

Course Overview:

- Advanced Placement English Literature and Composition is a course offered to students in their senior year of high school. Students are selected based on their interest in being in an accelerated course. Students provide a sample of writing from their current English class, complete a timed writing, and provide a letter of recommendation from a teacher or advisor to be selected for the course. Once students have completed the above mentioned they are interviewed by me to review the course requirements and to briefly discuss their college goals and their readiness for the college application process as the rigor of the course and the deadlines of the college application process will all be factors in students performance in the course.
- The school year is divided into semesters and students remain in the course for both the fall and spring semesters. Students have the option to transfer out of the course in the spring.
- The fall semester creates the context for the yearlong study. The motivating idea in the analysis and survey of the texts is man's search for truth and how this search changes as society, government, religion, and the notion of the individual changes.

Procedures and student requirements:

1. The writing process - all writing will be considered work in progress and a final evaluation will be given after portfolio review at the end of the semester
2. Conferences - students are required to conference with the teacher once every two weeks for 30 minutes beginning after the 3rd draft of the 1st paper is completed. The conference is an opportunity for the teacher to communicate to students their successes in their writing and the direction needed for improvement. It is also an opportunity for students to address concerns or difficulties with the class.
3. Students will be assigned to small peer groups to meet on a regular basis in my outer office. This time is an opportunity for students to discuss the texts we are reading and to peer edit writing.

Writing:

- Analysis
- Literary Research
- Personal

Fall Semester

Unit 1

Greek Drama

Texts:

Aristotle's *Poetics*

H.D. F. Kitto *The Greeks*

Sophocles *Oedipus Rex* (*Oedipus* and *Antigone*)

Creating Context (5 weeks)

A.

H.D. F. Kitto *The Greeks* chapter "The Greek Mind"

- Students will read the chapter to understand the Greek world view, to create a context for understanding the culture that produced the text, and to have a perspective of the culture as it differs from their own
- Activity 1
Students will locate a current event in the media and write a response paper noting how the Greeks would have perceived this event focusing on the concept of organic wholeness as introduced in Kitto

B.

Aristotle's *Poetics* chapter on Tragedy

- Exam on terms and elements of Greek tragedy as expressed in Aristotle
- Small group work creating a chart identifying terms and concepts as expressed in Aristotle
- Groups present their understanding of the terms and through Q & A terms are clarified for peers

C. Independent Work:

Students will read *Oedipus* in preparation for class discussion and complete a journal identifying the elements of tragedy as identified in Aristotle's *Poetics*

D. Class Discussion of *Oedipus*

- Focus:
Character
- E. Personal Connection -**
- F. Analysis Paper - the tragic hero - fate and personal responsibility**
Students will read and complete exercises from chapter 18 "The Whole Composition" *Warriner's English Grammar and Composition* to prepare for writing essay/paper 1
Motivation:
Milan Kundera *The Unbearable Lightness of Being* part 5 chapter 1
What point does the narrator make about Oedipus' fate and his response to it?
Students will use this portion of the novel to generate their own ideas about Oedipus, his fate, his response to it, and the overall thematic idea Sophocles addresses through Oedipus
Paper requirements:
Pre-writing arising from class discussions and independent reading journal
Formal outline
1st draft for peer editing
- G. Donald Murray , *The Maker's Eye: Revising Your Own Manuscripts***
Students will reflect on Murray's point that writing does not begin until the first draft is written - What does he mean? What is their reaction to this idea? How do they feel about the state of their first draft of the *Oedipus* character analysis paper?
- H. 2nd and 3rd draft to be self or peer edited outside of class**
- I. Conference 1 - students will hand -in 3rd draft of essay 5 days prior to their scheduled conference. In conference, students will be given a preliminary grade and direction for improving the essay. In addition, grammar and language issues will be addressed and students will be given handouts or textbooks to aid them in improving this aspect their writing (handouts from Hunter College's Writing Center or textbook *Heath Handbook of English* 11th edition or *Warriner's English Grammar and Composition* fifth course**
- J. *Antigone***
Moral law versus man's law
A. Students will continue to examine how the work of Sophocles reflects the conventions of tragedy as expressed in Aristotle's *Poetics*. Students will also consider larger ideas that the text raises - man's obligation to moral law as opposed to man's law, limits imposed on the individual by the state and society and the consequences of standing against these limits, gender as a social construct and limit,.
- K. Paper 2 ,Comparison and contrast essay -**
A. *The Essay Connection* by Lynn Z. Bloom chapter 11 on comparison and contrast essay
B. Antigone and Creon the purpose of the essay is to delve into and understand the motivations of these two characters and what informs the decisions they make.
- L. Exam on Greek Unit**

Students will know terms from *Poetics*, concepts from Kitto namely the concept of organic wholeness, excerpt from Aeschylus' *Agamemnon* will be used to determine student's understanding of Aristotle and Kitto.

