

## KAP/ADVANCED PLACEMENT ENGLISH SYLLABUS 2008-09

**COURSE DESCRIPTION:** This course is designed to provide coursework in literature and composition at a college level. It is designed to be challenging, informative and to provide analytical, conceptual, and structural training. Knowledge of literary terminology, themes, styles and genres will be gained through novels, poetry, essays, plays and short stories. Students will be required to respond to literary prompts, to recognize and generate examples of diverse literary form, to compose comprehensive essays and critiques of literary works, and to confer frequently with each other as well as their instructor regarding the merits and flaws of various literary works, including their own!

### **COURSE GOALS:**

1. To comprehend, analyze and critique literature of various styles, centuries, and thematic elements (Literary Analysis);
2. To effectively use understanding of imagery, satire, structure, and style and diction to comprehend the intended tone and theme (Interpretation – Use of the SIFT Method, Determining Theme and Point of View);
3. To make optimal use of historical and literary connotations in literary works, and to make logical, comprehensive judgments and predictions based on this knowledge;
4. To extend vocabulary skills; students will be required to understand and use colorful, varied and sophisticated terminology in order to build exciting interactions between themselves and their audience (Literary Terms Sheet comprised of terms appearing on pages 13-21 of the AP Vertical Teams Guide for English. (Publisher: The College Board, 2002);
5. To interpret and effectively critique fictional as well as factual works, and to use their knowledge of literary technique and style to write well organized, comprehensive responses to literary prompts;
6. To feel sufficiently comfortable and confident to use their knowledge and experience in order to finally ENJOY making well-informed literary observations and predictions about literature of all kinds.

### **MAJOR CONCEPTS AND CONTENT:**

**Concepts covered in depth this year (and reviewed from last year) will include:**

#### **1) LITERARY ANALYSIS:**

- a) Literary Terminology
- b) Use of the SIFT method of Literary Analysis
- c) The Interpretation of Symbol and Allegory
- d) Analyzing Tragedy and Tragic Fiction (emphasis on Shakespearian lit.)

#### **2) INDEPTH STUDIES OF DICTION AND SYNTAX:**

- a) Sentence Patterns

- b) Advanced Syntax Techniques
- c) Classroom Activities for Syntax Practice
- d) Syntax and Style
- e) Syntax Analysis

**3) LITERARY ELEMENTS:**

- a) **Setting**
- b) Characterization
- c) Plot
- d) Theme
- e) Point of View
- f) Tone/Attitude/Effect

**4) POETRY ANALYSIS – selections from The Norton Anthology of Poetry, Holt and Rhinehardt’s Adventures in English Literature, and study of the epic (Beowulf or The Odyssey)**

**5) PROSE ANALYSIS – short stories and novels from various anthologies**

**6) DEFINING THE SKILL OF CLOSE READING:**

- a) Metacognitive Strategies
- b) Discussion Methods

**7) RHETORIC**

- a) Rhetorical Theory
- b) Elements of Argumentation (textbook used and distributed to students: Samuel Cohen’s Fifty Essays: A Portable Anthology)
- c) Rhetorical Analysis
- d) Writing Assignments – AP Prompts and Writing Samples

**8) DRAMA – Shakespeare (Hamlet, King Lear, Othello); Ibsen, Sophocles**

Note: Above concepts and content adapted from The College Board’s AP VERTICAL TEAMS GUIDE FOR ENGLISH, 2002. COPIES OF SELECTED LESSONS AND NOTES WILL BE DISTRIBUTED TO STUDENTS AND FILED IN THEIR NOTEBOOKS, ALONG WITH CLASS DISCUSSION NOTES.

**WEEKLY COURSE SYLLABUS:**

**Week 1:**

**Terminology: introduction to and memorization of literary, geographic, political, religious and ethnic terms. Tests will be given on the next two consecutive Fridays and will include approximately twenty terms per week. Students will define and provide original examples of each term.**

**(Be able to provide examples of terms such as paradox, irony, connotation – forty terms in all – as well as their definitions. Handouts of terms will be distributed the first day of class.)**

**Performance Tasks for Week 1:** Students will work in groups of three identifying literary terms in various newspaper articles, short stories, poems and essays.

### **Week 2:**

**Setting up AP Notebooks – extremely important this year!** Notebooks will have twelve tabs or sections. Binder notebook a necessity! Notebook checks will be made at least twice each month.

