

AP English Literature & Composition

ASU Dual Credit, 2021-2022: ENG 2323—*Readings in British Literature*

Course Overview and Syllabus

Introduction

The *AP English Literature and Composition/ Dual Credit Hybrid* 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.

Goals

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.

Reading in an AP/ Dual Credit Hybrid course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In their AP course, students read works from several genres and periods—from the sixteenth to the twentyfirst century—but, more importantly, they get to know a few works well. They read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

A generic method for the approach to such close reading involves the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. By experience, we mean the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses. By interpretation, we mean the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. By evaluation, we mean both an assessment of the quality artistic achievement of literary works and a consideration of their social and cultural values. All three of these aspects of reading are important for an AP English Literature and Composition course. Moreover, each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers, along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation and may include writing brief focused analyses on aspects of language and

structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument. (From CollegeBoard's *AP English Course Description*).

Writing is an integral part of the AP English Literature and Composition course and exam. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. Such experiences sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

To that end, writing instruction includes attention to developing and organizing ideas in clear, coherent, and persuasive language. It includes study of the elements of style. And it attends to matters of precision and correctness as necessary. Throughout the course, emphasis is placed on helping students develop stylistic maturity, which for AP English, is characterized by the following:

- a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;
- a variety of sentence structures, including appropriate use of subordinate and coordinate constructions;
- a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;
- a balance of generalization with specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

The writing required in an AP English Literature and Composition course is thus more than a mere adjunct to the study of literature. The writing that students produce in the course reinforces their reading. Since reading and writing stimulate and support one another, they are taught together in order to underscore both their common and their distinctive elements.

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied includes numerous opportunities for students to write and rewrite. Some of this writing is informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the writing involves research, perhaps negotiating differing critical perspectives. Much writing

involves extended discourse in which students develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines, including English.

The various *AP English Literature Released Exams* and AP Central provide sample student essay responses written under exam conditions—with an average time of 40 minutes for students to write an essay response. The sample student essays in these publications were written in response to two different types of questions: (1) an analysis of a passage or poem in which students are required to discuss how particular literary elements or features contribute to meaning; and (2) an “open” question in which students are asked to select a literary work and discuss its relevant features in relation to the question provided. Students can be prepared for these essay questions through exercises analyzing short prose passages and poems and through practicing with “open” analytical questions. Such exercises need not always be timed; instead, they can form the basis for extended writing prompts.

Textbooks

Norton

Mays, Kelly J. *The Norton Introduction to Literature*. 13th Edition. W.W. Norton Company, 2019, ISBN #9780393664522.

Novels and Selected Readings

Chopin, Kate. *The Awakening*.

Dickens, Charles. *A Tale of Two Cities*.

Kafka, Franz. *The Metamorphosis*.

Paton, Alan. *Cry, the Beloved Country*.

Shakespeare, William. *Hamlet*.

Course Overview

Summer Assignments

Read *Cry, the Beloved Country* by Alan Paton. Students will develop a detailed book summary page over the summer, and upon returning to school will write an open-ended prompt and have detailed discussions from the summer reading.

First 6 Weeks: Overwhelming Question: “Why do bad things happen to good people?”

During the first 6-weeks grading period, our efforts will be focused on:

- Active reading of Alan Paton’s *Cry, the Beloved Country*.
- Learning and practicing essential college skills such as close reading and annotation.
- Writing the college essay
- Close reading of T.S. Eliot’s “The Love Song of J. Alfred Prufrock.”
- Close reading of John Hodges’ “Forgiving Buckner.” AP Exam Question 2 study of poetry

Note: With each of the works mentioned, students will be discussing and writing about the following:

1. The social and historical values the work embodies
 2. The major theme(s)
 3. The structure and style of the work
 4. Major literary devices that lead to meaning, such as figurative language, imagery, symbolism, and tone.
- AP Multiple Choice Exam Practice (with multiple choice strategies)
 - AP Glossary of Literary Terms practice
 - Understanding the basic AP Writing Rubric and Scoring Guide.
 - Begin to understand peer editing and feedback, along with writing revisions of drafts.
 - Detailed Book Summary Pages for novels, plays, and epic poems.

Second 6 Weeks: Overwhelming Question: “When will man lose the heart for making war?”

- During the second 6-weeks grading s, particularly in the study of war poetry such as:
 - “A Sight in Camp in the Daybreak Gray and Dim”—Walt Whitman ○ “The Dragon and the Undying”—Siegfried Sassoon ○ “Dreamers”—Siegfried Sassoon ○ “Attack”—Siegfried Sassoon ○ “The Redeemer”—Siegfried Sassoon ○ “The Bugler’s First Communion”—Wilfred Owen ○ “Dulce et Decorum Est”—Wilfred Owen ○ “In Flanders Fields”—Lt. Col. John McCrae, M.D.
 - “Peace”—Rupert Brooke ○ “Safety”—Rupert Brooke ○ “The Dead”—Rupert Brooke ○ “The Soldier”—Rupert Brooke ○ “Two Sides of War”—Grantland Rice
- AP Multiple Choice Exam Practice, learning the types of multiple choice questions they will be expected to answer by analyzing multiple choice questions on released exams, and annotating and analyzing the different types of multiple choice questions.
- AP Glossary of Literary Terms practice
- Writing timed poetry analysis essays ○ Timed analysis of poem ○ Timed prewriting ○ Timed link between poem and commentary
 - Each will be peer-edited before teacher-graded, with students receiving proper feedback and re-writing privileges through one-on-one tutoring with teacher, or in after school tutorials.
- Writing and understanding the integration of quotes with commentary

At first, students will write 55-minutes for a prompt, with decreasing intervals of five minutes, until reaching the 40-minute pace needed for the AP Exam.