M. Revision Workshop

A. The work of 3 students (either essay1 or essay2) will be work shopped. Copies of students 3rd draft (assuming the 3rd is the last draft students have completed) will be given to all class members prior to the workshop. Students will edit the essays using the parameters established from Warriner's and Bloom. Students and teacher will give the writers feedback in class and writers will respond to the feedback and ask questions to clarify the changes that must occur or argue for the choices they have made as writers.

B. This workshop will also serve as an opportunity to begin addressing grammar and language issues that are arising in student work. Process - identify error, explain why it is an error, how do we fix it?

N. Reflection Essay - current events and Antigone

Unit 2: (6 weeks)

The Renaissance

William Shakespeare Tragedy and Comedy

The Sonnet

Kennedy and Gioia Chapter 11 listening to a voice, 14 imagery, 15 figures of speech, 19

Closed Form (Independent work - students will read and annotate the chapters and be familiar with the terms and forms introduced in the chapter)

Poetry Quiz 1 (Chapt.19)

1. Shakespearean Sonnets - Idealism and the search for truth and perfection

"Sonnet 18, 29, 30, 73, 116, 130

A. Students will have read and annotated the sonnets prior to class discussion. Class discussion will focus on the thematic ideas the sonnets address, how figurative language and imagery are used to convey and reinforce the thematic idea.

B. Texts will be analyzed to understand the culture that produced it and changes in value systems and thinking. Students will make connections to the Greeks and express how and if the literature of the Renaissance reflects similar values and in what ways the culture changes.

C. Exam - terms from Kennedy and Gioia, annotation, and written response

D. Paper 3 Analysis Paper

Comparison contrast essay - Keats "On the Sonnet" and William Wordsworth "Nuns Fret not at their convent's narrow room" (students will follow writing procedure as mentioned above)

2. Tragedy:

Macbeth

Class discussion: Character dimension - dramatic monologue, soliloquy, foil,
Setting – time and place, students will consider the impact of events occurring over an extended period of time and the setting in multiple places

Compare Shakespearean Tragedy to Greek Tragedy

Paper 4

Introduction to the literary Research Paper:

Joan Larsen Klein critical essay *Lady Macbeth "Infirm of Purpose"* from *The Woman's Part Feminist Criticism of Shakespeare* edited by Carolyn Ruth Swift Lenz, Gayle

Greene, Carol Thomas Neely

Review paper requirements

Introduce MLA format

Writing Workshop

Peer Editing

Exam: AP style open question

3. Comedy:

Review chapter on comedy from Aristotle's *Poetics*

Twelfth Night

Comedy of Errors

Themes:

Understanding the society in which you live and using that understanding as a means of finding freedom within its confines, disguise as a means of surmounting social barriers and surviving

Culture: Literature and the subversive political voice

Reaction paper - How does Shakespeare use comedy to comment on the values of his culture?

Paper 5, Research Paper 2 - students will choose a topic of their own and find critical essays of their own. Research paper 1 will serve as a model for this paper.

Unit 3 Poetry: (4 weeks)

A. Homework: Kennedy and Gioia chapter 11 listening to a voice, 12 words, 13 saying and suggestion, 18 rhythm (same assignment as above in unit 2)

B. Students will have read and annotated the poems for homework in preparation for class discussion

Poetry discussion procedure:

1. 1 poem will be discussed as a whole group as a model for discussing poetry.
2. Students will be randomly assigned to small groups (3-4) and be assigned a poem to "teach" to the class.

- Students will pose an overall guiding question for the class to consider during the presentation
- The poem will be read out loud twice prior to the beginning of discussion
- The presentation will focus on the thematic idea of the poem first and then poetic devices as a resource for establishing and reinforcing the thematic idea
- Students will conclude the presentation by writing a brief reflective response to the guiding question followed by students sharing their responses

3. Papers 6- 9, Analysis Essays - Students will write an analysis essay for a poem of their choice for each of the poets of this unit. Pre-writing, drafts will take place out of class and students will give - in 3rd drafts on due dates. At the end of the unit, students will select one of the essays and continue revising it.

4. Exam – Part 1 AP Style Poetry Essay
Part 2 Poetry Multiple Choice Exam

These poets will be used to further students' study of poetry and poetic devices and also as a vehicle for understanding change in thought and expression from the renaissance into the 19th century.

