

Murrieta Valley Unified School District
HIGH SCHOOL COURSE OUTLINE

REVISION: May 2016

Course Title:	Advanced Placement English Literature and Composition
Department:	English
Course #:	1008
Grade Level:	12
Course Length:	1 Year
Prerequisite/s:	High academic standing in Expository 11 or Advanced Placement Language and Composition. Teacher recommendation.
UC/CSU (A-G) Req:	B (English)
Brief Course Description:	<p>This is a yearlong course in English Literature, providing a survey of the major literary periods and the significant works of important authors. Additionally, students will receive preparation for the AP Exam via timed writing, sample tests, lectures, and class discussion. Throughout the year, students will practice close reading of texts, deepening their understanding of how excellent writers use various literary techniques to produce meaning.</p> <p>Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam is not a requirement for Murrieta Valley Unified School District credit, grade increases, or extra credit.</p> <p>Student fees are allowable for Advanced Placement examinations as long as: (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay the required AP reduced fee.</p>

I. GOALS

The student will:

- A. Demonstrate word analysis, fluency, and systematic vocabulary development
 - 1. Apply knowledge of word origins to determine the meaning of new words encountered in reading materials
 - 2. Use a wide-ranging vocabulary with denotative accuracy and connotative resourcefulness

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- B. Demonstrate reading comprehension
 - 1. Read and understand grade-level-appropriate material, including informational materials, mature college-level literature and literary criticism
 - 2. Engage in intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit
 - 3. Analyze the organizational patterns, arguments, and positions advanced
 - 4. Analyze an author's artistry through style analysis
 - 5. Read independently. By grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information
- C. Develop literary response and analysis skills
 - 1. Analyze works of recognized literary merit representing a variety of genres and traditions
 - 2. Read and respond to historically or culturally significant works of literature that reflect and enhance studies of history and social science
 - 3. Conduct in-depth analyses of recurrent themes
 - 4. Read, interpret and write with increasing complexity and sophistication
- D. Develop writing skills in a variety of genres
 - 1. Write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument
 - 2. Write timed and process papers on the critical analysis of literature, including expository, analytical, and argumentative essays
 - 3. Demonstrate awareness of audience, purpose, and progression through the stages of the writing process
 - 4. Demonstrate a command of standard American English
 - 5. Develop stylistic maturity, characterized by the following:
 - 1. A balance of generalization with specific illustrative detail
 - 2. A logical organization, enhanced by specific techniques of coherence, such as repetition, transitions, and emphasis
 - 3. A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
 - 4. Effective use of rhetoric, including controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis
 - 6. Demonstrate an understanding of research, organizational, and drafting strategies
 - 7. Write effective timed essays in response to a wide variety of prompts
- E. Demonstrate listening and speaking skills
 - 1. Formulate adroit judgments about oral communication
 - 2. Deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
 - 3. Use gestures, tone, and vocabulary tailored to the audience and purpose
 - 4. Demonstrate a command of standard American English and organizational and delivery strategies

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- F. Demonstrate preparation to take the Advanced Placement Literature exam
 - 1. Assume considerable responsibility for intensive study of literature, including that assigned during summer and holidays
 - 2. Complete summer reading assignments in a thorough manner in preparation for graded essays and objective tests
 - 3. Analyze mature prose and poetry and write effective analytical essays under the timed constraints of a national exam

These goals are based on the California Content Standards and College Board expectations for the Advanced Placement Literature Exam.

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

- A. Reading
 - 1. Word Analysis, Fluency, and Systematic Vocabulary Development
 - a. Trace the etymology of significant terms used in political science and history
 - b. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology
 - c. Analyze subtle nuances of denotation and connotation through diction analysis
- B. Reading Comprehension
 - 1. Analyze an author's purpose through a close examination of structure, style and themes in imaginative literature
 - 2. Analyze the usage of patterns such as organization, repetition, syntax, or meter in a text
 - 3. Analyze an author's use irony, figurative language, diction, imagery, symbolism and tone
 - 4. Analyze the point of view of author, speaker, and characters in prose and poetry
 - 5. Make assertions about the author's arguments by using elements of the text to defend and clarify interpretations
 - 6. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
 - 7. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents
 - 8. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)
- C. Literary Response and Analysis
 - 1. Analyze characteristics of sub genres, including epic poetry, satire, parody, and allegory that are used in poetry, prose, novels, short stories, essays, and other basic genres
 - 2. Analyze the way in which the theme of a selection represents a view or comment on life, using textual evidence to support the claims
 - 3. Analyze usage of irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes

