Course Overview: The Advanced Placement Literature and Composition course is designed to meet the curricular requirements described in the AP English Course Description. Students will be provided with an intellectually challenging workload comparable to that of a typical college undergraduate English course; students will read, study, discuss, and analyze works from many genres: novel, drama, poetry, short story, and essay. Students will write frequently and will be evaluated using the AP writing rubric. Writing skills, grammar, mechanics, and usage is taught in context to the compositions. Students will study advanced vocabulary in conjunction to the literary works being studied. The students will write a 6-8 page literary research paper on an approved topic using MLA format.

Summer Reading - Have completely read by the time school begins.

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You may wish to do additional reading on the authors’ backgrounds, the literary period in which the authors lived, and the stylistic devices they employed in the novels. Critical essays about the works may also be especially helpful.

First day of class:
1. Turn in Major Works Data Packet (see below) for each novel (two daily grades)
2. Turn in college essay (daily grade)
3. Take summer Reading Quiz (daily grade)

Second day of class: In-class composition on Summer Reading (test grade)

Major Works Data Packet:
Use notebook paper—NO SPIRAL NOTEBOOKS/PAPER—Do not write on back

Write in black ink.
Observe paragraphing and paraphrasing (use your own words)
Use complete sentences.

1. Give the setting (time and place) 10 pts
2. Characters (at least a half of a page for each character) 15 pts
3. Plus, two important quotes said about or by the above characters. Include the page or pages where found. 20 pts
4. Theme (a few sentences) 10 pts
5. Symbols or motifs observed. 10 pts
6. Literary techniques used. 15 pts
7. Plot summary (very detailed) 3 to 4 pages 20 pts
**College Essay Topics.** Choose one of the following and write a brief essay of 200-500 words. This may be either typed or hand-written in black ink.

1. In the spirit of adventurous inquiry, pose a question of your own. If your prompt is original and thoughtful, then you should have little trouble writing a great essay. Draw on your best qualities as a writer, thinker, visionary, social critic, sage, or citizen of the world; take a little risk, and have fun. (The University of Chicago)

2. First experiences can be defining. Cite a first experience that you have had and explain its impact on you. (University of Pennsylvania)

3. Read Martin Luther King Jr.'s "Letter from Birmingham Jail." It can be found in several anthologies, most recently King Remembered (W.W Norton & Company, 1986). Drawing upon personal experience, write a creative, reflective or provocative essay. (University of Notre Dame)

4. Please write a personal journal entry as if the date were Sept. 20, 2030. (St. Mary's College, MD.)

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**Strongly Suggested:** Students need to purchase a copy of *5 Steps to a 5: AP English and Language* published by McGraw-Hill. ISBN: **0071488545**

This should be used for independent work/practice at home.
Welcome to AP Language and Composition! Your reading for this course begins during the summer. Readings vary from year to year, but you will be notified by mail of your summer reading assignments. It is imperative that you do your assigned readings on time and come prepared as we will begin the school year based on these works.

**Course overview:**

This course follows the course requirements as set forth in the College Board’s *AP English Language and Composition Course Description* found at apcentral.collegeboard.com/englang. The purpose of this course is to develop, through rigorous practice, effective writers and perceptive readers. Students will carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and understanding of how language works. With close reading students will evaluate the writing of others, while expanding their vocabulary and coming to understand how authors achieve purpose and learn to apply similar techniques in their own writing for their own purposes and audiences. Students will also hone reading and research skills; they will evaluate primary and secondary sources, synthesize these materials into a personal stance/argument, and support a thesis, citing sources according to the conventions of the *Modern Language Association* (MLA).C1

**Time frame—4x4 block schedule (90 minute classes each block)**

**Major texts:**


**Supplemental texts: novels, essays and plays**

Fitzgerald, F. Scott. *The Great Gatsby*

Hawthorne, Nathaniel. *The Scarlet Letter*

Hemingway, Ernest. *The Old Man and the Sea.*

Knowles, John. *A Separate Peace*

Miller, Arthur. *The Crucible*

Morrison, Toni. *The Bluest Eye*

Twain, Mark. *The Adventures of Huckleberry Finn*

Williams, Tennessee. “A Streetcar Named Desire”

Wright, Richard. *Black Boy*

**Overall Objectives**
Encompassing a variety of genres and eras, most often thematically bound, this course begins with focus on the summer assignments and their peripheral readings. The intention is that evaluative reading and rhetorical artistry become second nature to students as they read and write. This course will build vocabulary from context, outside lists, and course-related terms; it will familiarize students with rhetorical strategies, provide numerous opportunities for students to analyze writers’ personae, context, audience, and purpose. To develop personal voice, style and rhetorical skills, students will engage in assignments that consist of both informal and formal writing as they reflect, respond, annotate, journal, imitate, narrate, describe, analyze, persuade, argue, expose, compare, and contrast. Informal writing assignments will often initiate formal writing assignments, which themselves will proceed through invention, planning, peer-editing, teacher feedback, and revision stages as they take form. Students will write both impromptu timed writings and essays, as well as outside assigned essays, with the ultimate goal of developing mature writing style that makes students not only prepared for the AP exam but also for college and personal satisfaction.