Man and his understanding of himself in the context of a universe that is greater than he

John Donne - Italian sonnet

“A Valediction Forbidding Mourning”

Holy Sonnet 4, 6, 10

Ben Jonson

“On My First Son”

“Song: To Celia”

“It Is Not Growing Like a Tree”

“Queen and Huntress”

“To the Memory of My Beloved Master, William Shakespeare”

The Puritan Age

John Milton

“On His Having Arrived at the Age of Twenty - Three”

“On His Blindness”

William Blake

“The Clod and the Pebble”

“The Tiger”

“A Poison Tree”

“Ah! Sunflower”

Unit 4 (3 weeks)

The Novel

Jane Eyre by Charlotte Bronte

Individual versus society - overcoming

Review conventions of the Gothic novel

Aspects of the Novel by E.M. Forster (chapter 2 the story and chapters 3 and 4 People)

A Reader's Guide to the Nineteenth Century English Novel by Julia Prewitt Brown

(Chapter 1 class and money, 5 education, 7 marriage)

1. Students will read the novel at home and complete journals responding to the characters and events in the novel.
2. Students will lead the discussion of the novel (small groups, assigned chapters, focusing on character development)
3. Students will write a character analysis paper for each section of the novel and consider how the protagonist changes as the story progresses and the external influences on this change (family, class, gender)
4. Students will write a final character analysis paper using writing from the previous 3 essays on the novel to write a final character analysis paper on Jane Eyre
5. Review of prose multiple choice questions

Final Exam: 1999 released exam

Portfolio Review

Spring (12 –14 weeks)

Unit 1

Comedy

The Importance of Being Ernest Oscar Wilde

Students will compare the structure of Wilde’s play to *Twelfth Night* and consider how Wilde is also making a critical comment on the society in which he lives. Students will consider how irony is used to point out the fallacies of Victorian society and class structures. Students will refer to Brown’s text as a contextual resource on life in England during the 19th century.

Comedy

Satire

Papers:

1. Character Analysis
2. Research Paper 1

Unit 2

Poetry from Kennedy and Gioia textbook

#1

From reading a poem

“The Lake Isle of Innisfree” by William Butler Yeats

“Piano” D. H. Lawrence

#2

From Words

"Aftermath" by Henry Wadsworth Longfellow

From Saying and suggestion

“London” by William Blake

“The Bean Eaters” by Gwendolyn Brooks

#3

From Figures of Speech

Read the analysis of “The Eagle” by Alfred, Lord Tennyson
“Flower in the Crannied Wall” by Alfred, Lord Tennyson
“To See A World In A Grain of Sand” by William Blake
“The Wind” by James Stephens

Unit 3

The Novel

The Scarlet Letter by Nathaniel Hawthorne

- A. Transcendentalism – students will read Ralph Waldo Emerson’s essays “Nature” and “self-Reliance” as a means of understanding the philosophy of the transcendentalist and how this philosophy influences Hawthorne and the thematic ideas he broaches in the novel.
- B. Students will consider how the novel meets the conventions of the gothic novel.
- C. Individualism

Unit 4

Short Stories

Chapter 2 Point –of – view

William Faulkner *A Rose for Emily*

Edgar Allan Poe *The Tell-Tale Heart*

Eudora Welty *Why I Live at the P.O.*

1. Choose one of the stories in this chapter to read and annotate it in detail
2. Write an analysis paper considering how the point – of – view or narrative style the writer chooses works with the characters, plot, and overall thematic idea of the story.
3. Annotate in detail the introductory section of the chapter
4. Due date – 03/05/07 outline and 3drafts with evidence of editing

Chapter 3 Character

Katherine Ann Porter *The Jilting of Granny Weatherall*

Alice Walker *Everyday Use*

1. Choose one of the stories in this chapter to read and annotate it in detail
2. Write a character analysis paper
3. Annotate in detail the introductory section of the chapter
4. Due date – 03/26/07 outline and 3drafts with evidence of editing

Unit 5

#4

“Elegy, Written with his Own Hand in the Tower Before his Execution” Chidiok
Tichborne

From Rhythm

“Slow, Slow, Fresh Fount, Keep Time With My Salt Tears” Ben Jonson

“When I Was One - And - Twenty” A. E. Housman

“Beat! Beat! Drums!” Walt Whitman

From Closed Form

“Acquainted with The Night” Robert Frost

#5

“Do not Go Gentle Into That Good Night” Dylan Thomas

From Open Form

“Six Variations” by Denise Levertov

From The Symbol

“Redemption” George Herbert

“The Road Not Taken” Robert Frost

Unit 6

Short Stories

Chapter 4 Setting

Kate Chopin *The Storm*

Amy Tan *A Pair of Tickets*

1. Choose one of the stories in this chapter to read and annotate it in detail
2. Write an analysis paper considering how the setting impacts the characters, plot, and overall thematic idea of the story.
3. Annotate in detail the introductory section of the chapter
4. Due date – 04/11/07 outline and 3drafts with evidence of editing

Unit 7

7

“Uphill” Christina Rossetti

“Neutral Tones” Thomas Hardy

“The Parable of the Good Seed” Matthew 13: 24 - 30

#8

From Myth and Narrative

“Cinderella” Anne Sexton

“The Second Coming” William Butler Yeats

“The Oxen” Thomas Hardy