

AP English Literature and Composition Curriculum

This full-year (1 credit) AP course is designed for highly motivated students to develop the independence in thinking, reading, and writing necessary for successful work at most competitive colleges. Through the readings in American literature, the course prepares the students for a lifetime of ideas, skills, and observations. It encourages students to develop a deep and abiding connection with literature and allows them to shape their own values and preferences with respect to style and literary periods. It helps students grow in their knowledge and love of American literature. The culmination of the course is the Junior Essay, an extended analysis of the works of an American author or topic in American literature. This is a work of analysis relying on careful reading and research, accurately documented. The other writing assignments focus on forms of exposition: comparison and contrast, process, and analysis. Literary terms as well as a reading vocabulary are also emphasized. An independent summer reading/writing project is required. The course, in conjunction with Senior Advanced Placement English, will prepare students for either the AP English Language or Composition test or the AP English Literature and Composition test.

Syllabus for AP Literature and Composition

Summer Component

Literary components

Novels: The Great Gatsby and Grapes of Wrath

Writing component

Documented essay addressing common themes

UNIT I—Didactic Designs

Literary Components

PURITANISM	1620 to 1700	Bradford, Bradstreet, Taylor, Wigglesworth
GREAT AWAKENING	1735 to 1745	Edwards
COLONIAL	1700 to 1770	Byrd (Cavalier)
REVOLUTIONARY (NEOCLASSICAL)	1770 to 1800	Crèvecoeur, Paine, Henry, and others Franklin, Wheatley, Freneau's early poems

NOVEL: The Scarlet Letter

Anthem

Writing Components

Process/evaluative student generated topic

Exposition/documentary essay based on the novel

Assessment: test and quizzes on the literature unit; responses; timed writing; process essay and documented, drafted essay on The Scarlet Letter

UNIT II—Romantic Escapes

Literary Components

ROMANTICISM

1800 to 1840

Irving, Cooper, Poe, Bryant, Longfellow,
Hawthorne's stories, Freneau's later poems

NOVEL: Age of Innocence

PLAY: work by Miller

Writing Components

Comparison/contrast essays—one student generated, one based on the novel

Assessment: test and quizzes on the literature unit; responses; timed writing; comparison/contrast essays and documented, drafted essay on a major work

UNIT III—Utopian Ideals

Literary Components

TRANSCENDENTALISM 1840 to 1860

(The American Renaissance)

Emerson, Thoreau, and Margaret Fuller

ANTITRASCENDENTALISM (Dissenters)

Melville, Hawthorne's novels

THE BRAHMINS (Fireside Poets)

Longfellow, Lowell, Holmes (Whittier)

NOVEL: Player Piano

PLAY: Our Town

Writing Components

Analysis essay based on the novel

Assessment: test and quizzes on the literature unit; responses; timed writing; analysis essay and documented, drafted essay on Vonnegut's novel

UNIT IV—Realism and Modernism

Literary Components

REALISM

1860 to 1900+

(LOCAL COLOR)

Twain, Harte, Wharton, Whitman, Dickinson

Masters, Robinson, Douglass, James, Cather

NATURALISM

1880 to 1920?

Crane, London (and Norris and Dreiser)

MODERNISM

WW I to 2008

(Existentialism?)

Welty, Wilder, Faulkner, Steinbeck, Porter,

(Lost Generation)

Hemingway, Fitzgerald, Malamud, Updike+

(Age of Disillusionment)

Modern poets (Eliot, Frost, Cummings,+)

NOVELS: As I Lay Dying and My Antonia

MODERN WORLD LITERATURE (student choice)

Writing Components

Literature based research project using books chosen by the students from the entire year (junior essay)

Assessment: test and quizzes on the literature unit; responses; timed writing; junior essay

Resources

Textbooks

Hodgins, Francis, ed., et al. Adventures in American Literature. Athena Edition. Boston: Holt, Rinehart, and Winston, 1996.

Trimmer, Joseph and Maxine Hairston, eds. The Riverside Reader. 8th ed. Boston: Houghton Mifflin, 2005.

West, William W. Developing Writing Skills. 4th ed. Newton, MA: Allyn and Bacon, 1988.

AP English Literature and Composition

Class Policies

The following class policies are in effect for all English AP Literature and Composition students. Inherent in these policies is the understanding that participation in this course carries with it higher expectations for your scholarly behavior and work ethic. Please read this packet carefully and share it with your parents or guardians.

I. Academic dishonesty

The Academy has adopted a policy on academic dishonesty; it is now included in the student handbook. Familiarize yourself with it, and understand the scope of both the definitions of plagiarism and academic dishonesty and the consequences for you as a student and future college applicant. You should understand that multiple offenses could result in failure for the term or for the semester course.