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4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions
5. Contrast the major periods, themes, styles, and trends
6. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings
7. Evaluate literary history and tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times

D. Writing

1. Writing Strategies

- a. Demonstrate an understanding of aesthetic elements of literary expression (e.g., irony, metaphorical language, emotional response, visual description) when composing critical, evaluative, and creative writing assignments
- b. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, and persuasive writing assignments
- c. Use point of view, characterization, and style
- d. Structure ideas and analysis in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- e. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures)
- f. Use language in natural, fresh, and vivid ways to establish a specific tone
- g. Use systematic strategies to organize and record information (e.g. annotated bibliographies)
- h. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre
- i. Practice unrevised timed writing

2. Writing Applications

- a. Write fictional, autobiographical, or biographical narratives
- b. Write timed essays
- c. Write critical and analytical responses to literature
- d. Write expository essays
- e. Write persuasive essays
- f. Write job/college applications and resumes
- g. Deliver multimedia presentations

E. Written and Oral English Language Conventions

1. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage
 - a. Review parts of speech
 - b. Review parts of a sentence
 - c. Review clauses
 - d. Review phrases
2. Produce legible work that shows accurate spelling and correct punctuation and capitalization
3. Reflect appropriate manuscript requirements in writing
4. Review MLA format: correct pagination, spacing, margins, and heading
5. Review parenthetical documentation
6. Review works cited format

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F. Listening and Speaking

1. Listening and Speaking Strategies

- a. Analyze and recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language)
- b. Distinguish between and use various forms of classical and contemporary logical arguments
- c. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose
- d. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging
- e. Use effective and interesting language
- f. Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation
- g. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions
- h. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience
- i. Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect)

2. Speaking Applications

- a. Deliver oral responses to literature: student-led discussions and large and small group discussions
- b. Deliver formal persuasive speeches
- c. Deliver formal multimedia presentations
- d. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning

III. ACCOUNTABILITY DETERMINANTS

A. Key Assignments

1. Classical Period (2 weeks)

- a. Critical reading quizzes: short answer and multiple choice based on close reading
- b. Compare and contrast essay "sight vs. blindness" as discussed in Plato and in Oedipus
- c. Open Question timed essay

2. Anglo Saxon (2 weeks)

- a. Critical reading quizzes: includes short answer and multiple choice based on close reading
- b. Exam on history of English language
- c. Multiple choice exam on Beowulf

3. Medieval Literature (2 weeks)

- a. Critical reading quizzes: short answer and multiple choice based on close reading
- b. Critique Chaucer's attitude toward the characters of The Prologue
- c. Translate Middle English into Modern English
- d. Groups act out one of the tales
- e. Pairs write a tale of their own, using modern settings

