

*...Home of the Patriots...*



## **AP Literature & Composition**

**Westside High School**

**Mrs. Annliss Brown**

**Course Syllabus 2025-2026**

**Instructor:** Mrs. Annliss Brown

**Location:** Room 114

### **Contact Information:**

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### **Course Overview:**

The AP Literature and Composition course is designed as a rigorous, year-long, college-level reading and writing course concentrating on mature literature from American, British and world writers from the ancient world to contemporary times. The course encourages students to view literature through the metaphor of a mirror, a portal of self-reflection into our own humanity. In the class, students learn to master the art of annotation and close reading, as well as develop the analytical writing skills required on the AP exam. Students explore the intertextuality of works to forge thematic connections through time, as well as analyze the intersections and impact of history, politics, culture, theory and criticism on the literary imagination. Students deepen their understanding of the ways in which writers convey meaning and negotiate the ambiguities inherent in language.

In order to effectively prepare students for the close reading and analytical writing demands of the AP exam, the course follows a chronological and genre-focused structure providing study of genres with an in-depth skill-based emphasis. As students read, they will consider a work's structure, style, as well as how smaller-scale elements, including the use of figurative language, imagery, symbolism, and tone, contribute to the meaning of the work as a whole. Although critical analysis, evaluating the literature from the outside-in, makes up the bulk of student writing for the course, well-constructed creative writing assignments will also help to enhance students' appreciation for the writing craft, exploring how literature is written from the inside out. The Scope and Sequence to follow provides a more detailed view of the course and assessments. Please note that readings are tentative as titles and assignments may be substituted or added as the year progresses.

### **Course Objectives:**

- The course teaches students to enhance comprehension of complex texts by annotating, summarizing researching and critiquing.
- Students write coherent and controlled interpretations literature that are persuasive and based on careful observation and reflect an understanding of textual details, considering:
  - structure, style, rhetorical techniques which empower the narrative, poem, or dramatic text
  - social and historical values it reflects and embodies
  - the use of figurative language, imagery, symbolism, and tone
- The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed in-class responses. The course requires:



- writing to understand: informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, journaling, prompt-writing, and response/reaction papers)
- writing to explain: expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values
- The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work. Feedback will help the student develop:
  - 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
  - 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

### Course Materials:

Students must come to class prepared with the necessary materials. See lists below for materials needed:

- Folder (any kind is fine, but exclusive for our class)
- Notebook paper
- Pencils (mechanical preferred)
- Hand-held pencil sharpener
- 24-Pack of Crayola Colored Pencils
- Student Laptop

### Texts:

Throughout the year, students will be provided readings excerpted from the following anthologies, as well as other online resources. See Scope and Sequence (to follow) for detailed list of covered works.

- *Understanding Literature: An Introduction to Reading and Writing*, Houghton & Mifflin
- *Literature: Reading Fiction, Poetry and Drama*, McGraw Hill
- *Approaching Literature in the 21<sup>st</sup> Century*, Bedford St. Martins
- *Literature Across Cultures*, Jallyn and Bacon
- *The Norton Introduction to Literature*, Norton
- *Literature: An Introduction to Fiction, Poetry, and Drama*, Pearson
- *Voice Lessons*, Maupin House
- *The Bedford Introduction to Literature*, Bedford/St. Martin's
- *Elements of Literature: Essentials of British and World Literature*, Holt, Rinehart, and Winston
- *Literature: The English Tradition*, 2<sup>nd</sup> Edition, Prentice Hall
- *English Literature: A Chronological Approach*, McGraw Hill
- *Literature & Composition: Essential Voices, Essential Skills for the AP Course*, Bedford, Freeman & Worth