Academy dishonesty involves not only the common forms of plagiarism but also misrepresenting any work as work done exclusively for this course when it has received credit or was completed as an assignment in another course. Before using in this course any work, paper topic, drafts, or prewriting completed for another course for credit, your instructor's permission must be obtained prior to the due date of the work.

II. Deadlines

All assignments (period!) must be submitted at the beginning of the class period in which they are due, regardless of whether or not you are in school on that day, including field trips, school activities, or dismissal. If you are not going to be in class for any reason, the assignment must be submitted or e-mailed to the instructor prior to class. A hard copy of the assignment will be required the period you return to class unless submitted earlier. **Your parents should contact your instructor via e-mail before the due date if you are unable to meet a deadline for any reason.** Special arrangements will be made in case of serious illness or prolonged absence. Failure to observe this policy will result in no credit for minor assignments. **Assignments not submitted at the beginning of the period in which they are due will receive a 20 point deduction for the first day late, an additional 20 point deduction on the second day late, and no credit thereafter.**

III. In-class policies

- A. Please show basic respect and courtesy to all members of the class at all times. Avoid "Exit Creep." Your behavior is expected to conform to the guidelines and policies established in the student handbook. Please pay particular attention to the policies concerning lateness to class and gum chewing.
- B. **Make-up is your responsibility.** After an absence, you are expected to check with your instructor for assignments immediately upon your return to class. You must complete make-up work or make arrangements with your instructor **within 48 hours** of your absence.

- C. You are expected to take tests and quizzes scheduled for the day you return if they were assigned prior to a one-day absence. The excuse that books were left in your locker will not be accepted. Exceptions will be made for prolonged illness or other extraordinary circumstances. In this event you must contact your instructor via voice mail or e-mail.

III. In-class policies (continued)

- D. You are to have a notebook for English notes. It is to contain notes taken in class as well as notes taken from various texts used in the course. Do not ask to return to your locker during class to retrieve a forgotten notebook! Always come to class intelligently prepared to work. Assigned course readings usually require you to take notes or complete some type of response.
- E. All assignments must be complete (headed, collated, and stapled) prior to the start of class. Please do not waste our time. Assignments not ready for submission at the beginning of class may be considered late.

IV. Written work and drafting requirements

- A. All major writing assignments will consist of drafted essays that follow the steps in the writing process and represent work done exclusively for this class. **All work papers, including thesis worksheets, outlines, peer evaluations, and at least one preliminary draft, must be submitted with the final draft.** The recommended length for each assignment will be indicated by your instructor.
- B. Each draft of an essay, whether the first, second, or final, is to be a complete, fully developed essay consisting of a fully constructed introduction, body, and conclusion. No zero drafts will receive credit as a first draft. Assume that the draft to be submitted is ready for teacher evaluation.
- C. An individual essay grade will be weighed 25% for the preliminary work and drafting and 75% for the final draft. If you opt not to submit a final draft, you must submit all preliminary work and drafts on the final draft due date to receive the 25% credit.
- D. Final drafts for any assignment **must** be typed. In the event of an emergency, a hand-written final draft in ink on white composition paper must be submitted in lieu of the typed draft. **No computer disks will be accepted in place of an actual draft.** Subsequently a typed draft will be required by your instructor. Typed work must use **Times New Roman 12 point font, double spaced, with one inch margins**; it should meet the minimum required length for the assignment.
- E. Each succeeding draft is to be a separate revised draft, a hard copy distinct from previous drafts with significant revision done by hand or highlighted to distinguish it from the previous draft. For any draft checked before the final draft is due, all work papers, worksheets, outlines, and previous drafts should be attached. Take the time to make an extra hard copy of all drafts to use as a backup in case of computer failure. **All final drafts must include all previous drafts/work for complete credit.**
- F. Although use of computers and word processors is encouraged, technical or mechanical problems in producing drafts will not be accepted as an excuse for late work.

G. ***Please keep in mind that timely communication with your teacher will prevent most problems with any of the policies stated above.***

Instructor's Voice Mail _____

Instructor's E-mail _____

Grade Determination

V. Grading

Your average each term will be determined as follows:

- 40% Essays
- 30% tests
- 30% quizzes, homework, participation.

NOTE: Your term one grade will be based upon 90% for your term work using the above weights and 10% for your summer component.

