

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE/COMPOSITION
Mr. Donde

1. COURSE DESCRIPTION

This course is an intensive study of composition, close reading, writing, and analysis of literature. A student may receive college credit if a score of 5, 4, or 3 is earned on the May national exam. A student receives high school credit for this course without taking the test, but, of course, I want you to challenge the exam. Students are expected to read during vacations. AP students are motivated, independent learners who love to read and write. Intensive AP Exam practice is offered in late April and early May.

2. TEST INFORMATION

The three hours exam consists of 60 minutes for multiple choice questions followed by three 40-minute essay questions: one prose analysis, one poetry analysis (these test close reading), and one open question (this tests breadth of reading experience).

3. COURSE INFORMATION

Class participation: A must I call on everyone, not just the volunteers. I do not keep track of “right answers” but whether or not you are actively prepared, engaged, and participating. Since you only learn by doing, you must be actively involved.

Words: If you do not know one, look it up. Please ask me if I have used a word that needs explaining before you can continue, but your vocabulary is your business since only you know what you do not know. Never miss a chance to own a new word. If you do not look it up today, you can bet that is the very word that will be critical on the AP exam.

Notebooks: You are too old for a required notebook, but third quarter when I ask you to get out the “list of traditional symbols,” or “Aristotle’s Poetics” from first quarter, I expect you to turn quickly to what you need.

You will probably receive one or more D or F grades, which is ego deflating, but not unusual. You are doing new things, operating at a level and pace that is not entirely familiar. This year you will learn to read in-depth, organize fast, and write precisely and quickly.

About Absences: Don’t be unless you are sick. This is not a correspondence course! The day’s class cannot be duplicated, because the conversations are critical.

4. HELP

Please ask for help. The only “dumb” question is the one you don’t ask. Parents can reach me by calling the school at (951) 952-8316 ex-1054 and leaving a message in my voice mail or e-mailing me at zdonde@rusd.k12.ca.us . Please leave a number and a time when they can be reached.

MAJOR WORKS

The reading this year will include four novels and two plays.

Pride and Prejudice

The picture of Dorian Gray

Jane Eyre

A Brave New World

Macbeth

Oedipus Rex

Some of these are assigned to students as outside reading; others we study in class.

As well we will be examining the British literary history including

The Anglo Saxon and Middle Ages

The Renaissance

The Restoration and age of Enlightenment

Romanticism

The Victorian era

Modernism

TEXTS:

Perrine's *Literature: Structure, Sound, and Sense*

Holt: *Literature and language arts six course*

WEEK:

1 and 2

Oedipus Rex

This provides an introduction to the structure of the tragic play. This play is also an introduction to close reading. Students begin to work in teams to analyze short passages. At the end of this unit students are evaluated through the first in-class AP style in-class essay.

WEEK:

3 and 4

Macbeth

This continues our studies of the tragic play. We focus again on the structure of the tragic play, and students continue to work in teams to explicate passages. As in the first unit students are evaluated on a AP style in-class essay.

WEEK

5-8

style analysis

In these three weeks we work on the terms and skills that are required for style analysis. They include: *tone-attitude, diction, imagery/detail, point of view, structure, and syntax.*

Students review these devices one at a time using various short passages. At the end of this unit students are evaluated using AP style prompts. We also use this time to review the fundamentals of writing. This includes sentence structure and punctuation as well as the basic organization of the essay: thesis, topic sentences, concrete details and commentary, and conclusions.

WEEK

9-11

The Renaissance

Reading include: Shakespeare's sonnets **29,73,116,130**; Robert Herrick *to the Virgins, to Make Much of Time*; Andrew Marvel *To His Coy Mistress*; Ben Jonson *On my First Son* and *Song To Celia*; and John Donne *song, A Valediction: Forbidding Mourning*, and *Death be not Proud*.

