

1. Purchase or rent Joseph Conrad's *Heart of Darkness*—the Barnes and Noble Classic version is great because it has notes and other stories that can help you to understand what is a fairly complicated text.
2. Read the novella. Just the novella—you don't have to read the other stories but the footnotes in the B&N version can be very helpful.
3. Annotate the text in a style of your choosing but preferably with underlined passages, highlighted sections or quotes, handwritten notes in the margins, flags, post its and or other ways of interacting with the text and analyzing throughout your reading.
 - a. Pay particular attention to the following literary elements: symbols, setting, characters and structure. In your notes focus on what they mean and how they contribute to the novella overall.
4. Be ready to write on this novel showing your depth of understanding, skills with analysis and overall essay writing ability on the first or second day of class. You'll be given an AP prompt and respond with an AP essay. This will be used to determine if your writing is good enough to stay in the class.

Below is a link to my loom video and syllabus: **Copy and Paste into Chrome to view.**

https://www.loom.com/share/655989308be046fd9ed5184d6e0719fd?sharedAppSource=personal_library

AP English Literature and Composition—Pottieger 2021-22

Course Overview

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through student-driven discussion, shorter and longer writing assignments, and practice AP essay tests, students will be expected to explain clearly, cogently, even elegantly what they understand about literary works and why they interpret them as they do. 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. Finally, students regularly respond to literature in essay form, both timed essays in practice for the AP Exam, as well as longer, researched essays produced outside of class.

Texts:

Literature: An Introduction to Fiction, Poetry, and Drama, 12th Ed. by Kennedy and Gioia

Heart of Darkness by Josef Conrad—summer required reading
As I Lay Dying by William Faulkner
Hamlet by William Shakespeare
The Awakening by Kate Chopin
A Farewell to Arms by Ernest Hemingway
Go Tell it on the Mountain by James Baldwin
Nine Stories by JD Salinger

Readings: Students will closely read poetry, several novels and a variety of short stories. The readings will be exemplary of their literary period and or genre. and these elements will shape the focus of the work. Additionally, they will examine and critique examples of high- and low-scoring AP essays. In reading, students should become more aware of the writer’s purpose, form, content as well as literary elements.

Style and grammar: Students have access to copies of the *MLA Handbook* and will regularly refer to it for formatting, grammar, punctuation, citing sources and style issues. We will review grammar and syntax when appropriate. The primary text, Kennedy and Gioia’s *Literature*, has several advisory sections on style as well. Student will then analyze their own writing to explore and account for the stylistic decisions they make.

Vocabulary: Most of the vocabulary terms will be literary elements that will enhance our analyses of readings as well as our writing about literature. Also, students will expand their vocabulary by learning new words from the literary selections themselves. We will emphasize the importance of proper word choice both connotation and denotation. Biweekly quizzes and writing exercises as well as cumulative tests will help ensure retention.

Discussion: Group and class discussion will be a central element of the class. In discussion, the students and instructor can explore multiple ways of reading a text and closely examine the writing. Discussions will also serve to encourage and teach critical thinking. Students will be expected to participate actively and constructively. Throughout the year, students will also be asked to lead discussions especially in the second semester in Harkness-style discussion.

Major writing projects: Each quarter, students will write one or two larger pieces of writing, mostly analytical works, some with outside sources, some concentrating on the primary source only. Major writing projects will go through multiple drafts. During the drafting and revision process, students will receive instruction on employing a variety of sentence types and structuring their essays. Students will be expected to vary sentence length and make improvements in style. Additionally, students will learn how and be expected to properly evaluate primary and secondary sources and correctly cite them according to the Modern Language Association (MLA) style.

Peer Review: Once or twice a semester students will read their peers’ writing and provide written and oral constructive criticism. Peer editing will encourage close reading, editing and critical thinking.

Tests and quizzes: Students will take tests consisting mainly of multiple choice and short answers which utilize the literary elements learned in the course and ask students to analyze given passages that they may or may not have read.

Timed writing: Each quarter, students will write six to eight timed, in-class essays. Students will be expected to craft skillfully written and persuasive analyses of literary works under the pressure of the clock. In some instances, timed essays will serve as the first draft of a major writing project.

