

NUVHS AP English Literature & Composition Syllabus

Course Description

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students 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.

In the first semester, students focus on short story fiction, learning about related topics such as point of view, characters, setting, structure, tone, style, symbolism, and theme. Students will be able to not only recognize these elements while reading literature, but also write about them in depth. In the second semester students will read poetry and drama. They will learn about imagery, metaphorical language, tone, poetry forms, symbolism, allusion, tragedies and comedies, and dramatic reality and nonreality. Students will be able to explicate and interpret poetry on multiple levels as well as analyze drama and its many components.

Learning Outcomes (Comprehensive)

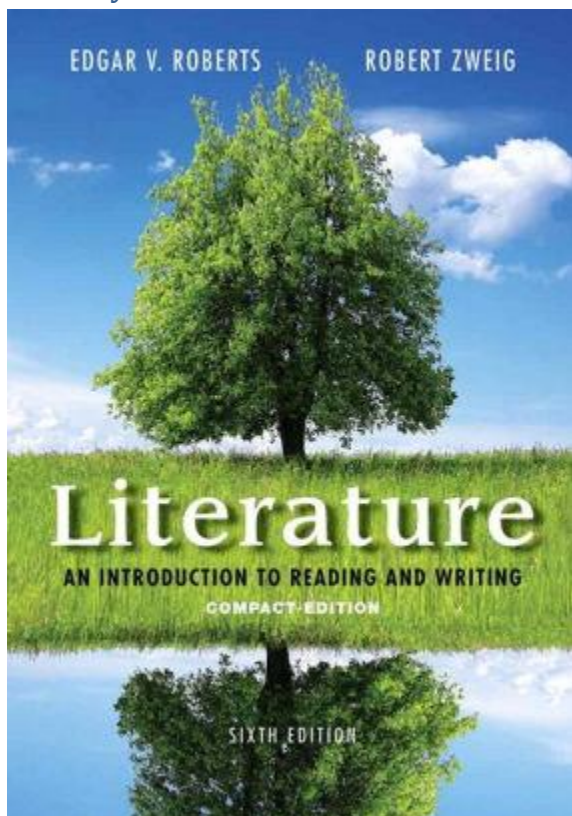
The course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study
- Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teachers and peers
- Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;

- Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
- A balance of generalization and specific, illustrative detail; and
- An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Required Texts

Primary Text



Literature: An Introduction to Reading and Writing, Sixth Compact Edition

Editors: Edgar V. Roberts and Robert Zweig

Publisher: Pearson

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ISBN-13: 978-0321944788

ISBN-10: 032194478X

Independent Reading Choices

Every two units, students must choose one book from a short list of books to read independently. The following are your choices:

Units	Semester 1	Semester 2																																				
1-2	<p>Ancient Works</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Author</th> <th>Genre</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td><i>Medea</i></td> <td>Euripides</td> <td>play</td> <td>431 BC</td> </tr> <tr> <td><i>The Odyssey</i></td> <td>Homer</td> <td>epic poem</td> <td>(no date)</td> </tr> <tr> <td><i>Antigone</i></td> <td>Sophocles</td> <td>play</td> <td>441 BC</td> </tr> <tr> <td><i>Oedipus Rex</i></td> <td>Sophocles</td> <td>play</td> <td>429 BC</td> </tr> </tbody> </table>	Title	Author	Genre	Date	<i>Medea</i>	Euripides	play	431 BC	<i>The Odyssey</i>	Homer	epic poem	(no date)	<i>Antigone</i>	Sophocles	play	441 BC	<i>Oedipus Rex</i>	Sophocles	play	429 BC	<p>1940-1969</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Author</th> <th>Genre</th> <th>Date</th> </tr> </thead> <tbody> <tr> <td><i>Things Fall Apart</i></td> <td>Chinua Achebe</td> <td>novel</td> <td>1958</td> </tr> <tr> <td><i>Who's Afraid of Virginia Woolf?</i></td> <td>Edward Albee</td> <td>play</td> <td>1962</td> </tr> <tr> <td><i>Another</i></td> <td>James</td> <td>novel</td> <td>1962</td> </tr> </tbody> </table>	Title	Author	Genre	Date	<i>Things Fall Apart</i>	Chinua Achebe	novel	1958	<i>Who's Afraid of Virginia Woolf?</i>	Edward Albee	play	1962	<i>Another</i>	James	novel	1962
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		<i>Country</i>	Baldwin		
		<i>Waiting for Godot</i>	Samuel Beckett	play	1953
		<i>The Plague</i>	Albert Camus	novel	1947
		<i>Invisible Man</i>	Ralph Ellison	novel	1952
		<i>Lord of the Flies</i>	William Golding	novel	1954
		<i>A Raisin in the Sun</i>	Lorraine Hansberry	play	1959
		<i>Catch-22</i>	Joseph Heller	novel	1961
		<i>One Flew Over the Cuckoo's Nest</i>	Ken Kesey	novel	1962
		<i>A Separate Peace</i>	John Knowles	novel	1959
		<i>To Kill a Mockingbird</i>	Harper Lee	novel	1960
		<i>The Crucible</i>	Arthur Miller	play	1953
		<i>Death of a Salesman</i>	Arthur Miller	play	1949
		<i>House Made of Dawn</i>	N. Scott Momaday	novel	1968
		<i>Wise Blood</i>	Flannery O'Connor	novel	1952
		<i>1984</i>	George Orwell	novel	1949
		<i>Cry, the Beloved Country</i>	Alan Paton	novel	1948
		<i>All the King's Men</i>	Robert Penn Warren	novel	1946
		<i>The Chosen</i>	Chaim Potok	novel	1967
		<i>Wide Sargasso Sea</i>	Jean Rhys	novel	1966
		<i>The Catcher in the Rye</i>	JD Salinger	novel	1951
		<i>Rosencrantz and</i>	Tom Stoppard	play	1966