### Course Expectations:

- Students are expected to come to class prepared to learn by bringing the materials needed on a daily basis (see Course Materials section below).
- To fully engage class each day, it is important that students silence and put away cell phones as per school/district policy.
- To further their understanding of course content, students are required to complete all reading assignments, actively participating in classwork. Students should remain focused and avoid distractions. Classroom discussions and engaging the practices which will develop analytical writing skills through timed and extended assignments requiring multiple revisions. Every step of the thinking and writing process requires your focus, so students should refrain from side/off-task or distracting conversations.
- Course activities will involve independent work through specified quiet times in class, working in pairs or strategic groupings, or at home/alternative settings. As this is a college-level class, it goes without saying that in order to master the skill requirements for this course, students must be prepared to work independently at home, accessing technology on a regular basis (assignments, research, etc), and/or seeking assistance as needed.
- Because skills in this course are taught progressively, student attendance and punctuality are of the utmost importance. When absent, it is the student's responsibility to find out what he/she missed by accessing all necessary work missed on class Canvas course. After viewing, if you still need clarification, please feel free to ask instructor. Only work missed during an "excused" absence may be submitted upon student's return to class for full credit. When absent for an extended amount of time, it is student's responsibility to not fall behind. Checking Canvas and emailing instructor will help ensure completion of work.
- All student work is to be submitted by its due date, as late work is costly to a student's average. Per school policy, a student loses 5 points for each day that work is late, and no late work is accepted after 5 days. This is especially true on the final week of a grading period when late work is not accepted at all to allow for grade processing.
- Students should avoid hassles dealing with technology when these could impact your grade. Please remember to save work regularly and upload/complete any assigned Canvas task assignment well before assignment deadline.
- Students are expected to uphold our posted Profile of a Graduate values which underscore the Richmond County Student Code Handbook and its expectations for classroom behavior, attendance, punctuality, dress code, as well as the use of electronic devices.
- The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful)!

<b>Wholehearted</b>	<ul style="list-style-type: none"><li>• <b>Participate in class discussions, tasks, and collaborations</b></li><li>• <b>Attempt all work (Be "All in")</b></li><li>• <b>Bring your authentic self to your learning.</b></li></ul>
<b>Accountable</b>	<ul style="list-style-type: none"><li>• <b>Bring needed materials for class daily</b></li><li>• <b>Complete all work with academic honesty</b></li><li>• <b>Turn in work on time</b></li></ul>
<b>Respectful</b>	<ul style="list-style-type: none"><li>• <b>Consider how your behavior affects your classmates, teachers, everyone's learning, and WHS community as a whole.</b></li><li>• <b>Communicate with teacher via email or make appointment for face to face meeting when issues arise.</b></li></ul>



### **Re-learn and Re-assess Plan:**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval (see “Re-Learn/Re-Assess” section of class webpage). Upon satisfactory completion of the plan, as determined by the teacher, students will be given **ONE** opportunity to be reassessed (may be different from original assessment).

Only students scoring below 70 on a major assessment can complete a relearning plan, and the reassessment score will replace the original score (the scores will not be averaged).

### **Academic Honesty:**

As members of an academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. Regardless of whether a student is asked to complete an assignment individually or as part of a group, I assume as a basic and minimum standard of conduct that my students be honest and submit for credit only the products of their own efforts. The ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. Thus, because any incident of academic dishonesty in any part of an assignment calls into question the integrity of the rest, students should refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

Students will be instructed on principles of academic scholarship and given ample practice on how to avoid plagiarism and other forms of academic theft before they are formally assessed. Students are encouraged to seek clarification at any stage of the learning process to ensure understanding. Any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, is an act of academic dishonesty and will not be tolerated.

Incidents of academic dishonesty will be evaluated and documented on a case-by-case basis and depending on the situation, consequence of a violation may vary along a progressive discipline continuum.

### **Grading:**

Consistent with Richmond County grading policy, students earn “major” and “minor” grades for this course.

**Major Grades (60% of student’s overall grade)** typically include formal writing assignments (essays, creative writing), projects, and tests.

**Minor grades (40% of student’s overall grade)** typically include readings, discussions, text-based assignments, group assignments and presentations, AP practices, timed writes, and quizzes.