Third 6 Weeks: Overwhelming Question: “What does man learn about himself when he is awakened to his life?”

During the third 6-weeks grading period, our efforts will be focused on comparative literature:

- Study of Kate Chopin’s *The Awakening*, and Franz Kafka’s *Metamorphosis*.
- One-on-one feedback with instructor on comparative studies of literature, and on students’ writing samples.
- Practice on Question 1 prose samples from AP released tests.
 - Timed writings
 - Understanding complex rubrics
 - Peer editing
 - One-on-one tutorials over writing samples. This will be done during before and after school tutorials.
 - Revision and editing
- A look at Elizabethan, Metaphysical, and Neoclassical Poets, such as:
 - Sonnets of Petrarch, Shakespeare, and Spenser
 - Sir Philip Sidney
 - Sir Walter Raleigh
 - Christopher Marlowe
 - John Donne
 - Ben Jonson
 - Sir John Suckling
 - John Milton
 - John Dryden
 - Alexander Pope
 - Thomas Gray

Poems will be paired with contemporary poems, and examined for similarities in scope, language, tone, device, etc.

**During this 6-weeks grading period, there is an AP Practice Exam administered by AP Strategies.

FINAL EXAM WILL BE ADMINISTERED AS AN AP TEST.

Fourth 6 Weeks: Overwhelming Question: “For what is man willing to sacrifice his life?”

During the fourth 6-weeks grading period, our efforts will be focused on:

- Close reading of Charles Dickens’ A Tale of Two Cities.
- The structure of the Open Question #3 on the AP Exam. Close attention will be paid to:
 - Examination of the prompt

- Structure of paragraphs and ideas within the paper
- Diction and syntax within the structure
- Commentary and textual proof within the paper
- Peer editing
- Revision
- Complex rubric with scoring guide
- Timing...Students will begin writing within the allotted 40-minute time slot.
- AP Multiple Choice Exam Practice, learning multiple choice strategies, as picked up from numerous AP conferences.
- AP Glossary of Literary Terms practice
- Study of Question 2 on the AP Exam, dealing with poetry:
- Modern poetry selections from the following poets:
 - Robert Frost
 - Gertrude Stein
 - Wallace Stevens
 - D.H. Lawrence
 - H.D.
 - Marianne Moore
 - John Crowe Ransom
 - Claude McKay
 - Edna St. Vincent Millay
 - Archibald MacLeish
 - Langston Hughes
 - Robert Penn Warren
 - W.H. Auden
 - Elizabeth Bishop
 - Dylan Thomas

With all poems, a close reading for literary devices that lead to meaning, along with a look at the universal truth will be examined.

Fifth 6 Weeks: Overwhelming Question: “What brings about the worst in mankind? A comparison of William Shakespeare’s Hamlet and T.S. Eliot’s “The Hollow Men.”

During the fifth 6-weeks grading period, our efforts will be focused on:

- Close reading of William Shakespeare’s Hamlet
- Close reading of Franz Kafka’s The Metamorphosis
- Close reading of T.S. Eliot’s “The Hollow Men”
- Comparative study of the societal conflicts surrounding the novels and poem

Noting the use of the “stream of consciousness” theme in modern literature, students will take a look at Gregor Kafka in The Metamorphosis and compare his interior thoughts through monologue with those from both Hamlet, and the voice from Eliot’s “The Hollow Men.”

This study will allow students to compare and contrast the following from two separate genres:

- Dialogue
- Monologue
- Symbolism
- Sympathy, Empathy, Pathos, Uncion
- Overwhelming Questions
- Megathemes

The study is a bit complicated...ALL students will read Hamlet, Metamorphosis and “The Hollow Men” in class, then combine the three for class discussion. Research project will be given to three groups per class. One group will research and present project on each work. This will allow for the following:

- AP Question 1 (Prose) Prompt (out of both novels)
- AP Question 2 (Poetry) Prompt
- AP Question 3 (Open) Prompt (out of both novels)
- Multiple choice practice (from all three readings)

With each prompt written, attention and feedback will be given to writing, peer editing, revision, and teacher-student conferencing on writing. Ample time will be given through tutorials and individual conferencing for reinforcement of writing.

Sixth 6 weeks: Putting it all together...

During the sixth 6 weeks, particular attention will be given to the Romantic and Victorian Periods. Works to be examined in detail are:

- “She Walks in Beauty”—George Gordon, Lord Byron
- “Ozymandias”—Percy Bysshe Shelley
- “When I Have Fears That I May Cease to Be”—John Keats
- “To Autumn”—John Keats From the Victorian Period:
- “In Memoriam A.H.H.”—Alfred, Lord Tennyson
- “Ulysses”—Alfred, Lord Tennyson

- “Crossing the Bar”—Alfred, Lord Tennyson

The class will also consider released prose passages from previous tests, such as,

- “Life of Savage”—Samuel Johnson
- “Walden”—Henry David Thoreau
- “Mrs. Dalloway”—Virginia Wolfe
- “Eleven”—Sandra Cisneros
- “Reunion”—John Cheever

Also, during the 12 weeks leading up to the national exam, students will take home a practice multiple choice test, to be completed by Monday morning. Grades are given, and 10 minutes of each class period are given to multiple choice strategies.

After finishing the national exam, students are given one more unit on **Letter Writing**. Students will examine the book Letters of a Nation, edited by Andrew Carroll, and will discuss proper letter-writing styles.