		<i>Guildenstern Are Dead</i> <i>Cat's Cradle</i> Kurt Vonnegut novel 1963 <i>The Glass Menagerie</i> Tennessee Williams play 1945 <i>A Streetcar Named Desire</i> Tennessee Williams play 1947 <i>Black Boy</i> Richard Wright memoir 1945 <i>Native Son</i> Richard Wright novel 1940
3-4	1500-1799 Title Author Genre Date <i>Don Quixote</i> Miguel de Cervantes novel 1605 <i>Tom Jones</i> Henry Fielding novel 1749 <i>As You Like It</i> Shakespeare play 1623 <i>Julius Caesar</i> Shakespeare play 1599 <i>King Lear</i> Shakespeare play 1606 <i>The Merchant of Venice</i> Shakespeare play 1605 <i>Othello</i> Shakespeare play 1604 <i>The Tempest</i> Shakespeare play 1611 <i>Candide</i> Voltaire novel 1759	1970-1989 Title Author Genre Date <i>Bless Me, Ultima</i> Rudolfo Anaya novel 1972 <i>The House on Mango Street</i> Sandra Cisneros novel 1984 <i>"Master Harold" . . . and the boys</i> Athol Fugard play 1982 <i>M. Butterfly</i> David Henry Hwang play 1988 <i>A Prayer for Owen Meany</i> John Irving novel 1989 <i>The Woman Warrior</i> Maxine Hong Kingston memoir 1976 <i>Obasan</i> Joy Kogawa novel 1981 <i>Beloved</i> Toni Morrison novel 1987 <i>The Bluest Eye</i> Toni Morrison novel 1970 <i>Song of Solomon</i> Toni Morrison novel 1977 <i>Sula</i> Toni Morrison novel 1973 <i>Jasmine</i> Bharati Mukherjee novel 1989 <i>The Women of Brewster Place</i> Gloria Naylor novel 1982 <i>Going After</i> Tim O'Brien novel 1978

		<i>Cacciato</i> <i>Equus</i> Peter Shaffer play 1973 <i>Ceremony</i> Leslie Marmon Silko novel 1977 <i>Sophie's Choice</i> William Styron novel 1979 <i>The Color Purple</i> Alice Walker novel 1982 <i>Fences</i> August Wilson play 1983 <i>The Piano Lesson</i> August Wilson play 1987																																																																																																																								
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7-8	1900-1939 Title Author Genre Date <i>My Ántonia</i> Willa Cather novel 1918 <i>The Cherry Orchard</i> Anton Chekhov play 1904 <i>Heart of Darkness</i> Joseph Conrad novel 1902 <i>Sister Carrie</i> Theodore Dreiser novel 1900 <i>Murder in the Cathedral</i> T.S. Eliot play 1935 <i>Absalom, Absalom!</i> William Faulkner novel 1936 <i>As I Lay Dying</i> William Faulkner novel 1930 <i>Light in August</i> William Faulkner novel 1932 <i>The Sound and the Fury</i> William Faulkner novel 1929 <i>The Great</i> F. Scott novel 1925	<ul style="list-style-type: none"> • Student choice (choose any book on the list that you or your classmates haven't read yet)

<i>Gatsby</i>	Fitzgerald		
<i>A Passage to India</i>	E.M. Forster	novel	1924
<i>The Little Foxes</i>	Lillian Hellman	play	1939
<i>Their Eyes Were Watching God</i>	Zora Neale Hurston	novel	1937
<i>Brave New World</i>	Aldous Huxley	novel	1931
<i>A Portrait of the Artist as a Young Man</i>	James Joyce	novel	1916
<i>Billy Budd</i>	Herman Melville	novel	1924
<i>Major Barbara</i>	George Bernard Shaw	play	1905
<i>The Grapes of Wrath</i>	John Steinbeck	novel	1939
<i>The Age of Innocence</i>	Edith Wharton	novel	1920
<i>Ethan Frome</i>	Edith Wharton	novel	1911
<i>The House of Mirth</i>	Edith Wharton	novel	1905
<i>Mrs. Dalloway</i>	Virginia Woolf	novel	1925