A: 90-100

B: 80-89

C: 75-79

D: 74-70

F: 0-69

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Parents, please read the syllabus and sign below. *Please return this page to your instructor.*

**AP Literature & Composition Syllabus**

By signing below, I acknowledge that I have read and understand the rules and policies for the AP Literature & Composition course. I have paid special attention to policies regarding grading, absences, make-up, late work, work outside of class, and technology.

Student's name printed \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

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**AP Literature Scope & Sequence - Semester 1**  
**Fiction, Poetry, and Drama through Romantic Era**

Weeks 1-3: Heroic Literature (Oral tradition, elements of fiction – plot and structure, characterization, setting, point of view, language and style, theme, irony and symbol)

Texts:

- **Burton Raffel, trans., *Beowulf***
- Herbert Mason, trans., *Gilgamesh*
- Homer, *The Iliad*
- **John Gardner, trans., *Sir Gawain and the Green Knight***
- **Sir Thomas Malory *Le Morte d'Arthur***
- Dante Alighieri, *The Inferno*
- John Milton, *Paradise Lost*
- **Alexander Pope, *The Rape of the Lock***

For formative and summative assessments, students will...

- Complete daily timed prompts (experience and interpretation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Engage in a classroom debate regarding the traditional values of the epic hero as evident in the texts and what we idolize in contemporary heroes.
- Analysis Essay:
  - Compose an essay exploring how heroic elements contribute to the universality of the genre citing at least two works (1 covered in class/1 covered out of class). Student will focus on logical organization of essay, paragraph, sentence, including specific techniques to improve coherence such as repetition, transitions, and emphasis. Plan, draft, peer review, revise, score own essay (rubric).

Weeks 4-5: Frame Stories (narrative structure, plot and structure, characterization, setting, point of view, language and style, theme, irony and symbol)

Texts:

- **Geoffrey Chaucer, *The Canterbury Tales***
- Giovanni Boccaccio, *The Decameron*
- Edward William Lane, trans., *The Thousand and One Nights*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Creative Writing Assignment:
  - Compose a modern-day *Canterbury Tale* emulating Chaucer's style. Your tale must have a moral and entertainment value, and an original character point of view.
- You are the bard! Presentation Activity



## Week 6: Satire/Allegory/Dream Visions

### Texts:

- Jonathan Swift, *A Modest Proposal* and *Gulliver's Travels*
- Voltaire, *Candide*
- **Guillaume de Lorris and Jean de Meun** *Roman de la Rose*
- **Geoffrey Chaucer** *The Parliament of the Birds* and *The Legend of Good Women*
- **John Gower** *Confessio Amantis*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Feminism & Evaluation of Fiction Essay:
  - Conduct some research on the topic of “misogyny”, particularly during the Middle Ages. In a well-developed essay discuss the prevalence of misogynistic ideology, and comment on its significance (focus on introductory paragraph). Plan, draft, peer review, revise, score own essay (rubric).

Week 7: Poetry (Ballads and Sonnets, Elements of poetry – voice, diction, imagery, figurative language, symbolism, allegory, syntax, rhythm and meter, structure/form, theme)

### Texts:

- Anonymous, *Lord Randall and Get Up and Bar the Door*
- Francesco Petrarch, *Sonnet 42*
- John Donne, *Song, A Valediction: Forbidding Mourning, Meditation 17, Death Be Not Proud, and The Flea*
- William Shakespeare, *Sonnets 18, 29, 64, 65, 73, 116, 129, 130, and 138*
- Ben Johnson *On My First Son*
- John Milton *When I Consider How My Light is Spent*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Interpreting Poetry Essay:
  - Analyze the imagery of any poem of your choosing. List the poem's significant details (f a long poem) or all the details if it's short. Discuss what the images contribute to the poem's tone, feeling, and/or meaning (focus on unity and coherence). Plan, draft, peer review, revise, score own essay (rubric).



