reflected by the work
 - Discussion of setting and protagonist's personal growth toward maturity (as a bildungsroman)
 - Identification and discussion of symbolism in names and settings
 - Connections made between novel and fairy tales
 - Identification and discussion of significance of antithesis in the properties of *fire and ice* in the novel
- Thornfield
 - Dialectical journaling to discuss the following:
 - identification of protagonist's personal growth toward maturity
 - connections between novel and fairy tales
 - identification of motifs, such as nature, and their significance (pathetic fallacy)
 - allusions and effectiveness
 - place and significance of religion
 - significance of love and sacrifice
 - symbolism
 - social analysis (strata of society)
- Moor House and Ferndean
 - Dialectical journaling to discuss the following:
 - importance of coincidence in plot
 - identification of several themes
 - significance of first person narrator
 - necessity of Moor House setting to the novel
 - *Jane Eyre* as an unconventional heroine
 - feminist criticism
 - AP writing prompt

Short Story Focus

- Short stories and writing of critical analysis will be interspersed throughout the year.
- Students will identify elements of fiction: Point of View; Characterization; Setting; Theme; Plot; Symbolism/Allusions
- Students read two or three short stories, followed by writing a critical analysis on one of the elements strongly identified in one of the stories. Most analyses are assessed by the teacher; however, each student will assess at least one of his or her analyses following a detailed rubric.

[Work will also include working with the Jane Shafer materials on Writing the Multi-paragraph Essay and Style Analysis, especially with regard to presenting quotations and commentary.]

Thematic Units

1. Personal Identity and Integrity

Master Harold and the Boys, Athol Fugard (Riverside Anthology)

- Analytical focus: character, irony
- Thematic focus: Human rights/Apartheid
- Test: themes, significant quotations, symbolism, conflicts characters face influenced by Apartheid and by personal dysfunction
- Enrichment: Students will do brief research on Apartheid in South Africa and related topics and will share findings with the class.

The Secret Sharer and “The Lagoon,” Conrad

- Analytical focus: review of setting, theme; psychological criticism
- Thematic focus: literal and psychological journeys
- Literary Criticism: Psychoanalytic Criticism
- Test: multiple-choice; similarities between novel and story; literal and figurative journeys of protagonists

Their Eyes Were Watching God, Zora Neale Hurston

- Analytical focus: southern black dialect, symbolism, frame story and its effectiveness, point of view
- Thematic focus: dependence and independence
- Test: multiple-choice; meaning and effectiveness of diction; point of view
- Timed writings using past AP prompts
- Enrichment: Students will study the life and works of a Harlem Renaissance author or artist. The student will create a PowerPoint of significant life events of the author/artist that has influenced his/her work. In addition, the student will write a critical analysis of a body of the author/artist’s work. Each student will post his or her findings to the Discussion Board for student perusal.

2. Satire and Irony

Canterbury Tales, Chaucer:

The General Prologue, plus The Pardoner’s Tale, The Wife of Bath’s Tale, and one of the following: Miller’s Tale or The Nun’s Priest’s Tale

Background information on Chaucer and the Middle Ages

- Analytical focus: poetic structure, imagery, irony, satire
- Thematic focus: chivalric values, human virtue and vice

The Importance of Being Earnest, Oscar Wilde (online)

- This play has been identified as a farce, a comedy of manners, and a social satire. Students will write a brief paper identifying the play as one of the above, giving solid support from the play for the genre identified.
- Students will research the life of Oscar Wilde to see his influence on the play.

Passage from *Lady Windermere’s Fan, Oscar Wilde (from 2006 AP exam)*

- What creates the satire and irony?

Poetry Immersion (may be interspersed throughout the year) (Poetry taken from Content Module on Desire2Learn or other online sources)

- “Writing About a Close Reading”
- Types of Poetry from the 1600s to contemporary days
- Rhyme and Meter
- Written analyses and explications, as well as compare and contrast of two poems on similar subjects

- Poetic devices and their effectiveness in establishing meaning to include diction and connotation, tone, imagery, shifts, symbolism, and theme

Second Semester

Weekly Practice to include any of the following:

- Short poetry explications
- Grammatical/usage problems
- Sentence variation
- AP type multiple-choice questions
- Timed writing from old AP exams writing prompts
- Writing of thank you and other social notes

Thematic Units Cont'd.

3. Dreams/Moral Dilemmas/Tragedy

Oedipus Rex, Sophocles (Riverside Anthology)

- Analytical focus: irony, classical tragedy, Greek drama and functions of the chorus, Aristotelian Theory
- Thematic focus: self-knowledge, pride, arrogance, elusiveness of truth
- Poems about *Oedipus Rex* or containing allusions to the play
Students will read these poems as an oral Reader's Theater experience.
- Test: Multiple-Choice and Essay

The Death of a Salesman, Miller (Riverside Anthology)

- Analytical Focus: a memory play/flashbacks; character analysis
- Thematic focus: Comparing and contrasting the American Dream (to include the part athletics might play) in the 1940s and today; elusiveness of truth; family dysfunction
- Brief response papers to reading of particular scenes
- Timed writing (two or three prompts from AP exams of years gone by) using the play as source

Both Shakespeare plays will be taught if time allows; if not, only one will be taught.

