

AP English Literature & Composition

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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 level prompt and will respond with an AP essay. This will be used to determine if your writing is strong enough to be successful 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>

AP English Literature and Composition Syllabus

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, 14th Ed. by X.J. Kennedy and Dana Gioia

Heart of Darkness by Joseph Conrad

As I Lay Dying by William Faulkner

Hamlet by William Shakespeare (already in *Literature* textbook above)

The Awakening by Kate Chopin
A Farewell to Arms by Ernest Hemingway
Go Tell it on the Mountain by James Baldwin

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 will read have a copy 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 reading s 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 be leading discussions.

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.

Fiction 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

- Early Modernism
- Colonialism
- Symbolism
- Mood/Tone
- Style

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

One formal in-class essay

Quarter 2

Poetry:

"I Am a Rock" by Paul Simon

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

“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

Major writing assignments

One Researched Essay on Modernism

One Compare/Contrast Essay on Poetry

Quarter 3:

Novella:

The Awakening

- Early Modernism
- Identity Motif
- Setting/Culture
- Interior versus Essence Theme
- Rebirth Motif

Drama:

Hamlet

- Elizabethan Period
- Tragedy
- Identity Motif/Conflict
- Soliloquy
- Revenge Motif

Novel:

A Farewell to Arms

- Modernism
- Hemingway Style (Iceberg Method)
- Stream-of-Conscious POV

- Tragic Ending/Situational Irony
- Character

Major writing assignments

Two formal essays

Quarter 4

Novel:

Go Tell It on the Mountain

- Race Motif
- Coming of Age Genre
- Religion Motif and Theme
- Setting
- Conflict (Internal & External)

Nine Stories

- 20st Century Fiction
- Innocence Motif
- Indirect Characterization
- Salinger's Style
- Coming of Age Motifs and Themes

Major writing assignments

Literary analysis of *Go Tell It on the Mountain*

Major project/presentation

Grading Weights

80% Category

Homework/In-class Timed Writing

Reader responses

Discussion

20% Category

Unit Tests

Formal Essays

Practice AP Exam Essays