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Weeks 8-10: Drama (fiction vs drama, origins of drama, tragedy, comedy, Elizabethan theater, elements of drama – plot, character, dialogue, staging, symbolism, types of irony, theme)

Texts:

- **Sophocles *Oedipus the King and Antigone***
- **William Shakespeare, *Macbeth* and *Othello***
- Christopher Marlowe *Dr. Faustus*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Complete a genogram as tool for characterization and theme
- Conduct informal presentations/performances in class
- Respond to a timed AP-style analytical essay on Shakespeare's *Henry IV* (sample free response question).
  - In a well-organized essay, briefly summarize the King's thoughts and analyze how diction, imagery, and syntax help to convey his state of mind.
- Compose a Literary Analysis essay:
  - In a well-written essay, analyze the tragic hero figure. Be sure to explain how the tragic flaw was developed throughout the play and its significance (focus on syntax usage in essay; rewrite a paragraph or section adopting a variety of syntactical structures). Plan, draft, peer review, revise, score own essay (rubric).

Weeks 11-12: Romantic Poetry (Elements of poetry – voice, diction, imagery, figurative language, symbolism, allegory, syntax, rhythm and meter, structure/form, theme, denotation, connotation, writing about poetry, odes)

Texts:

- **William Blake, *The Tyger, The Chimney Sweeper (innocence), The Chimney Sweeper (experience), A Poison Tree*, and *London***
- **William Wordsworth, *Tintern Abbey, The World Is Too Much With Us*,**
- **Samuel Taylor Coleridge, *Kubla Kahn***
- **Lord Byron, *She Walks in Beauty and On Fame***
- **Percy Shelley, *Ozymandias* and *Song: To the Men of England***
- John Keats, *When I Have Fears, Ode to a Nightingale, Ode on a Grecian Urn*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Respond to a timed AP-style analytical essay on *La Belle Dame Sans Merci* by John Keats.
  - In a well-organized essay, analyze how literary devices reveal the speaker's attitude towards the lady. Plan, draft, peer review, revise, score own essay (rubric). Identify weak areas of



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interpretation, evidence, or style; rewrite one paragraph focusing on the improvement in one of these areas.

- Compose a researched literary analysis essay:
  - Explain intertextuality of romantic elements found in romantic poetry and their connection to the greater sociopolitical context which bred them (must cite two works by author; focus on concluding paragraph). Oral/media presentation will follow.

Weeks 13-14: Romantic & Gothic Novels

Text:

- **Jane Austen** *Pride and Prejudice*
- Mary Shelley, *Frankenstein*
- Bram Stoker *Dracula*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - Writers often highlight the values of a culture or a society by creating characters who defy traditional roles or conventions. Analyze the character of Elizabeth Bennet and explain how she debunks established paradigms. Plan, draft, peer review, revise, score own essay (rubric).

Week 15-16: Speech/Debate/Essay (persuasive writing)

Texts:

- **Elizabeth I**, *Tilbury Speech*
- **Margaret Cavendish**, *Female Orations*
- **Daniel Defoe**, *The Education of Women*
- **Mary Wollstonecraft**, *A Vindication of the Rights of Women*

For summative assessments, students will...

- Compose and present a feminist criticism essay that argues for a modern-day topic and incorporates at least 3 texts from this semester's readings.
- Analyze this semester's scored multiple choice responses for individual patterns and construct a plan for next semester's comprehension.
- Compare and contrast scored prose and free response prompt essays for organization, evidence, diction, syntax, and overall style; write a reflection regarding patterns of composition and a proposed action plan to improve future writings.
- Midterm Research due (appendix 1)



Weeks 17-18: Romantic/Victorian Novel

Text:

- **Emily Brontë, *Wuthering Heights***

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay (choose one of the following options):
  - One definition of madness is "mental delusion or the eccentric behavior arising from it." But Emily Dickinson says, "Much madness is divinest Sense" to a discerning eye. Novelists and playwrights have often seen madness with a "discerning eye." Heathcliff's apparent madness or irrational behavior plays an important role in Emily Brontë's *Wuthering Heights*. Then write a well-organized essay in which you explain what this delusion or eccentric behavior consists of and how it might be judged reasonable. Explain the significance of the "madness" to the work as a whole. Do not merely summarize the plot.
  - Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole.
  - Choose a complex and important character in a novel or a play of recognized literary merit who might on the basis of the character's actions alone be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might. Avoid plot summary.
- Plan, draft, peer review, revise, score own essay (rubric).