**Discussion of Advanced Placement expectations, reading and composition requirements (length of compositions, audience, approach, tone and theme, and importance of the THESIS STATEMENT. Students will be issued FIVE STEPS TO A 5, AP English Literature (McGraw-Hill) and begin our introduction to their “five-step program” focusing on rubrics, knowledge, skills, strategies, and confidence building (pages 3-15).**

**Class discussion/essay assignments for Davita’s Harp, part of the summer reading assignment. Completion of this novel will require two weeks of class discussion, including “earliest memory” narrative essay assignments. (Special attention will be focused on the thesis statement, paragraph structure, imagery and detail.) Student-teacher conferences will be scheduled following this essay assignment. Revisions made as necessary.**

### **Weeks 3-5:**

**Performance Tasks for Weeks 3-5:**

- 1) Earliest Childhood Memory Narrative (special emphasis on accurate, inclusive thesis statement);**
- 2) Prompt/Essay: “Effects of the Spanish Civil War on the Chandler Family” OR “Davita’s Coming of Age” OR “Davita’s Unsung Heros”**
- 3) Essays will be graded on a Rubric, returned for correction/ improvement, and re-evaluated (anonymously) by the class. Teacher/student conferences will follow.**

### **Week 6:**

**The epic Beowulf and “The Seafarer” read aloud and discussed in class. Discussion of the history, language (syntax, sentence patterns, structure, and technique) of Anglo-Saxon poetry and epics. Vocabulary words assigned for mastery.**

**Classroom Activities:**

- 1) From pages 39-43 of The AP Vertical Teams Guide for English: “Style and Syntax Analysis Worksheet”:**
- 2) Class discussion of diction, attitude, effect, and analysis of poetic meaning (pages 93-100) on TP-CASTT: title, paraphrase, connotation, attitude, shift, title (again) and theme. This exercise proves especially helpful to students’ understanding of Anglo-Saxon and medieval poetry.**

**Discussion of epic vocabulary words (teacher generated handout distributed) and a 40-minute essay on theme and imagery in Anglo-Saxon poetry will follow completion of the**

poems. Examples from the texts will be required to support student theories. (Specific rubrics used to determine student mastery.)

### **Week 7:**

**Begin discussion of the Medieval Period (text: Chaucer's The Canterbury Tales.)** The poem will be read aloud and discussed in class. **Point of View** will be examined by comparing vocations of medieval times to those of today. **Vocabulary and Sentence Patterns, Syntax, Style and Setting** will also be explored using pages 23 and 24 from The Center for Learning's "The Prologue: Understanding Social Order" and "The Prologue: Groupings by Chaucer" wherein ancient and modern vocations are rated on a social/economical/required expertise scale. Vocabulary from page 113 of Holt & Rhinehardt's Adventures in English Literature "Teaching Resource A, Vocabulary Test" and Page 96, "Geoffrey Chaucer – The Prologue to the Canterbury Tales" will be used to examine vocabulary and setting.

### **Weeks 8 and 9:**

**Class Project on The Canterbury Tales.** Each student will choose one topic or pilgrim from the work to research. Individual reports will be presented by each student. Teacher generated objective test on reports, vocabulary and literary terminology will determine mastery.

**Writing prompt assignment from The Canterbury Tales** following discussion of "The Poetry Essay" (pages 78-92) in McGraw-Hill's 5 Steps to a 5 by E. Rankin and B Murphy (two days). This will be followed by the prompt "How Does the Poet Reveal the Character of the Pilgrims? Consider diction, satire, imagery and allusion." At least two days will be spent rating selected anonymous student prompts using the rubric on page 77 of 5 Steps to a 5, returning all student prompts, and making necessary revisions. Student-teacher conferences to follow.

### **Weeks 10-12:**

**Out of Class Reading Assignment: Ibsen's A Doll House.** Students will be asked to focus on **characterization**.

**In class**, students will write the free response essay on page 33 of the Diagnostic Master Exam in 5 Steps to a 5. The prompt question offered is: "Often in literature, a literal or figurative journey is a significant factor in the development of a character or the meaning of the work. Choose a full-length work and write a well-organized essay in which you discuss the literal and/or figurative nature of the journey and how it affects the characterization and theme." The students may choose a work from this year or previous years to respond to this prompt.

The rest of the week will be spent discussing the prompt in class, breaking into groups of three to rate anonymous student prompts on the rubric, then rewriting or revising their own prompts. Student will **concentrate on the importance of the thesis statement**. Following revisions, student-teacher conferences will be held. Further discussion of the Free Response Essay from pages 170-179 of 5 Steps to a 5 will conclude the week.