Poetry presentation project: Students will research a major figure in from the Postmodern Period of literature, examining the writer's life as well as writing style, literary devices and specific works. Students will be expected to create a PowerPoint presentation that they will deliver in-class. They will also turn in a research paper.

Quarter 1

Introduction:

- Course and Classroom Expectations and Writing Prompt for Assessment
- Literary Analysis Assessment

Novel:

Heart of Darkness (summer reading—brief discussion only)

- Early Modernism
- Colonialism
- Symbolism
- Tone
- Setting
- Style

As I Lay Dying

- POV—shifting voice in narrative (multiple voices)
- Character
- Journey (Epic?)
- Symbol
- Setting

Short Story:

The Yellow Wallpaper by Charlotte Perkins Gilman

- Gender, Setting, Narration, Symbol, Image versus Essence Theme

Greasy Lake by T. Coraghessan Boyle

- Setting, Mood, Tone, Characterization, Rebirth Theme

The Lottery by Shirley Jackson

- Symbol, Suspense, Setting, Mood, The Individual Versus Society Theme

Cathedral by Raymond Carver

- *Characterization, Narration, Point of View, Symbol*

The Rocking Horse Winner D.H. Lawrence

- Plot, Irony, Symbol, Style

Shiloh by Bobbie Ann Mason

- Characterization, Setting, Symbol, Point of View

Major writing assignments:

One 3-5 page literary analysis of a primary source

Two or Three formal in-class AP essays

Quarter 2

Poetry:

“I Am a Rock” by Paul Simon

- Analyzing a Poem, Extended Metaphor, Symbol, Imagery, Tone

“Daddy” by Sylvia Plath

“Those Winter Sundays” by Robert Hayden

- Compare/Contrast, Tone, Mood, Irony, Apostrophe

“Ask Me” by William Stafford

- Paraphrase, Enjambment, Symbol, Extended Metaphor

“Birches” by Robert Frost

- Coming of Age Theme, Symbol, Motif, Nature, Time

“One Art” by Elizabeth Bishop

- Villanelles, Metonymy, Structure/Form, Enjambment, Relationship Theme

“To His Coy Mistress” by Andrew Marvell

- Hyperbole, Relationships Theme, Three Verse Stanzas, Figurative Language

“My mistress’ eyes are nothing like the sun” by William Shakespeare

- Meter, Conceit, Sonnet, Figurative Language, (False) Ode

Drama:

The Sound of a Voice

- Multicultural Theater
- Characterization
- Symbols
- Dialogue

Major writing assignments

One Compare/Contrast Essay on Poetry

Three Practice AP essays

Quarter 3:

Novel:

The Awakening

- Early Modernism
- Identity
- Culture
- Conflict: self versus society
- Rebirth

Drama:

Hamlet

- Elizabethan Period
- Tragedy
- Identity Motif
- Theme: life versus death
- Trust/Betrayal Theme

Major writing assignments

Researched Literary Analysis with seven secondary sources

Quarter 4

Novel:

Go Tell It on the Mountain

- Race
- Coming of Age
- Religion
- Setting

Nine Stories

- 20th Century Fiction
- Recurring Characters
- Surprise Endings
- Youth Motif
- Identity Theme

Major writing assignments

Literary analysis of *Go Tell It on the Mountain*

Major project/presentation on a review topic

*Short stories, poems or dramas are subject to change with changes in the primary anthology.

Grading Weights

Summative Assessments: 60%

Tests

Formal Essays—outside

Presentations

Formative Assessments: 40%

Homework/In-class work

Participation/In-class discussion/Attendance

Practice AP Exam Essays--inside

Grading Policies

Outside essays will follow the focus, development, organization, style, and conventions model presented in class. In-class AP Practice essay will be graded on the 6 point scale given by the AP College Board and will be given to students in a separate document. Students not taking the exam are reduced to Honors credit per IMG policy. Late work will follow the one day (20%), two day (50%) and three day (0% no makeups) IMG school-wide rule.

Materials

Assigned books and workbook, binder-style, notebook, pen, and computer.

Sign-off

See separate sheet of signatures signed by each student agreeing to the syllabus expectations is required.

Prerequisites

AP Language and/or 90% or above in an Honors course or upper level equivalent.