**AP Literature Scope & Sequence - Semester 2**  
**Fiction, Poetry, and Drama through Post-Modern Era**

Weeks 1-2: Victorian Poetry

Texts:

- **Alfred, Lord Tennyson, *The Lady of Shalott and Ulysses***
- **Elizabeth Barrett Browning, *Sonnet 43, To George Sand: A Desire*, and *To George Sand: A Recognition***
- **Emily Brontë *The Wanderer from the Fold***
- **Walt Whitman *A Hand-Mirror***
- **Emily Dickinson *The Soul Selects Her Own Society and Tell All the Truth But Tell it Slant***
- **Matthew Arnold, “Dover Beach”**
- **Christina Rossetti, *Goblin Market* and *Promises Like Pie-Crust***
- **A.E. Houseman, *To an Athlete Dying Young***
- **Thomas Hardy, *Ah, Are You Digging on My Grave, The Darkling Thrush, and Drummer Hodge***

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - Choose any one of the poems discussed in class and analyze how any three literary elements contribute to the overall meaning. Plan, draft, peer review, revise, score own essay (rubric). Rewrite one paragraph from the essay; then, indicate the reason and the goal of the revision.

Weeks 3-4: Victorian Drama (dramatic structure, style, evaluating drama for effect)

Text:

- **Oscar Wilde, *The Importance of Being Earnest***

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - In retrospect, the reader often discovers that the opening scene of a drama introduces some of the major themes of the work. Write an essay about the opening scene of in any of the dramatic pieces covered this year in which you explain how it functions in this way. Plan, draft, peer review, revise, score own essay (rubric).
- Compare and contrast the past essays: Romantic and Victorian. Then, write a brief reflection on accomplished improvements and needed adjustments.

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Week 5-6: Modern Novel (stream of consciousness, unreliable narrator, existentialism, Social Darwinism)

Texts:

- Franz Kafka, *The Metamorphosis*
- John Steinbeck *The Grapes of Wrath*
- **Leo Tolstoy, *Death of Ivan Ilyich***
- **Jack London *The Sea Wolf***
- William Faulkner *The Sound and the Fury*
- Ralph Ellison, *Invisible Man*
- Aldous Huxley, *Brave New World*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Respond to a timed AP-style prose prompt choosing one of the following:
  - Interpret the usage of surrealistic characteristics and construct a written analysis of Kafka's purpose and theme in *The Metamorphosis*.
  - Interpret the usage of realist characteristics and concept of the absurd and construct a written analysis of Steinbeck's purpose and theme in *The Grapes of Wrath*.
  - Interpret the usage of satiric characteristics and construct a written analysis of London's purpose and theme in *Death of Ivan Ilyich*.
  - Interpret characteristics of Social Darwinism and construct a written analysis of London's purpose and theme in *The Sea Wolf*.
  - Interpret the usage of stream of consciousness and construct a written analysis of Faulkner's purpose and theme in *The Sound and the Fury*.
  - Interpret the usage of existentialist characteristics and construct a written analysis of Ellison's purpose and theme in *Invisible Man*.
  - Interpret the breakdown of a utopian society into a dystopian one and construct a written analysis of Huxley's purpose and theme in *Brave New World*.
- Plan, draft, peer review, revise, score own essay (rubric). Identify analytical and presentation weaknesses in essay; reconstruct analysis and add evidence to defend a solidified position within small group discussions.