Course Methodology

Semester 1		
Unit	Topic	Activities
1	The Process of Reading, Responding to, and Writing About Literature; Special Writing Topics About Literature	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Essay Outline Working Practice Essay Unit Essay Assessment Compare-Contrast, Reader-Response, or Argument AP Exam Practice Discussions
2	Fiction & Point of View	Independent Reading Critical Reading Journal Vocabulary

		Unit Assignment Plot, Point of View Working Practice Essay Unit Essay Assessment Point of View Critique AP Exam Practice Discussions
3	Characters & Setting	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Character Conflict, Change of Setting Working Practice Essay Unit Essay Assessment Setting and Human Character through Research AP Exam Practice Discussions
4	Structure	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Surprises in Literature, Research Structural Terms Working Practice Essay Unit Essay Assessment Structure in Literature AP Exam Practice Discussions Midterm Literary Criticism
5	Tone & Style	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Character Sketches, Narrator Working Practice Essay Unit Essay Assessment Author's Style & Attitudes AP Exam Practice Discussions
6	Symbolism and Allegory	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Symbolism Working Practice Essay Unit Essay Assessment Compare/Contrast Symbolism AP Exam Practice

		Discussions
7	Idea or Theme	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Main Idea Topic Sentence, Idea Critique Working Practice Essay Unit Essay Assessment Research Essay AP Exam Practice Discussions
8	Finals & Project	Independent Reading Critical Reading Journal Vocabulary Final Working Practice Essay—Final Draft AP Exam Practice—Final Prose Exam Final Exam Discussions

Semester 2		
Unit	Topic	Activities
1	Meeting Poetry & Words	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Paraphrase, Explication, Analysis; Diction Working Practice Essay Unit Essay Assessment Poetry Analysis AP Exam Practice Discussions
2	Imagery & Metaphorical Language	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Imagery, Metaphor/Simile, Figure of Speech Working Practice Essay Unit Essay Assessment Poetry Analysis: Imagery, Metaphor/Simile, Figure of Speech AP Exam Practice Discussions
3	Tone & Form	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Poetic Tone, Poetry Form

		Working Practice Essay Unit Essay Assessment Compare/Contrast Tone in Poetry AP Exam Practice Discussions
4	Symbolism and Allusion	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Symbolism and Allusion in Poetry Working Practice Essay Unit Essay Assessment Poetry Research Essay AP Exam Practice Discussions Midterm Songs as Poetry
5	The Dramatic Vision	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Dialogue Working Practice Essay Unit Essay Assessment Characteristics of the Dramatic Form AP Exam Practice Discussions
6	The Tragic and Comic Vision	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Tragic Flaw Monologue, Comedic Character Working Practice Essay Unit Essay Assessment Compare/Contrast Comedies and Tragedies AP Exam Practice Discussions
7	Visions of Dramatic Reality and Nonreality	Independent Reading Critical Reading Journal Vocabulary Unit Assignment Reality vs. Nonreality Working Practice Essay Unit Essay Assessment Theatrical Critique AP Exam Practice Discussions

8	Finals & Project	Independent Reading Critical Reading Journal Vocabulary Final Working Practice Essay—Final Draft AP Exam Practice—Final Prose Exam Final Exam Discussions
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Critical Reading Journal

Each unit, students must submit a Critical Reading Journal of the assigned literature they read. The CRJ is for you to be able to look back on what you have read and to study as you prepare for the AP exam. Your journal should be at least 1 paragraph for each selection. Journal entries must be in complete sentences. Plot summaries will not be accepted. Entries must show higher level thinking skills (Bloom's Taxology). For ideas of what to write about, you can look at the questions after each piece of literature, but please do not just answer the questions. You will be sharing your thoughts from your CRJ in the Discussions.

Vocabulary

Every unit you will be working with 10 new vocabulary words that are important to learn for the AP English Literature & Composition Exam. For each word, you will need to define it, give an example, and provide a visual representation of the word. Students should then work to incorporate the vocabulary into their writing as well as recognize it in their reading.

Working Practice Essay

Through each semester, you will be working on writing and revising one essay on a provided topic. You will be revising your essay based on what you learned in that unit, teacher feedback, and peer review. You will not earn a grade on this essay until you submit the final draft in Unit 8. You will also write a reflection on the revision process.

Independent Reading

Every two units you will be selecting an Independent Reading book. You will be reading this book on your own and completing assignments on the book you chose, as well as discussing background information and purpose of the book with your classmates. The reading options are listed above so you can choose your books ahead of time and obtain them.