**PRIMARY OBJECTIVES**

The student will:

- Demonstrate knowledge of literature from a variety of genres, cultures and historical periods
- Analyze the major influences on American literature, including Puritanism, Rationalism/Deism, Romanticism, Transcendentalism, Regionalism, Naturalism, Realism and Modernism
- Refine understanding of literary terminology and apply appropriate terminology in analyzing and interpreting literature
- Analyze and evaluate how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to achieve their purposes in narrative, expository, persuasive and technical texts
- Evaluate works of literature from a variety of critical perspectives
- Recognize multicultural literary contributions
• Engage in at least twenty writing experiences, including, but not limited to: a narration and/or college application essay; a persuasive or argumentation essay or editorial; a literary analysis of theme or symbolism; an original poem, short story, or play; a documented essay; a comparison-contrast paper; a brochure or flyer
• Engage in the process of writing through brainstorming, drafting, revising and editing each major piece of writing
• Apply The Six Traits Plus of Writing (ideas and content, organization, voice, word choice, sentence structure, conventions, publishing) in producing and reflecting on own writing
• Understand and apply the nine-point AP essay grading system
• Understand and use the conventions of standard written English
• Extend revision skills using a variety of sentence patterns, with emphasis on parallel construction
• Refine the use of transitions within and between paragraphs and through smooth incorporation of source material
• Engage in oral language activities with an emphasis on persuasion and argumentation
• Extend research skills with emphasis on primary and secondary source material, MLA documentation (end notes/internal citation), and validity of sources
• Work with vocabulary weekly, either through literature and literary terminology or with our vocabulary program (Sadlier-Oxford )
• Engage in test prep activities for the PSAT, SAT, ACT and AP exams (SAT Question of the Day and selected materials)
• Recognize and use rhetoric effectively, including controlling tone, voice, style, diction and syntax

GRADING

90-100% = A
80-89% = B
70-79% = C
65-69% = D
0-64% = F
**AP Language and Composition Diagnostic Exam:**

Students will take the multiple-choice section of a retired AP Language and Composition Exam for a baseline score (which will not be applied to their grade), as well as the above-mentioned timed (45 minutes) AP analysis essay over summer reading assigned texts. Students will be aware from the beginning of the school year of the expectations for the May exam and can set goals to work toward throughout the year. Throughout the year activities, quizzes and exams will be constructed according to AP test standards either by the teacher or through the use of Applied Practice materials. In April, we will test again using a second retired AP Language and Composition exam to determine progress toward individual goals and areas to reinforce prior to the May exam.

**Teaching Strategies:**

**Summer Readings**—Have completely read by the time school begins.

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You may wish to do additional reading on the authors’ backgrounds, the literary period in which the authors lived, and the stylistic devices they employed in the novels. Critical essays about the works may also be especially helpful.

**Writing**—As a college-level course, AP English and Composition, will, of necessity, require more writing with emphasis on the following:

- Writing as a process, including invention, arrangement, drafting, and revision
- The four aims of writing—reflective, informative, persuasive, and literary
- The rhetorical modes of narration, description, exposition, and argumentation
- The research process
- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific illustrative detail
- Effective use of rhetoric including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

(College Board AP English Course Description)
Journals—Students will maintain a weekly writing response journal. Beginning in the summer and continuing throughout the year, students will explore their thinking about reading and practice their expression of ideas by keeping up with their journals. The entries will take various forms throughout the year:

- Literary Analysis
- Persuasive Writing
- Creative Writing
- Cornell Notes
- Graphic and Visual Analysis

Journals will be assessed mostly by completion. Typical of a beginning college course in writing which emphasizes rhetorical techniques and modes of exposition, the reading of fiction and nonfiction selections will give students an opportunity to:

- Improve comprehension, interpretation, and evaluation
- Improve vocabulary
- Explore ideas for discussion and models for types of papers required
- Analyze the use of language in a variety of prose styles from various disciplines and historical periods

To these ends, reading selections will illustrate the four aims of writing, as well as provide a model for the rhetorical modes so that students will learn the connections between interpretive skills in reading and writing. For each reading assignment, students will analyze authors and identify techniques using the SOAPSTone method. Students will be given a form to fill out for each author studied.