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4. Elizabethan Renaissance/Personal Essay (4 weeks)
 - a. Hamlet: one critical reading quiz per act. Sample question: Identify the metaphor Hamlet uses in his first soliloquy to describe his life and how that metaphor adds effect to what we learn about the nature of his father's death.
 - b. Research: each student will print, read, discuss and analyze a different critical essay on Hamlet; no two students may use the same essay
 - c. Sample AP essay topics: groups will apply open AP essay topics to Hamlet.
 - d. Essay Exam: Students will write a one-hour, open book essay on Hamlet, culled from past AP Open Topics
 - e. Personal essay: Students will read a variety of personal essays, study the art of the essay, and write their own personal essay
5. Age of Reason: poetry, essay, and satire, including Swift, Pope, Johnson, Boswell, and Gray; also the Cavalier and Metaphysical Poets, including Donne, Marvell, Herbert, and Milton (4 weeks)
 - a. Analytical homework, exploring how poetic devices create theme. Students at this time of the year are learning to articulate theme in one sentence that expresses the main analytical stance of the text
 - b. Analytical homework exploring the relationship between rationality, enlightenment, and man's fallibility. Students will examine how poetic form helps create meaning and theme
 - c. Groups will create a modern day "Modest Proposal" and collect samples of contemporary satire
 - d. Students will explore how satirical devices add effect to a work
 - e. Essay Exam: Students will write a one-hour essay exam on one poem from the time period or a pair of poems (one from the time period and another more contemporary selection), emulating an AP Poetry Topic
6. Romantic Literature (5 weeks)
 - a. Critical reading quizzes: short answer and multiple choice based on close reading
 - b. Annotation
 - c. Sample AP Multiple Choice Exam created with Romantic Poetry
 - d. Sample AP Essay Exam created with Romantic Poetry, exploring the connection between imagery, diction, tone and theme
 - e. Research a current/contemporary controversial issue pertaining to the individual's role in altering or improving what would otherwise be considered natural; essay or presentation
 - f. Create your own ghost story incorporating at least three Romantic characteristics
7. Victorian Literature (5 weeks)
 - a. Analytical homework OR comprehensive unit exam, exploring the relationship between the works studied, thematic issues and literary devices
 - b. Students will lead a class discussion as an "expert" on a particular author/poem
 - c. Sample AP essay exams
8. Late Victorian (3 weeks)
 - a. Critical reading quizzes
 - b. Open Question timed essay
 - c. Students will explore various critical essays and debate their viewpoints

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9. Modernism (3 weeks)
 - a. Open Question timed essay
 - b. Poetic analysis of past AP topics and in class-readings
 - c. Prose analysis of past AP topics and in-class readings
 10. Postmodernism (3 weeks)
 - a. Daily Journal Writing Quizzes based on philosophical and political issues from the text
 - b. Write a sustained essay analyzing a specific literary element and its rhetorical significance to the work as a whole
- B. Assessment Methods
1. Teacher-generated tests
 2. District-wide writing samples
 3. Department common finals
 4. State-mandated tests
 5. Daily work assessments
 6. Projects and presentations

IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES

- A. Required Texts
1. Kennedy, X. J., and Dana Gioia. Literature: An Introduction to Fiction, Poetry, and Drama. New York, NY: Longman, 2005.
 2. Glencoe Literature: British Literature. Woodland Hills, CA: Glencoe McGraw- Hill, 2002.
 3. Glencoe Language Arts: Grammar and Composition Handbook. Woodland Hills, CA: Glencoe McGraw-Hill, 2002.
- B. Supplementary Materials
1. Perrine, Laurence and Thomas Arp, ed. Sound and Sense: An Introduction to Poetry. 8th ed. Orlando: Harcourt, Brace & Company, 1992.
 2. Hamilton, Edith. Mythology
 3. Beckett. Waiting for Godot
 4. Beowulf
 5. Bible. King James Version
 6. Bronte. Jane Eyre
 7. Camus. The Stranger
 8. Chaucer. Canterbury Tales
 9. Conrad. Heart of Darkness
 10. Ellison. Invisible Man
 11. Goethe. Faustus
 12. Hardy. Tess of D'Urbervilles
 13. Hurston. Their Eyes Were Watching God
 14. Hosseini. The Kite Runner
 15. Ibsen. A Doll's House
 16. Ishiguro. The Buried Giant
 17. The Iliad
 18. Joyce. A Portrait of the Artist as a Young Man
 19. Lee. Native Speaker Marlowe.
 20. Dr. Faustus Martel.
 21. Life of Pi Morrison

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22. Beloved
23. Orwell. 1984
24. Plato (selected dialogues)
25. Shakespeare. Hamlet, MacBeth, King Lear, Othello (teacher's choice)
26. Shaw. Pygmalion
27. Shelley. Frankenstein
28. Sophocles. Oedipus Rex
29. Stoppard. Rosencrantz and Guildenstern are Dead
30. Swift. Gulliver's Travels
31. Voltaire. Candide
32. Wideman. Sent For You Yesterday
33. Wilde. Importance of Being Earnest
34. Woolf. Mrs. Dalloway

C. Instructional Methodologies

- a. Lecture
- b. Classroom discussion
- c. Writing process steps: prewriting, drafting, composing, revising, editing
- d. Reading process steps: pre-reading, during reading, post-reading
- e. Text annotation
- f. Small group instruction
- g. Project-based instruction
- h. Socratic seminar