Grading Procedures

The teachers in Junior AP English will be grading your work in one of four ways:

I. Numerical grades

Tests, quizzes, and other work might be graded with a number between 1 and 100. Your teachers will follow the standard grading scale as outlined in the student handbook. This numerical grading is based upon percentages with the following values:

90 - 100	Superior and scholarly; the best honors/AP level work	(A)
80 - 89	Solid; indicative of good honors/AP level work	(B)
70 - 79	Deficient in some way	(C)
65 - 69	Unacceptable but passing	(D)
0 - 64	Failing	(E)

II. Letter grades

Essays, essay tests, and other work might be assigned a letter grade, such as A or B. The value of these letter grades is as follows:

A+ 98	B+ 88	C+ 78	D+ 69	E 60 or lower
A 95	B 85	C 75	D 67	
A- 91	B- 81	C- 71	D- 65	

III. Holistic grades

When your teacher is judging the overall impression of work rather than the quality of individual elements, he or she might use a holistic scoring system of 4 - 1. The work is usually read and a grade is assigned based upon the overall success of the

assignment. This system is typically used on drafts, in-class writing, or perhaps lengthier homework assignments. The scoring system is as follows:

- 4 Superior and scholarly; the best AP level work
- 3 Solid; indicative of good AP level work; follows “the rules”
- 2 Deficient in any way, including format, length, neatness, effort, and/or specific development
- 1 Unacceptable but submitted
- 0 No Credit

IV. Other grades

Your teachers might use checks simply to indicate that work was completed without making any qualitative judgment. This frequently happens with minor homework assignment, book checks, etc.

Teachers might also use a + or a - in conjunction with a holistic grade or a check to indicate varying degrees of completion, thoroughness, effort, etc.

Each AP teacher reserves the right to employ the grading system of his or her choice on individual assignments. One teacher might assign an essay a numerical grade, while another teacher might assign it a letter grade. In either case, the assignment will be weighted equally by all teachers unless special circumstances intervene. Whenever a question arises, ask your teacher!

Guide to Nonsexist Language

Effective communication is inclusive, not exclusive. As a writer, you should be aware that your phrasing and diction could exclude a significant part of the population by unknowingly fostering sexist language. The following suggestions are meant to foster gender-inclusive and gender-rich writing styles; they are based upon the University of New Hampshire’s “Guideline’s for the Use of Nonsexist Language.” Please understand this is not a grading issue; it is an issue of inclusion, fairness, and equality. Consider the following as you draft your assignments for this and other courses.

- I. If the gender of the antecedent of a pronoun is clear, use the appropriate pronoun.

The boy forgot *his* books on the bus this morning.
The girl delivered the message to *her* mother.

This is common sense; nothing changes from what you have been taught about proper pronoun antecedent agreement.

- II. If the antecedent of the pronoun involves an ambiguous reference, never assume gender. To do so fosters gender stereotyping.

An army captain gives *his* troops orders.
(An army captain is not necessarily male.)

A nurse administers medicine to *her* patients.
(A nurse can be either female *or* male.)

Alternatives to these statements:

- An army captain gives troops orders.
- An army captain gives orders to troops.
- A nurse administers medicine to the patients.
- An army captain gives orders to his or her troops.
- A nurse administers medicine to her or his patients.
- Army captains give orders to their troops.
- Nurses administer medicine to their patients.

III. Singular indefinite pronouns require singular possessive pronouns. Words such as *anybody*, *everybody*, *nobody*, and so on are frequently paired with a male possessive pronoun, even though the gender reference may be ambiguous. Consider rephrasing such cases.

Did anybody forget his book?
Everybody brought his homework.

Alternatives to these statements:

- Did anybody forget a book?
- Everybody brought his or her homework.

IV. Be careful about using certain expressions. Compare the following examples of common usage with the suggested alternatives. This is only a partial list to consider; hopefully it will make you aware of other examples.

man, mankind	vs.	people, humanity
the average man	vs.	the average person
manpower	vs.	work force, personnel, workers
mothering	vs.	parenting, nurturing
chairman	vs.	chairperson, chair
freshmen	vs.	first-year students
stewardess	vs.	flight attendant
mailman	vs.	postal worker
Mrs. John Smith	vs.	Jane Smith

The UNH guide articulates the issue of nonsexist language succinctly in its conclusion:

Attempting to introduce nonsexist language at the cost of awkwardness, obscurity, or euphemistic phrasing does not improve communication. An author or speaker should make clear that both genders are under discussion when they are and should indicate sex when only one is discussed. Under no circumstance should gender identity be hidden in an attempt to be unbiased, if knowledge of gender may be important to the reader or listener.

Any endeavor to change the language is an awesome task at best. Some aspects of our language that may be considered sexist are firmly embedded in our culture, and we presently have no acceptable substitutes.