In this unit we focus on the literary elements that make-up this time period; we also focus on practicing skills through discussions, essays, and small group analysis of poetry. As students discuss in small groups and share with the class as a whole, they keep a log of their thoughts. The rule in class is that students must write before they speak.

At the end of this unit students write two essays from this period. After the first essay I conference with students on their essays, and they revise. This is followed with a second essay that is used for evaluation.

WEEK 12-13

The Restoration and the Eighteenth Century

Reading for this unit include: Jonathan Swift *Modest Proposal*; Alexander Pope *Heroic Couplets* and from *The Rape of the Lock*. Samuel Johnson *Letter to Lord Chesterfield*, and Samuel Pepys from his **Diary**.

In this unit, as before, we focus on the literary elements that make-up this time period; we also focus on practicing skills through discussions, essays, and small group analysis of poetry. As students discuss in small groups and share with the class as a whole, they keep a log of their thoughts. The rule in class is that students must write before they speak.

This unit places special emphases on analyses of the rhetorical strategies in *Modest Proposal*. Students are then asked to take a position on a controversial issue and advance that position in an argumentative essay. After collecting rough drafts, I conference with students, and they revise.

WEEK 14-16

Early Romantic Period

Readings include: William Blake *The Tygar, The Lamb, The Chimney Sweeper* (both from *The songs of Innocence and Experience*), *A poison Tree*, and *Holy Thursday*; William Wordsworth *Lines Composed A Few Miles Above Tintern Abbey, Composed Upon Westminster Bridge*, and *The World Is Too Much with Us.*; Samuel Taylor Coleridge *The Rime of the ancient Mariner* and *Kubla Khan*.

In this unit students focus on the elements of Romanticism, and they continue to log their thoughts. The formal writing in this unit emphasizes the comparison of two poems using old AP prompts. As before students write the first essay, we conference on this essay, they revise, and students write a second essay for evaluation.

WEEK 17

Semester 1 finals

Students take their first attempt at a complete AP test.

WEEK 18-20

Later Romantic Period

Readings include: Lord Byron *She Walks in Beauty*, *The Destruction of Sennachrib*, and from *Childe Harold's Pilgrimage Canto IV*; Percy Bysshe Shelley *Ozymandias*, and *Ode to the West Wind*; John Keats *On First Looking into Chapman's Homer*, *When I Have Fears*, *Ode on a Grecian Urn*.

Again, we continue to review literary issues of the area as well as practicing AP skills.

WEEK 21-25

Victorian Period

Readings include: Lord Tennyson from *In Memoriam* and *Crossing the Bar*; Robert Browning *My Last Duchess* and *Porphyria's Lover*; Gerard Manley Hopkins *Sping and Fall* and *Pied Beauty*; Matthew Arnold *Dover Beach*; Thomas Hardy *Darkling Thrush* and *Channel Firing*; A.E. Housman *When I Was One-and-Twenty*, *To an Athlete Dying Young*, and *Is My Team Ploughing*.

WEEK 26-27

Victorian Period

Jane Eyre

We use this novel to review the concepts that we have learned through the poetry of the Victorian Period. We also use this novel to review the free response question. As we discuss the novel students continue with their logs. This is followed by two essays; the students revise one, and the second is used for evaluation.

WEEK 28-30

The Twentieth Century

Wilfred Owen *Dulce et Decorum Est*; T.S. Eliot *The Hollow Men*; William Butler Yeats *The Lake Isle of Innisfree* and *The Wild Swans at Coole*; James Joyce *Araby*; D.H. Lawrence *The Rocking Horse Winner*; Dylan Thomas *Do Not Go Gentle into That Good Night*; Seamus Heaney *Digging* and *The Grauballe Man*.

WEEK 30-31

AP Review

During these last two weeks before the test we work on reviewing for all aspect of the test including multiple choice questions, review of relevant issues of all of the literary eras that we have covered, and review and practice of AP test taking strategies.

WEEK 32-END

We finish the year with a research paper and an in class reading of **Hamlet**.

