

High School Course Description for **Advanced Placement English Literature**

Course Title: Advanced Placement English Literature

Course Number: ENG461/ ENG462

Grade Level: 12

Meets a UC a-g Requirement: Yes: b

Meets High School Graduation Requirement for:

English Credit

*****This is an honors course graded on a 5 point Scale*****

Meets NCAA Requirement: Yes

Curricular Area: English

Length: One year

Prerequisites: There are no prerequisites courses, however, students should:

1. Grade of “B” or better in English III or English III teacher recommendation
2. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

** Student may be placed at parent request without meeting all pre-requisites*

Requirement: Take the AP Exam in Literature and Composition or complete equivalent teacher-approved college-level project

Course Description

This course provides an opportunity for advanced high school students to pursue college-level English course work completed at the high school level. Students are prepared to pass the AP English Literature and Composition exam, administered each May. On the basis of their exam score, students may qualify for English literature advanced placement, college credit, or both at most colleges and universities.

The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers 2) to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course and later in their college work.

The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading is accompanied by thoughtful discussion and writing. Additionally, writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays.

Alignment

This course is aligned to the California Common Core State Standards for English Language Arts/Literacy in History/Social Studies, Science and Technical Subjects; the California English Language Development Standards; and the College Board Course Description audit process.

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Instructional Materials

Required Textbook(s)

1. *Perrine’s Literature: Structure, Sound, and Sense* 13th edition. Edited by Thomas R. Arp and Greg Johnson. Thomson Wadsworth, 2017. ISBN-13: 978-1305971035

Supplemental Texts and Additional Works

1. The Bedford Introduction to Literature 11th edition. Michael Meyer. Bedford/St. Martins, 2016. ISBN-13: 978-1-319-00218-3
2. Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the AP course as described above. Texts utilized include:

1984 by George Orwell
A Passage to India by E.M. Forster
A Tale of Two Cities by Charles Dickens
Blood Meridian by Cormac McCarthy
Brave New World by Aldous Huxley
Cry, the Beloved Country by Alan Paton
Death of a Salesman by Arthur Miller

Grapes of Wrath by John Steinbeck
Hamlet by William Shakespeare
Heart of Darkness by Joseph Conrad
Iceman Cometh, The by Eugene O’Neill
Importance of Being Earnest, The by Oscar Wilde
Jane Eyre by Charlotte Bronte
King Lear by William Shakespeare

Macbeth by William Shakespeare
No Exit by Jean-Paul Sartre
Othello by William Shakespeare
Siddartha by Hermann Hesse
Stranger, The by Albert Camus
Taming of the Shrew, The by William Shakespeare
Turn of the Screw, The by Henry James
Wuthering Heights by Emily Bronte

Web Sites

3. www.apcentral.collegeboard.com

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Reading List	25%
Group Work, Quizzes	25%
Literature, Essays, Tests	50%
Total:	100%

Development Team

This Course of Study was updated in 2018 by Wray Finks (GTHS), Betsy Slusarski (GTHS), Lisa Padilla (BHS), and Kris Tornero

Instructional Guide for **Advanced Placement English Literature**

First Quarter – Thematic Focus: Literary History, Tradition, and the Present

Weeks: 1-9

Focus Standards:

Reading:

- Read with an understanding of how literature builds upon ideas, works, and authors' earlier views
- Read with an awareness of self and others

Writing:

- Explain clearly, cogently, and elegantly understandings about literary works and various interpretations
- Apply effective strategies and techniques in writing
- Write for a variety of audiences for a variety of purposes, both formally and informally

Discussion

- Listen attentively and respectfully
- Accurately evaluate others' positions, statements, logic and/or arguments
- Demonstrate an awareness that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and audiences

Common assessment:

Prose passage analysis essay

Second Quarter– Thematic Focus: Short Fiction & Poetry

Weeks: 10-18

Focus Standards:

Reading:

- Recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts
- Read deliberately and thoroughly to understand a work's complexity, to absorb richness of meaning, and to analyze how meaning and author's purpose are embodied in literary form

Writing:

- Produce expository, analytical, argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with evidence drawn from primary and secondary sources, cogent explanations, and clear transitions
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review

Discussion

- Take risks to hypothesize, guess, or speculate during discussions
- Ask provocative questions that lead to insightful interpretations

Common assessment:

Poetry analysis essay

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Third Quarter– Thematic Focus: The Individual, Culture, and Society

Weeks: 1-9

Focus Standards:

Reading:

- Read widely and deeply literary texts representing a variety of genres and periods from the 16th to 21st century
- Carefully observe textual detail, establish connections among observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value

Writing:

- Write thoughtfully about their own process of composition
- Analyze image as text
- Evaluate and incorporate reference documents into research papers

Discussion

- Respect other perspectives; synthesize a variety of viewpoints
- Debate using credible sources and sound logic. Effectively rebut and counter-argue
- Exhibit curiosity

Common assessment:

“Open Question” essay

Fourth Quarter– Thematic Focus: Truth, Reality, & Ambiguity

Weeks: 10-18

Focus Standards:

Reading:

- Analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Read a variety of texts with an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Writing:

- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing, incorporating
 - 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
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Discussion

- Challenge one's own beliefs
- Respect facts and information in situations where feelings and intuitions often prevail

Common assessment:

Critical analysis/research assignment

Secondary Curriculum Council Approved: May 25, 2018

Board approved: June 21, 2018

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Identified Exit Outcomes: Upon completing the AP English program, students should be able to...