### **Week 13:**

**Class discussion of tone, theme, point of view and characterization in A Doll House.** Students will use McGraw-Hill's 5 Steps to a 5, Writing the AP English Essay, "Rhetorical

Techniques” (pages 92-103) to add to their understanding. Final class discussion and review of Ibsen’s play, including discussions of cause/effect, and “who (or what) is to blame”?

**Week 14:**

Final class discussion and objective exam on A Doll House. Free response prompt from Week 12 will be given specifically for this play. Comparison of student prompts with sample prompts. Scored on rubric.

**Weeks 15 and 16:**

**Analyzing Tragedy and Tragic Fiction. Begin reading Othello aloud in class.**

Discussion/review of tragedy and tragic fiction, use of metacognitive strategies such as reading journals, “thinking aloud” strategies following oral reading, and ladders of questions, factual, inferential and connecting. (These strategies adapted from “Close Reading” on pages 105-109 of The AP Vertical Teams Guide.) The entire play will be read aloud followed by an objective exam on setting, plot, diction, syntax, poetic literary devices and symbolism.

**Weeks 17 and 18:**

**Continuation of tragedy and tragic fiction with Oedipus Rex.** Play will be read aloud, Introduction of Aristotelian Tragic hero, unity of action and catharsis.

Performance task: Writing prompt: Of the nine characteristics of an Aristotelian tragic hero, choose at least five traits that accurately portray Oedipus. How can the STARS method of character analysis help to clarify these traits and explain the ironic reversal in the King’s beliefs and actions? **Particular attention should be given to the thesis statement.**

Student essays will be graded on a rubric (based on the prose passage essay “Rapid Review” on page 90 of 5 Steps to a 5, AP English Literature and returned to the student for necessary revisions.

Students will then be placed in groups of three to share their revised essays, integrate the most successful elements of all three, and create one essay representing the best points of all three. These essays will be shared by each group with the class, discussed and critiqued.

**Week 19:**

**Students will complete the poetry essay in the Diagnostic**

**Master Exam (from 5 Steps to a 5, English Literature).** Essays will be scored on the rubric, compared with sample student essays and with selected anonymous classmate’s essays (on the overhead projector). Conferences and essay revisions to follow.

**Week 20:**

**Students will begin in-depth study of rhetorical essays from 50 Essays by Samuel Cohen (and the accompanying teachers’ guide “Teaching Nonfiction in AP English”).** Five selected essays will be chosen, read and discussed in class. **Students will complete the prose essay in the Diagnostic Master Exam. (Rubric on page 61, 5 Steps to a 5.)** Performance activities: Completion of “Questions on Rhetoric and Style,” “Multiple Choice Questions” and

“Simulated Essay Questions” following each essay. Students may work in groups of two or three students to complete assignment, and responses will be shared and discussed in class.

**Week 21:**

**Independent Reading Assignment: Mary Shelley’s Frankenstein.**

**In-class, students will complete the multiple choice section of the Diagnostic Master Exam.**

All exams will be graded, returned, and thoroughly discussed. Explanations/clarification of all erroneous responses will be clarified. All unknown terms or poetic forms will be explained in detail. Examples of each poetic form will be located in Holt, Rhinehardt and Winston’s Adventures in English Literature or Norton’s Anthology, read aloud and discussed in class. Notes will be made of troublesome terms or concepts.

**Week 22:**

**Students should have completed reading Frankenstein.** Class discussion with special emphasis on **tone, theme, characterization**. Informed and specific discussion of **Gothic Romantic literature**, engaging as many students as possible and encouraging independent thought, clear articulation of ideas and analyzation of specific textual details.

Performance activity will consist of the following prompt (adapted from page 200 of Amsco’s AP Literature And Composition – Preparing for the Advanced Placement Examination by M. Bevilacqua, E. Israel and R. Timoney): Write an essay about one character in the novel for whom you developed admiration, compassion, or contempt. Briefly explain why you felt his or her behavior to be condemnable or praiseworthy, and how the author’s techniques influenced your judgment of that person. Do not summarize the plot.

Prompts will be graded on the rubric on page 202-203. Characterization, contrast, point of view and tone will be discussed as key elements to a high range essay, along with good organization, an understanding of the novel and sophistication of student writing style, beginning with an accurate, inclusive thesis statement.