Nevertheless, with some rephrasing and careful attention to meaning, even the generic “he” can be avoided most of the time. The result of such efforts is accurate, unbiased communication, the purpose of these guidelines.

CORRECTION KEY

SP	Spelling error
FRAG	Sentence fragment
T	Problems with verb tense; incorrect tense
K	Awkward expression
—	Note the underlined word or expression
○	Note the circled word or expression
P	Punctuation problems
 s	Problems with parallel structure
¶	Paragraphing problems
┌	Start or consider a new paragraph here
AGR	Subject/verb or pronoun/antecedent agreement problem
REF	Reference unclear
RS	Run-on sentence
W	Word choice or diction problem
?	Not clear or not readable
^	Insert here
MM	Misplaced modifier
MS	Manuscript form
GR	Grammar problems
SS	Sentence structure problems
LP	Use the literary present
TRANS	Weak transition
TS	Topic sentence problems
FOCUS	Weak or lapsed focus
√	Good point; a strength

AP Requirement	Curriculum Components
<p>The teacher has read the most recent <i>AP English Course Description</i>, available as a free download on the AP English Literature and Composition Course Home Page.</p>	<p>This requirement has been completed.</p>
<p>The course includes an intensive study of representative works such as those by authors cited in the <i>AP English Course Description</i>. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.</p>	<p>Students read and study several novels: <u>The Great Gatsby</u> and <u>The Grapes of Wrath</u> for the summer component and for the course <u>The Scarlet Letter</u>, <u>Huckleberry Finn</u>, <u>The Age of Innocence</u>, <u>Anthem</u>, <u>Player Piano</u>, <u>The Crucible</u> or <u>The Death of a Salesman</u>, <u>Our Town</u>, <u>My Antonia</u>, <u>As I Lay Dying</u>, "Civil Disobedience," and "Bartleby the Scrivener." The course includes short fiction by O'Connor, Updike, Porter, Malamud, and Walker. Poetry is selected from the anthology. For world literature, students choose from a list of modern writers such as Márquez, Camus, Hesse, Dostoevsky, Kafka, and Dinesen.</p>
<p>The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:</p> <ul style="list-style-type: none"> Structure, style, and themes The social and historical values it reflects and embodies Such elements as the use of figurative language, imagery, symbolism, and tone 	<p>Students write several essays that analyze works of fiction including the summer component on Steinbeck and Fitzgerald. They compare/contrast the characters, the symbolism, and interpretations of the American dream. In addition, during the semester they develop original thesis statements and essays on <u>The Scarlet Letter</u>, <u>Player Piano</u>, and <u>The Age of Innocence</u>, as well as shorter papers and directed responses on a play by Miller and modern poetry.</p>
<p>The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers) Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values 	<p>The junior essay is an extended piece of literary analysis connecting at least three major works focusing on theme, style, symbolism, character, or historical/social context of the works. In timed writings, students write about the individual works as they read them to explore ideas and discover connections, tying each novel or play to their developing thesis/focus. The students use annotation, notecards, and outlines as part of the process to discover their thesis statements. The junior essay is an extended piece of exposition, a drafted, peer-evaluated essay of at least fifteen pages with a minimum of five primary and two secondary sources.</p>

<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:</p> <p>A wide-ranging vocabulary used appropriately and effectively</p> <p>A variety of sentence structures, including appropriate use of subordination and coordination</p> <p>Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis</p> <p>A balance of generalization and specific, illustrative detail</p> <p>An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</p>	<p>Through the writing process, we conference with students about thesis statements, approaches, modes of writing, and scope of the paper. During the drafting, we give them feedback on all the writing elements from their sentence structure to the organization of their essay and the support they have provided. We give specific lessons on sentence types (loose, periodic, balanced, inverted) and sentence structures (from simple to compound-complex). As part of the emphasis on sentence variety, we include lessons on the uses of semi-colon, colons, and dashes. We discuss rhetorical devices such as repetition, surprises of sound, and rhetorical questions. We use sample contemporary essays to point out effective tone, diction, and sentence variety.</p>
<p>Resource Requirements The school ensures that each student has a copy of all required readings for individual use inside and outside of the classroom.</p>	<p>The following resources are given to each student for both classroom and at-home use:</p> <p>Hodgins, Francis, ed., et al. <i>Adventures in American Literature</i>. Athena Edition. Boston: Holt, Rinehart, and Winston, 1996.</p> <p>Trimmer, Joseph and Maxine Hairston, eds. <i>The Riverside Reader</i>. 8th ed. Boston: Houghton Mifflin, 2005.</p> <p>West, William W. <i>Developing Writing Skills</i>. 4th ed. Newton, MA: Allyn and Bacon, 1988.</p>