READING	<ol style="list-style-type: none"> 1. read deliberately and thoroughly to understand a work's complexity, to absorb richness of meaning, and to analyze how meaning & author's purpose are embodied in literary form; 2. read widely and deeply literary texts representing a variety of genres & period from the 16th to the 21st century; 3. carefully observe textual detail, establish connections among their observation, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value; 4. analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies, techniques, and literary devices; 5. read a variety of texts (both print and non-print) with an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing; 6. read with an understanding of how literature builds upon ideas, works, and authors' earlier views; 7. read primary and secondary sources carefully and synthesize material from these texts; 8. read with awareness of self and others; and 9. recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts.
WRITING	<ol style="list-style-type: none"> 1. explain clearly, cogently, even elegantly what they understand about literary works and why they interpret them as they do; 2. apply effective strategies and techniques in their own writing; 3. create and sustain arguments based on readings, research, and/or personal experience; 4. write for a variety of audiences for a variety of purposes—both formally and informally; 5. produce expository, analytical, and argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions; 6. demonstrate understanding of the conventions of citing primary and secondary sources; 7. move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review; 8. write thoughtfully about their own process of composition; 9. analyze image as text; 10. evaluate and incorporate reference documents into researched papers 11. demonstrate understanding and mastery of standard written English as well as <i>stylistic maturity</i> in their own writings <ol style="list-style-type: none"> a. a wide-ranging vocabulary used appropriately and effectively; b. a variety of sentence structures, including appropriate use of subordination and coordination; c. logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; d. a balance of generalization and specific illustrative detail; and e. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
DISCUSSION	<ol style="list-style-type: none"> 1. ask provocative questions that lead to insightful interpretations; 2. take risks to hypothesize, guess, or speculate during discussions; 3. listen attentively &, respectfully—accurately evaluate others' positions, statements, logic, &/or arguments; 4. respect other perspectives; synthesize a variety of viewpoints; 5. debate using credible sources and sound logic. Effectively rebuts & counter-argues; 6. exhibit curiosity; 7. challenge one's own beliefs; 8. respect facts and information in situations where feelings and intuitions often prevail; and 9. be aware that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and audiences.

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Determining Acceptable Evidence:

Students will demonstrate proficiency and understanding through the following assessments:

- Timed and untimed essays in the format of AP prompts
- Multiple choice analysis questions in the format of AP exam questions
- Formal essays and research assignments
- Oral presentations and panel presentations

Learning Experiences and Instruction:

As a means of developing college level skills in literary analysis and writing, students will:

- Read extensively and master a wide range of types of literary works
- Read closely for detail as well as literary devices and structures
- Read challenging works of recognized literary merit
- Respond to their reading with thoughtful inquiry
- Articulate their responses orally in rich discussions conducted in an atmosphere of open exploration and acceptance of alternative interpretations
- Write intelligent, insightful, and sensitive critical analyses of literary passages and works in both impromptu and prepared essays”

Adapted from the Duke University Advanced Placement Teacher Manual

Support for English Language Learners: English Learners will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)

Support for Special Education Students: Special Education students will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)
- Monitoring and other support provided by Special Education staff

Stretching the Lesson for GATE Students: GATE students will be challenged to fully develop their potential through strategies such as:

- Opportunities for advanced research
- Alternate or more challenging reading assignments
- Access to additional resources (from print and online sources)
- Opportunities for presentations and creative projects

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The following authors suggest the range and quality of reading expected in the course. Teachers may select authors from the names below or may choose others of comparable quality and complexity.

Poetry

W. H. Auden; Elizabeth Bishop; William Blake; Anne Bradstreet; Edward Kamau Brathwaite; Gwendolyn Brooks; Robert Browning; George Gordon, Lord Byron; Lorna Dee Cervantes; Geoffrey Chaucer; Lucille Clifton; Samuel Taylor Coleridge; Billy Collins; H. D. (Hilda Doolittle); Emily Dickinson; John Donne; Rita Dove; Paul Laurence Dunbar; T. S. Eliot; Robert Frost; Joy Harjo; Seamus Heaney; George Herbert; Garrett Hongo; Gerard Manley Hopkins; Langston Hughes; Ben Jonson; John Keats; Philip Larkin; Robert Lowell; Andrew Marvell; John Milton; Marianne Moore; Sylvia Plath; Edgar Allan Poe; Alexander Pope; Adrienne Rich; Anne Sexton; William Shakespeare; Percy Bysshe Shelley; Leslie Marmon Silko; Cathy Song; Wallace Stevens; Alfred, Lord Tennyson; Derek Walcott; Walt Whitman; Richard Wilbur; William Carlos Williams; William Wordsworth; William Butler Yeats