Another performance activity will require the students to cite examples from the novel of the role played by nature in gothic literature. They will be asked further to explain the impact of nature on the characters, tone and theme in each of these examples. Students will be put into groups of five for this activity, and findings shared and discussed in class.

**Weeks 23 and 24:**

**Independent reading assignment: The Stranger.**

**In class: Return to 50 Essays, a Portable Anthology.** Students will be put into groups of 3. Each group will choose an essay, complete the rhetoric and style questions, the multiple choice questions, and the simulated essay questions from that essay. (No two groups may choose the same essay!)

Performance activity: Each group of students will read aloud (with the class) and discuss and discuss their chosen essay, along with the responses to the questions. Class discussion (agreement or dissension with the group) will follow. All essay analyses will be turned in.

**Week 25:**

**Discussion of The Stranger** with explanation/discussion of the existentialist philosophy and its influence in the novel and on Mersault, the protagonist. Study/discussion of Camus, the theory of absurdity, and its effect on literature (both poetry and prose). Characterization, tone, theme diction, syntax, ideology examined. The novel is mentioned on page 46 of 5 Steps to a 5. AP English Literature, and students will compose a prompt “An ironic reversal in a character’s beliefs or actions” as evident in Meursault. Prompt graded on the general rubric for free response essay on page 97; teacher-student conferences held. Mastery of the novel will also be measured by an objective test.

**Week 26 and 27:**

**Begin Chapter 5 in Five Steps to a 5, AP English Literature.**

While this chapter has previously been referenced and studied, we will now begin a concerted effort to master the various poetic forms, the types of questions most likely to be asked on the poetry essay question, and strategies helpful in ascertaining theme and tone. Page 79 furnishes several types of questions frequently asked on the AP poetry exam. These questions are as follows and will be discussed at length in class. Students will then be asked to find examples of the questions, and their answers, in a poem or poems of their choice from The Norton Anthology of Poetry or Adventures in English Literature. Each student will be assigned five specific questions to answer. Chosen poems and assigned questions and responses will be presented to the class; class members will discuss, agree or disagree with the each presenter’s findings. Familiarity with poetic terminology is absolutely essential to complete this assignment; therefore, this assignment will improve students’ ability to correctly respond to both the multiple choice and the essay questions.

- 1) How does the language of the poem reflect the speaker’s perceptions, and how does that language determine the reader’s perceptions? (Note tone, diction, syntax, use of irony)
- 2) How does the poet reveal character? (i.e. diction, sound devices, imagery, allusion)
- 3) Discuss the similarities and differences between two poems. Consider style and theme.
- 4) Contrast the speakers’ views toward a subject in two poems. Refer to form, tone, and imagery.
- 5) Discuss how poetic elements, such as language, structure, imagery, and point of view convey meaning in poem.
- 6) Given two poems, discuss what elements make one better than the other.
- 7) Relate the imagery, form, or theme of a particular section of a poem to another part of that same poem. Discuss changing attitude or perception of speaker or reader. (also, recognition of parallel structure)
- 8) Analyze a poem’s extended metaphor and how it reveals the poet’s or speaker’s attitude. (use of allusion, symbolism)

- 9) Discuss the way of life revealed in a poem. Refer to such poetic elements as tone, imagery, symbol and verse form.
- 10) Discuss the poet's changing reaction to the subject developed in the poem (change of tone, inference, connotation)
- 11) Discuss how the form of the poem affects its meaning.

(Questions 1 through 11 directly quoted from page 79 of **5 Steps to a 5, AP English Literature**, with some additional instructor's reminders.)

Although students have already examined these questions earlier in the year (prior to their completion of the first poetry essay in the book), they have not been asked to find examples of each of the questions and answers in different works and explain their findings to classmates.

### **Week 28:**

**Independent Reading Assignment: Farewell to Arms.**

**In class: Review of poetry (Chapter 8 in 5 Steps to a 5), with special emphasis on the iamb, trochee, anapest, dactyl and spondee (meter and the poetic foot) the poetic line (monometer to nonometer), the stanza (line, couplet to octave) and rhyme scheme.**

Performance Activity: We begin this lesson with review of the poetic foot by determining the type of poetic foot pattern used in each class member's name. Previously read poems are examined to determine meter, stanza form and rhyme scheme ( pages 126-130). Students are then asked to compose poems of their own with particular structures and rhyme schemes.

The second half of the week will be used to examine differences between types of poetry. (This is in review.) We will again examine the Diagnostic Master Exam completed earlier in the year, clarifying answers and again clarifying the differences between types of poetry (the ballad, lyric poetry, the ode, the elegy, the dramatic monologue, the Petrarchan and Shakespearean sonnet, and the villanelle.