Othello, Shakespeare (Riverside Anthology)

- Analytical focus: irony
- Thematic focus: protagonist as agent of own destruction and tragic figure
- Multiple-choice test
- Take-home analytical essay of 3 pages.
 - Establish a thesis.
 - Give appropriate and sufficient support from the play.
 - If consulting secondary sources, accurately document in the body of the essay and create a Works Cited page.

Or

- Work with a focus scene from Act 1 and two essays concerning class and race to complete an analysis questions and a synthesis essay that responds to a writing prompt.

Hamlet, Shakespeare

- Analytical focus: Shakespearean Structure; Elizabethan language
- Thematic focus: tradition of revenge; psychological tragedy;

- Comparison of scenes in various productions of *Hamlet* with lead actors Laurence Olivier, Kenneth Branagh, and Ethan Hawke followed by a written evaluation of which scene has the best artistry, quality, and stage directions to reflect the scene's meaning
- Listening to an audio tape of Act V of *Hamlet* as enacted by men in prison and students respond in writing to the interpretation rendered by these men
- Poetry about *Hamlet* or alluding to *Hamlet*
- Essay and/or Test

Concluding expectations for the above novels and plays: Students are required to complete a Major Works Data Sheet for any four of the novels or plays read for a comprehensive review of the works. These sheets require the following information:

- Characteristics of the genre
- Biographical information about the author that may have influenced the work
- Historical information about the period of publication that may have influenced the writing of the work
- Plot summary
- Description of author's style and an example
- Role and significance of key characters
- Themes supported by significant quotations and symbols
- Setting
- Significance of opening and closing scene in book

Expectations for student papers: Directions for all papers are clearly written and reviewed in class. At any point in the writing process, questions can be directed to the instructor in an e-mail for prompt attention. Students are encouraged to send their introductory paragraphs to the instructor for instruction and feedback particularly as to the strength and clarity of their thesis statements. Peer critiquing follows first draft writing, so that students can consider revisions, addition, and deletions to their papers. Peer critiques look at organization and transitions, as well as fluency of sentence structure, and effectiveness of introduction and conclusion.

AP Test preparation

- Strategies for answering multiple-choice questions
- "How to" address writing prompts with the incorporation of old AP test prompts for timed writing with various novels taught
- Practice, practice, practice

Further Expectations:

Other suggested novels and plays for further independent reading:

NOVELS:

Wuthering Heights, Emily Bronte
Great Expectations, Charles Dickens
Jude the Obscure, Thomas Hardy
The Mayor of Casterbridge, Thomas Hardy
Tess of the D'Urbervilles, Thomas Hardy
Pride and Prejudice, Jane Austen
Native Son, Richard Wright
Black Boy, Richard Wright
Moby Dick, Herman Melville



Heart of Darkness, Joseph Conrad
Crime and Punishment, Fyodor Dostoevsky
The House on Mango Street, Sandra Cisneros
Brave New World, Aldous Huxley
Frankenstein, Mary Shelley
The Metamorphosis, Franz Kafka
Beloved, Toni Morrison
The Bluest Eye, Toni Morrison
Krik? Krak!, Edwidge Danticat
Ceremony, Leslie Silko
Light in August, William Faulkner
Ethan Frome, Edith Wharton
Anna Karenina, Leo Tolstoy
Things Fall Apart, Chinua Achebe
A Portrait of the Artist as a Young Man, James Joyce
Blindness, Jose Saramago
The Poisonwood Bible, Barbara Kingsolver
OR others taken from AP list

PLAYS:

The Doll's House, Henrik Ibsen
Macbeth, William Shakespeare
The Taming of a Shrew, William Shakespeare
Twelfth Night, William Shakespeare
Pygmalion, George Bernard Shaw
King Lear, William Shakespeare
A Raisin in the Sun, Lorraine Hansberry
Fences, August Wilson

Strategies for Success



Read each day's assignment. For shorter assignments (poems, short stories), read the work twice. Annotate the reading.



Take reading notes. Annotate works. Take at least minimal notes in a notebook. Always jot down questions to raise about areas in the work that are giving you difficulty. For longer works (novel, plays) use a charting technique with headings of plot, character, literary device, and the like to help you see the work develop.



Become involved in class chats and postings to the Discussion Board. Ask questions about difficult concepts or passages. Respond to the ideas of others and add your own insights or questions. Participation helps you comprehend and retain the material.



Take notes during discussion. Jot down important terms, concepts, passages, quotations, themes, stylistic devices, and symbols being discussed.

GRADES will be based on a point system. I recommend that you check your grades weekly on Desire2Learn.

- A 90 – 100%
- B 80 - 99%
- C 70 - 89%
- D 60 – 69%
- F Below 60%

The Advanced Placement Examination in English Literature and Composition

What is it? The AP English Literature and Composition Examination is a 3-hour test given in the spring by the College Board. It is composed of multiple-choice and essay questions. A student's score may range from 1-5, indicating how qualified he/she is in reading comprehension, literary analysis, and essay composition based on college-level literature.

When and where is it given? Morning session, Thursday, May 7, 2009