Multi-Draft Essays—The students will complete several multi-draft essays including:

- Literary Criticism
- Persuasive
- Description/Narration
- Comparison/Contrast
- Multi-Source Synthesis

The topics from these essays will come from previously used AP questions. Papers will be assessed on the basis of strength of assertions, quality of evidence, and sophistication of style.

Research—As well as completing a multi-source research paper (MLA conventions), the students will also complete shorter research assignments, culminating in writing and/or discussion. The research is generally assigned to assist students in better analyzing the rhetorical context of a given test. The students will be assessed according to AP provided rubrics.

Critical Reading—Readings from the course include excerpted as well as full-length fiction and non-fiction texts. Students are expected to do the readings outside of class and come prepared to discuss the texts beyond a superficial level. The students’ reading in inherently assessed by all activities of the class.
Discussion—Discussion in class will take various forms ranging from graded formal Socratic Seminars to informal classroom chat. Students will be assessed on their meaningful contributions to discussions at all levels.

American Literature Studies—Students will complete units documenting the evolution of American literature. They will make note of historical context, stylistic features in the representative works of major authors. Students will be assessed both in writing and orally on their ability to demonstrate the trends of the American canon.

Oral Presentation—Students will need to complete an oral presentation covering an independent analysis of an assigned text. Students may enjoy some latitude of choice with presentation. Ideas rest with presenters, but suggested are two or more of the following concerns.

- cultural setting and related issues (and background research must be documented)
- thematic focus
- characterization
- techniques and style
- author’s attitude to particular elements of the works, such as character(s) or subject matter

Students will be assessed on their thorough treatment, organization, and depth of analysis in addition to the standards of public speaking.

Stylistic and Rhetorical Analysis—As the backbone of the course students will learn and practice on a daily basis the language of stylistic analysis including:

- SOAPS (speaker, occasion, audience, purpose, subject)
  This is a text analysis strategy as well as a method for initially teaching students how to craft a more thoughtful thesis. The SOAPSTone strategy by Tommy Boley consists of the following elements:
  - Speaker’s style (how the author communicates his message: rhetorical mode, rhetorical devices always including diction and syntax)
  - Occasion and Audience: the event or catalyst causing the writing of the text
  - Appeals: Logos, Ethos, and Pathos
  - Purpose: the reason behind the text
  - Subject: the general topic and/or main idea
  - Tone: the attitude of the author

- Literary terms
- Detailed Analysis of Tone
- Detailed Analysis of Diction
- Detailed Analysis of Syntax

Vocabulary
Throughout the course, students will study and be tested on an advanced vocabulary from a variety of sources. They will be responsible for knowing the definition of a word, part of speech, synonyms, and antonyms, as well as demonstrating the ability to use the words properly in complete sentence structure.

**Course Plan**

**Fall Semester:**

**Week One**  
In-class quizzes and writings on summer reading. Begin list of literary terms. Collect summer assignments.

**Week Two**  
Diagnostic Past AP Exam test. *(not a grade)*  
In-class discussions of summer readings.  
Complete “Where I’m From” poems and presentations.

**Week Three**  
In-class essay – Captivity Essay. Socratic Seminar
**Week Four**
Model stylistic study of American Literature. “Visions and Voyages.”
Begin Unit Studies.
Native American Literature
Bradford
Rowlandson
Equiano

**Week Five**
AP practice introduction – analyzing writing.
Discuss the Rhetorical Triangle and Application Exercises.
Introduce *The Scarlet Letter* - Creative Project. AP test practice with *The Scarlet Letter*.

**Week Six**
American Literature- “Rappaccini’s Daughter.”
Symbolism and Allegory: “Cracking the code of Hawthorne’s Allegories.”

**Week Seven**
The *Scarlet Letter* - Major Works Data Sheet.
Identifying Genre and Characteristics of Genre, Themes, Point of View, Historical information about period of publication (research outside of class), Style, Setting, Mood, Symbol, Opening/Closing Scene Significance, Characters, and Memorable Quotes.

**Week Eight**
The *Scarlet Letter* - Creative Projects
- Seeing the Prison Door (A Lesson in Setting and Visualization)
- Who’s Worse (A Lesson in Debate and Character Analysis)
- The Scarlet Letter…Today! (A Lesson in Social Analysis and Contemporary Relevance)

**Week Nine**
The *Scarlet Letter* Cumulative Essay Assignment
Review for Nine Weeks Exam

Exam

End of first grading period. Vocabulary for this term will focus around Common Literary Forms and Genres, Literary Movements and Time Periods, and The Crucible vocabulary.