Essays

There will be a wide variety of essays required for this course, including timed, revised, researched, informal, expository, analytical, and argumentative. Students are advised to always submit their best attempt on the essays, making sure they plan their essays before writing them and review them before submitting them. Students will get 1 opportunity for teacher feedback on their paper before submitting the final draft. They will message 1 paragraph to the teacher, identifying a problem they are having. If

students struggle with basic grammar and writing skills, they should utilize the National University Writing Center, which is a free online writing tutoring service for all NUVHS students. When students submit an essay, they should leave a comment of one thing they felt they did well on the essay, and one thing they struggled with on the essay. This will help the teacher focus the comments on what is most helpful for the student.

Discussions

Each unit has multiple discussion topics. Discussion topics are about your reading assignments and peer essay reviews. Discussions count as your participation grade. Original posts should be a minimum of 200 words. You must respond to at least 2 of your classmates' posts, with each response a minimum of 100 words. Try to use higher level thinking when responding to the Discussion prompts and your classmates' posts. These discussions should mimic Socratic-style discussions, with multiple responses going back and forth on each Discussion Board.

Semester Project

Each semester, students will work throughout the term on a Project that will be completed and submitted during Unit 8. The Project will include research, reading, and writing. To ensure students do not wait until the end of the course to start working on the Project, some of the Unit Assignments will require students to complete different steps of the Project.

Assessment:

Semester 1	
Activity	Points
Grade Eligibility Checks (#1-3)	1
Student Questionnaire Assignment	5
Critical Reading Journal (Units 1-8)	10
Independent Reading (Units 1-8)	10
Vocabulary (Units 1-7)	10
Discussions (4 each, Units 1-8)	5
Assignments (Units 1-7)	10
Unit Essay (Units 1-7)	25
Working Practice Essay (Units 1-7)	1
Practice AP Literature Exam (Units 1-7)	Varies by Unit (44-54)
Midterm (Unit 4)	50
Unit 8 Assignment	50
Unit 8 Vocabulary Exam	50

Unit 8 Final Exam	50
Working Practice Essay (Final Draft)	50
Unit 8 Practice AP Essay Exam	150
Project (Unit 8)	100
Points Possible: 1450	

Semester 2	
Grade Eligibility Checks (#1-3)	1
Student Questionnaire Assignment	5
Critical Reading Journal (Units 1-8)	10
Independent Reading (Units 1-8)	10
Vocabulary (Units 1-7)	10
Discussions (4 each, Units 1-8)	5
Assignments (Units 1-7)	10
Unit Essay (Units 1-7)	25
Working Practice Essay (Units 1-7)	1
Practice AP Literature Exam (Units 1-7)	Varies by Unit (40-54)
Midterm (Unit 4)	50
Unit 8 Assignment	50
Unit 8 Vocabulary Exam	50
Unit 8 Final Exam	50
Working Practice Essay (Final Draft)	50
Unit 8 Practice AP Essay Exam	134
Project (Unit 8)	100
Points Possible: 1406	

Grading Scale

Letter Grade	Percentage Earned
A	95%+
A-	90%-94%
B+	87%-89.9%
B	84%-86.9%
B-	80%-83.9%

C+	77%-79.9%
C	74%-76.9%
C-	70%-73.9%
D+	67%-69.9%
D	64%-66.9%
D-	60%-63.9%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations:

It is expected that students are taking this course to prepare themselves for the AP English Literature & Composition Exam.

- Students must put forth their best effort on all assignments and assessments.
- Students should complete exercises in the textbooks even if they are not assigned to better prepare themselves to be successful on the exam and in the course.
- Students should keep a reading journal to use as a study guide for the exam.
- Students must spend a minimum of 5 days actively working in each unit.
- Students should know basic grammar and mechanics. All final drafts should be free from errors. If the student struggles with grammar and mechanics, it is advised that they use the NU Writing Center for help before submitting final draft essays that are not timed.
- Students will be respectful of the learning environment, their classmates, and the instructor.
- Students will participate in discussions, creating a dialogue to further their learning and understanding of the discussion topics.
- Students will complete all their own work and will not plagiarize, in any sense of the word. Any sources used outside of the course will be properly cited in MLA format.
- Students should regularly communicate with their instructor, and let him or her know if they have any questions, concerns, or problems with the course.

Time Required For This Course:

Although students have the flexibility to accelerate through the course materials, students must spend a minimum of 40 calendar days (8 weeks) demonstrating regular participation and coursework submissions in each semester Advanced Placement course. The pacing guides provided upon enrollment and accessible on the NUVHS website (<http://www.nuvhs.org/Academics/Calendar.html>) are intended to assist students in gauging the amount of work necessary for accelerated course completion depending on the date they begin working