Weeks 7-9: Short Stories (style)

Texts:

- Chinua Achebe, *Marriage is a Private Affair*
- **Elizabeth Bowen, *The Demon Lover***
- **Anton Chekov, *The Bet***
- **F. Scott Fitzgerald, *Babylon Revisited***
- Graham Greene, *The Destructors*
- **Virginia Woolf *Mrs. Dalloway***
- **William Faulkner *A Rose for Emily***
- **James Joyce *The Dead***
- **George Orwell *Shooting an Elephant***
- **Flannery O'Connor, *A Good Man is Hard to Find***
- **Katherine Mansfield *The Doll's House*, *Miss Brill* and *Bliss***
- Leo Tolstoy, *How Much Land Does a Man Need?*
- John Updike, *A & P*
- Kurt Vonnegut, *Harrison Bergeron*

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- **Alice Walker, *Everyday Use***
- **Doris Lessing *No Witchcraft for Sale***
- W.H. Auden *Musée des Beaux Arts*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - Works of literature are carefully crafted. Exploring the use of style in literature helps students understand how language conveys mood, images, and meaning. For this essay, choose one story covered in class. Identify examples of specific stylistic devices. In a well-organized essay, explore the reasons for the stylistic choices that the author has made. Plan, draft, peer review, revise, score own essay (rubric).
- Write a personal reflection on your individual style. Include areas in your writing that still need improvement.

Week 10-11: Modern Poetry

Texts:

- **William Butler Yeats, *Sailing to Byzantium*, *The Wild Swans at Coole*, *A Prayer for My Daughter*, and *The Second Coming***
- **Dylan Thomas, *Fern Hill* and *Do Not Go Gentle into That Good Night***
- **Sherman Alexie, *The Powwow at the End of the World***
- Margaret Atwood, *Siren Song*
- Lucille Clifton, *Homage to My Hips*
- Billy Collins, *The Blues*, *Introduction to Poetry*, and *Weighing the Dog*
- **Langston Hughes *Harlem***
- **T.S. Eliot, *Hollow Man* and *The Love Song of J. Alfred Prufrock***
- Ted Hughes, *The Horses*
- **Alexander Solzhenitsyn *Freedom to Breathe* and *The Bonfire and the Ants***
- Edna St. Vincent Millay, *Love is not All*
- Gabriela Mistral, *Fear*
- **Sylvia Plath, *Daddy* and *Mirror***
- **Theodore Roethke, *My Papa's Waltz***
- **Wisława Szymborska, *The End and the Beginning***
- Thom Gunn *Innocence*
- D.H. Lawrence *The Snake*
- **Wilfred Owen *Dulce et Decorum Est***

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - Choose any one of the poems discussed in class and analyze how any three literary elements contribute to the overall meaning. Plan, draft, peer review, revise, score own essay (rubric).



## Weeks 12 – 13: Modern Memoir

Text:

- Elie Wiesel *Night*

For formative and summative assessments, students will...

- Complete sample AP Exam to review demands of each section, to include deconstructing questions, analyzing prompts, and gauging overall aptitude
- Timed Write:
  - Compare any **one** of the experiences Wiesel describes in his book to your own experience. Explain how this moment is relevant to your situation. Comment on how reading and thinking about an-other's experience and world may have helped you view your own.
- Complete the following AP free-response prompt to test close reading and analysis skills on summer reading text:
  - Wiesel's *Night* provides a somber and transparent look into the life of a young man growing up during the uncertain and deeply troubling times of the Holocaust. In a coherent and well-developed essay, explain how Wiesel's text is especially relevant to the spikes of modern-day antisemitism both in America and across the globe. Please use specific evidence from Wiesel's text as evidence to support your assertions (focus on thesis statements). Plan, draft, peer review, revise, score own essays (rubric).

## Week 14-15: Modern Drama

Texts:

- George Bernard Shaw *Pygmalion*
- Josefina Lopez *Real Women Have Curves*

For formative and summative assessments, students will...

- Complete daily timed prompts (experience, interpretation and evaluation) & Essential Literature Review Sheet for each work covered (review for AP exam).
- Create sample AP multiple choice passages and questions using stems (identify incorrect multiple choice question types).
- Compose a literary analysis essay:
  - Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered, or time may be suspended or accelerated. Choose any play covered in class and show how the author's manipulation of time contributes to the effectiveness of the work as a whole. Do not merely summarize the plot.
- Final Research Paper Due (appendix 2)

## Week 16: Summer reading assignment in preparation for AP Language

Text: TBD



## Appendix 1: AP Literature & Composition Midterm Research Paper

Choose any long work of fiction excerpted this semester or one from the list below, and write an essay in which you closely explore a question/topic that emerges authentically from your reading of the book. This large thematic question should drive you toward one or more particular passages which, if they do not fully address question/topic, they will nonetheless reflect the richness of its complexity.