Performance Activity: Each student will be assigned to compose and present to the class two particular types of poem, to be graded by correctness of style, form and subject matter. Class members will be asked to identify the type of poem presented.

### **Week 29:**

**Students will write the prose essay from Joyce's "The Dead" (page 31 of 5 Steps to a 5).**

Students will be placed in groups of 4 to compare and rate essays with the rubric. Essays will be submitted for grading; conferences will be held.

### **Weeks 29 and 30:**

**Class discussion of Farewell to Arms, The novel's tone, style, point of view, diction and theme and characterization will be discussed.**

Characteristics of the "**Hemingway Hero**" will be discussed (page 116 5 Steps to A 5, AP English Literature) and traits of several other heroic character types will be reviewed (also page 116).



Class discussion will also deal with the **factual, technical, analytical and inferential** aspects of the novel as they are discussed on pages 38-43 of 5 Steps to a 5, AP English Literature. While these pages deal with key words and phrases found in multiple choice questions, they will also prove helpful in the writing prompt. Finally students will identify the novel's initial incident, its rising action, climax, falling action and denouement.

Performance Activity: Pages 60 (“Types of Prose Passage Essay Questions”)

These questions will also be answered by each student (individually) in essay form. Responses will be geared toward Farewell to Arms. This activity will serve as the essay/exam grade for the novel. Novels and notes may be used for this activity.

Students: Remember that the writer must address the entire prompt question – what he is setting out to find and what literary devices he will use to make his assessment. **ALSO:** Remember that the author’s name and the title of the passage must be mentioned. **THESE ARE CRUCIAL ELEMENTS OF A SUCCESSFUL THESIS STATEMENT.**

Questions include the following:

- 1) Analyze narrative and literary techniques and other resources of language used for characterization.
- 2) How does a narrator reveal character? (tone, diction, syntax, point of view)
- 3) How does the author reveal a character’s predicament? (diction, imagery, point of view.
- 4) Explain the effect of the passage (of your choice) on the reader. (Quote from the text to support your position.)
- 5) Compare/contrast two passages concerning diction and details for effect on the reader.
- 6) Choose a passage from the novel that provides characterization and evaluation of one character over another. (diction, syntax, imagery, tone)
- 7) Analyze style and tone and how they are used to explore the author’s attitudes toward his subject. (war? love? commitment? . . .)
- 8) How is the reader prepared for the conclusion of the novel?

### **Week 31:**

**Review, Discussion and “Activities for Writing Assignments” from The “Rhetoric” section of The AP Vertical Teams’ Guide for English, pages 123-153.**

Performance Activities: Students will be asked to complete the James Baldwin AP Writing Prompt on page 151, “...write an essay that defends challenges, or qualifies Baldwin’s ideas about the importance of language as a “key to identity” and to social acceptance.” Prompts will be scored according to the checklist on page 152. Teacher-student conferences held. Papers revised/corrected in class.

**Practice Exam 1 will also be completed and discussed in class this week. Papers will be scored and returned to students for class discussion and clarification.**

**Week 32:**

**Continuation of discussion on Practice Exam 1. Students will be put into groups of four to evaluate (as specifically as possible) their strengths and weaknesses with regard to the Practice Exam, both essay and objective portions.**

**Students will remain in these groups to create an essay question for a poem or prose passage of their choice, and compose a response. These questions and responses will be presented and discussed in class.**

**Week 33:**

**Take Practice Exam 2 (pages 181-193 in 5 Steps to a 5, AP English Literature).** Tests will be graded and discussed (pages 194-208) paying special attention to troublesome concepts.. Rubrics for the prose essay (page 198), the poetry essay (page 201-202) and the free response essay (page 205) will be used in class to assess and improve upon selected anonymous student prompts.

LAST OPPORTUNITIES FOR QUESTIONS AND LOOKING OVER NOTES ON TWO OR THREE FAVORITE WORKS FOR USE ON THE FREE RESPONSE ESSAYS. WE WILL CONTINUE TO REVIEW AND WRITE TIMED PROMPTS UNTIL THE DAY OF THE AP EXAM. STUDENTS WILL HAVE COMPLETED AT LEAST TWELVE NOVELS AND COMPREHENSIVE ESSAYS OF FIVE TO EIGHT PAGES TO FULFILL THEIR KAP REQUIREMENTS.