Drama

Aeschylus; Edward Albee; Amiri Baraka; Samuel Beckett; Anton Chekhov; Caryl Churchill; William Congreve; Athol Fugard; Lorraine Hansberry; Lillian Hellman; David Henry Hwang; Henrik Ibsen; Ben Jonson; David Mamet; Arthur Miller; Molière; Marsha Norman; Sean O'Casey; Eugene O'Neill; Suzan-Lori Parks; Harold Pinter; Luigi Pirandello; William Shakespeare; George Bernard Shaw; Sam Shepard; Sophocles; Tom Stoppard; Luis Valdez; Oscar Wilde; Tennessee Williams; August Wilson

Fiction (Novel and Short Story)

Chinua Achebe; Sherman Alexie; Isabel Allende; Rudolfo Anaya; Margaret Atwood; Jane Austen; James Baldwin; Saul Bellow; Charlotte Brontë; Emily Brontë; Raymond Carver; Willa Cather; Sandra Cisneros; John Cheever; Kate Chopin; Joseph Conrad; Edwidge Danticat; Daniel Defoe; Anita Desai; Charles Dickens; Fyodor Dostoevsky; George Eliot; Ralph Ellison; Louise Erdrich; William Faulkner; Henry Fielding; F. Scott Fitzgerald; E. M. Forster; Thomas Hardy; Nathaniel Hawthorne; Ernest Hemingway; Zora Neale Hurston; Kazuo Ishiguro; Henry James; Ha Jin; Edward P. Jones; James Joyce; Maxine Hong Kingston; Joy Kogawa; Jhumpa Lahiri; Margaret Laurence; D. H. Lawrence; Chang-rae Lee; Bernard Malamud; Gabriel García Márquez; Cormac McCarthy; Ian McEwan; Herman Melville; Toni Morrison; Bharati Mukherjee; Vladimir Nabokov; Flannery O'Connor; Orhan Pamuk; Katherine Anne Porter; Marilynne Robinson; Jonathan Swift; Mark Twain; John Updike; Alice Walker; Evelyn Waugh; Eudora Welty; Edith Wharton; John Edgar Wideman; Virginia Woolf; Richard Wright

Expository Prose

Joseph Addison; Gloria Anzaldúa; Matthew Arnold; James Baldwin; James Boswell; Jesús Colón; Joan Didion; Frederick Douglass; W. E. B. Du Bois; Ralph Waldo Emerson; William Hazlitt; bell hooks; Samuel Johnson; Charles Lamb; Thomas Macaulay; Mary McCarthy; John Stuart Mill; George Orwell; Michael Pollan; Richard Rodriguez; Edward Said; Lewis Thomas; Henry David Thoreau; E. B. White; Virginia Woolf

Additional Resources for **Advanced Placement English Literature**

Reading

Reading in an AP 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 twenty-first 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. The experience of literature incorporates the subjective dimension of reading and responding to literary works, including precritical impressions and emotional responses. Interpretation involves the analysis of literary works through close reading to arrive at an understanding of their multiple meanings. The process of evaluation combines both an assessment of the quality and 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. In short, students in an AP English Literature and Composition course read actively.

The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.

Most of the works studied in the course were written originally in English, including pieces by African, Australian, Canadian, Indian, and West Indian authors. Some works in translation may also be included (e.g., Greek tragedies, Russian or Latin American fiction). The AP teacher will ensure that by the end of the course, students will have studied literature from both British and American writers as well as works written from the sixteenth century to contemporary times. In addition to British and American literature, teachers are encouraged to include in their curricula other literature in English.

Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class are often represented artistically in works of literature. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material.

Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature Exam depends on a level of maturity consistent with the age of twelfth-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a

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literary work might well be a question about the larger meaning, purpose, or overall effect of the detail or idea in context. AP students should have the maturity, the skill, and the will to seek the larger meaning through thoughtful research, and this thoughtfulness is both fair and owed to the art and to the author.

Although neither linguistic nor literary history is the principal focus in the AP course, students gain awareness that the English language that writers use has changed dramatically through history, and that today it exists in many national and local varieties. They also become aware of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times. Because the Bible and Greek and Roman mythology are central to much Western literature, students should have some familiarity with them. These religious concepts and stories have influenced and informed Western literary creation since the Middle Ages, and they continue to provide material for modern writers in their attempts to give literary form to human experience. Additionally, the growing body of works written in English reflecting non-Western cultures may require students to have some familiarity with other traditions

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.

AP English Literature and Composition Exam essays are generally 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 are prepared for these essay questions through exercises analyzing short prose passages and poems and through practicing with “open” analytical questions. Such exercises may be timed or can form the basis for extended writing projects.