While the successful essay will avoid artificial and simplistic resolutions, it will make a persuasive showing of the question's relevance and validity as a whole. It will also demonstrate the book's aptness to the question you have chosen. The most effective essays will focus more on *how* the book does what it does rather than on merely what's inside.

Your paper should be no less than five nor more than eight pages in length. In addition to direct evidence drawn from the primary text, the paper should make reference to additional resources which naturally support your assertions. As always, your paper must be presented and documented in accordance with current MLA guidelines as per rubric (to be provided).

Age of Innocence (The), Edith Wharton  
Alias Grace, Margaret Atwood  
Anna Karenina, Tolstoy  
As I Lay Dying, Faulkner  
Bleak House, Charles Dickens  
Bone, Fae Myenne Ng  
Brave New World, Aldous Huxley  
Brothers Karamazov (The), Dostoevsky  
Crime and Punishment, Dostoevsky  
Cry the Beloved Country, Alan Paton  
Dancing at Lughnasa, Friel  
Dinner at the Homesick  
Restaurant, Anne Tyler  
Don Quixote, Cervantes  
Dreaming in Cuban, Christina Garcia  
Emma, Austin  
Fathers and Sons, Turgenev  
Frankenstein, Shelly  
Gulliver's Travels, Swift  
Handmaid's Tale, Atwood  
Hard Times, Dickens  
House Made of Dawn, Momaday

M. Butterfly, Hwang  
Jude the Obscure, Thomas Hardy  
M. Butterfly, Hwang  
Madame Bovary, Flaubert  
Mayor of Casterbridge, Hardy  
Middlemarch, Eliot  
Mill on the Floss, Eliot  
Moll Flanders, Defoe  
Obasan, Kogawa  
Orlando, Woolf  
Pere Goriot, Honore De Balzac  
The Plague, Camus  
Pnin, Nabokov  
Portrait of the Artist as a Young Man, Joyce  
Power and the Glory, Greene  
Pygmalion, Shaw  
Remains of the Day, Ishiguro  
Room With a View, Forster  
Snow Falling on Cedars, Guterson  
Trial, Kafka  
Warden, Trollope





## Appendix 2: AP Literature & Composition Final Research Paper

For your final research paper, you should focus on a work of drama covered this year (or choose another work from list of authors below). Paper should be between six and nine pages in length and may touch on any **one** topic examined through any cultural, historical, psychological, or ideological perspective; however, paper's main thrust should be to analyze how the play's central *theme* is developed through any combination of dramatic elements and techniques. Multiple secondary resources should be interlaced with your analysis to add richness to your paper. Please see rubric (to be provided).

Edward Albee  
Sherwood Anderson  
Amiri Baraka  
Samuel Beckett  
Eric Bogosian  
Caryl Churchill  
Noel Coward  
Christopher Durang  
Brian Friel  
Athol Fugard  
Oliver Goldsmith  
A.R. Gurney  
Lorraine Hansberry  
David Hare  
Lillian Hellman  
G. S. Kaufmann  
David Mamet  
Carson McCullers  
Terence McNally  
Arthur Miller  
Marsha Norman  
Eugene O'Neill

Joe Orton  
John Osborne  
Harold Pinter  
David Rabe  
David Rimmer  
Peter Shaffer  
William Shakespeare  
George Bernard Shaw  
Sam Shepard  
Richard Brinsley Sheridan  
Neil Simon  
Bernard Slade  
Wole Soyinka  
Tom Stoppard  
Ted Tally  
Robert Penn Warren  
Wendy Wasserstein  
Oscar Wilde  
Thornton Wilder  
Tennessee Williams  
August Wilson  
Paul Zindel