Week Ten: Primary, Secondary, and Tertiary Sources
Historical Event Research MLA- Library
The Crucible- “The Overture” Pair and Share Activity

Week Eleven: Arthur Miller/The Crucible Background PowerPoint
Historical Event Research MLA- Citing Sources

Week Twelve: MLA Outline and Thesis
Thesis Practice
Act I- The Crucible

Week Thirteen: Act II- The Crucible
Stephen Vincent Benet’s “We Aren’t Superstitious”
Arthur Miller’s “Why I Wrote The Crucible”

Week Fourteen: Act III- The Crucible
Historical Event Research Works Cited (MLA)

Week Fifteen: Act IV- The Crucible
Parallelism
AP Test Practice

Week Sixteen: Standardized Test-Taking Strategies
Multi-Source Synthesis Writing
Integration of Sources
Parenthetical Citations (MLA)

Week Seventeen: Nathaniel Hawthorne- *Young Goodman Brown*
Edgar Allan Poe- *The Tell-Tale Heart*
Transcendentalist Movement

Week Eighteen: Presentations of Historical Event Research Project
Literary Movements and Time Periods Group Assignment (research will be completed outside of class)

Week Nineteen: Group Presentation of Literary Movements and Time Periods
Review for Exam
Exam

End of first semester.

Spring Semester

Week One/ Week Two
Begin “Autobiography of Ms. Jane Pittman”—outside of class
Literary Terms
Founding Fathers Unit

  Benjamin Franklin:
  *Poor Richard’s Almanac*
  an excerpt from *The Autobiography*

Week Three
Benjamin Banneker AP Exam Question #2
Thomas Jefferson “The Declaration of Independence”
Compare/Contrast Essay: Compare and contrast the writing styles and contributions of Franklin and Jefferson.

Week Four

Literary Research Paper
Library Scheduled
Thomas Paine
“The Crisis”
Unit Test

Week Five

Chief Seattle’s Oration
Abraham Lincoln
“Gettysburg Address”
JFK’s Inaugural Address
Compare/Contrast Essay: Students will compare/contrast the various speakers’ manipulation of language to mold the audience’s attitude toward self and duty.

Week Six

Practice AP Exam
Students will take a practice exam on the multiple choice portion of the AP Language and Composition exam and score test results using the AP rubrics. Discussion of each portion and specific question types among small groups and the class as a whole will follow the test results.

Week Seven

Realism v. Romanticism Poetry
Washington Irving
“The Tide Rises, The Tide Falls”
Henry W. Longfellow
William Cullen Bryant
“Thanatopsis”
Oliver Wendell Holmes
“The Chambered Nautilus”

Week Eight

Emerson and Thoreau
Ralph Waldo Emerson
Nature
Self-Reliance
Henry David Thoreau  
*Walden*

‘Civil Disobedience’

Martin Luther King, Jr.  
“Letter from the B’ham City Jail”

Mahatma Gandhi  
“Messages to America”, April 1930

**Week Nine**

Essay: Explain the influence of Thoreau’s philosophy of “Civil Disobedience” as evidenced in the works of Gandhi and King.

Review for Exam

Exam

**End of third grading period.**

**Week One**

Civil War Unit

Frederick Douglas  
“My Bondage, My Freedom”

Ambrose Bierce  
“An Occurrence at Owl Creek Bridge”

Stephen Crane  
“A Mystery of Heroism”

Video: “An Occurrence at Owl Creek Bridge”. Discuss how the author’s purpose and style translate to film. Students will compare and contrast between the story and the film adaptation.

**Week 2**

Shadows of the Past

Edwin A. Robinson  
“Richard Cory”

“Miniver Cheevey”

Edgar Lee Masters  
“Richard Bone”

Eudora Welty  
“One Writer’s Beginning” practice exam question

Unit Test

**Week 3-**

Modeling a Synthesis Question Lesson
Week 6  Modern Fiction- Over the course of this term, the assigned outside reading will be discussed and analyzed through class discussions and writing assignments presented to the students.

*The Great Gatsby*  F. Scott Fitzgerald

*The Old Man in the Sea*  Earnest Hemingway

“A Streetcar Named Desire”  Tennessee Williams

Week 7- AP Exam Preparation

Week 8

Week 9  Review for Exam

Comprehensive Exam

Additional Literature for Critical Analysis

*The Glass Menagerie* by Tennessee Williams

*The Adventures of Huckleberry Finn* by Mark Twain

Additionally, students will analyze sentence structure, tone, diction, symbolism, imagery, and a number of other aspects of each author’s work to determine the effect on author’s purpose.