***Kickin’ It AP Style: Making AP-Level Instruction Accessible to All***

Presenter:

Lori Elkins-Solomon, English Teacher

Middlesex County Vocational & Technical Schools – East Brunswick Campus

Phone: 732-254-8700

Email: SolomonL@mcvts.net

Sample Course Syllabus for Honors/AP English (Grade 12)

**Textbooks & Anthologies:**

*Literature & Language: English & World Literature* (McDougal Littell, 1992)

*World Mythology* (McGraw Hill, 1994)

*Prentice Hall Literature: World Masterpieces* (Pearson Education, 2007)

*How to Read Literature Like a Professor* (by Thomas C. Forster, Harper Perennial, 2003)

*40 Model Essays* (Bedford/St. Martin’s, 2005)

*AP English Literature & Composition* (Kaplan, 2013)

Part I: Short Fiction

**Week 1** Introduction tocourse- What is Advanced Placement English Literature and Composition? Diagnostic test, syllabus, grading policies, reading expectations, writing expectations, plagiarism, and more.

**Overview of Tools for Analyzing Fiction**

Review/ Learn the “Elements of Fiction” as follows:

Character

Protagonist

Antagonist

Major character

Minor character

One-dimensional/ flat/ caricature

Round/ three-dimensional/ full character

Static character

Dynamic character

Stock character

Motivation

Setting

Mood

Conflict: external, internal

Plot elements: exposition, rising action, climax, falling action, resolution, denouement

Theme

Imagery

INDEPENDENT READING #1: Outside reading of *How to Read Literature Like a Professor*, Ch. 1-26. Students will take notes on each chapter in the form of a formal outline, culminating in an in-class essay test on Ch. 27. Due: Week 4.

**Week 2:** **Short** **Fiction -- The Anglo Saxon Period**

*NOTE: students will be expected to read historical introductions to each period (in Literature & Language) on their own.*

READING: *Beowulf-* full text(originally an oral poem, translated from Old English, this text will be explored as a work of short fiction in *World Mythology*).

TERMS AND SKILLS: epic poem; epic simile; stress; meter; caesura; alliteration; kennings; elegy; aphorism; point of view; personification; mood; rhyme scheme; ballad form.

ASSIGNMENTS & ACTIVITIES: Identify the basic elements of a literary analysis essay, as shown in *How to Read Literature Like a Professor*. Make inferences about the cultural context of Beowulf based on Anglo-Saxon poetry from that era (ex. “The Seafarer” and “The Wife’s Lament”). Compare and contrast the story version of *Beowulf* with the original poetic version in (*Literature & Language*). Identify the basic elements of Anglo-Saxon literature in both genres. Write short evidence-based responses to open-ended questions.

**Week 3: Short Fiction-- The Medieval Period**

READING: *King Arthur* (full text in *World Mythology*)

TERMS AND SKILLS: hero; protagonist; antagonist; imagery (specifically use of colors) to indicate potential symbolic references; character motivation; rising action; climax; resolution; chivalry; archetype.

ASSIGNMENTS AND ACTIVITIES: Students will complete a number of different activities based on the text, such as creating a shield using the symbols and motifs emphasized in the novel, writing a skit based on one of the central events, etc.

OR: Nominate a character from one of the pieces of literature we have read for a medal of honor based on his chivalry.

**Week 4 & 5: Short Stories – Enlightenment, Restoration & Romanticism**

READING: A variety of short stories selected from *Literature & Language*, which may include:

* “Cross Over, Sawyer!” (Jesus del Corral)
* “The Bet” (Anton Chekhov)
* “The Thrill of the Grass” (W.P. Kinsella)
* “What Men Live By” (Leo Tolstoy)
* “Godfather Death” (Grimm Brothers)
* “Like the Sun” (R.K. Narayan)
* “The Letters… and a Footnote” (Horacio Quiroga)

TERMS AND SKILLS: Internal/ External conflict; plot development; characterization; concrete details/ vivid imagery; symbols; the ghost story; setting; mood; realism, naturalism; etc.

ASSIGNMENTS & ACTIVITIES: Create story maps summarizing the basic elements of the short stories. Students will also write their own short stories. Write literary analysis essays focusing on the theme of a short story.

**Week 6-9:** **Short** **Fiction--The Novella**

READING:

* *Robinson Crusoe*, (excerpt) by Daniel Defoe (*Literature & Language*, 422). Considered to be the first English novel.
* *The Alchemist* (Paolo Coehlo)

TERMS AND SKILLS:novella; novel; realism vs. fantasy; characterization—flat characters; setting (or lack thereof); action; description; allegory; symbols; motifs.

ASSIGNMENTS & ACTIVITIES: Students will create travel scrapbooks for the protagonist in *The Alchemist* in which they record and interpret all of the symbols and motifs in the novels. Literary Analysis Essay: Compare & contrast the travels described in the two pieces of literature.

Part II: Drama

**Week 10-15 Shakespeare**

Review/ Learn- Elements of Drama: Terms to be covered briefly, and applied in depth to relevant plays that will be read, acted out, written by students, and viewed

Drama

Comedy

Tragedy

Mystery play

Miracle play

Morality play

Arena stage

Thrust stage

Proscenium stage

Picture stage

Elizabethan/ Jacobean Drama

Restoration Comedy

Realist Theater

Playwright

Script

Stage directions

Spectacle

Stage areas (left/ right etc.)

Dialogue

Monologue

Soliloquy

Aside

Act, scene

Set

Properties/ props

Sound effects

Blocking

**Week 12-14 Classical Drama—Renaissance (Shakespeare)**

READING: Selected from one or more of the following:

* *Macbeth*
* *Hamlet*

TERMS & SKILLS: tragedy; tragic hero; tragic flaw; iambic pentameter; prose; blank verse; research process; MLA format; Works Cited page.

ASSIGNMENTS AND ACTIVITIES – Besides reading and analyzing the play above, students will complete the following Board of Education Theater Portfolio requirement: virtual tour of the Globe Theater; dramatizing a scene from the play. They will also begin preliminary work toward completing their Theater research paper (the final Portfolio requirement).

**Week 15 -16 Modern Drama**

READING: *Death of a Salesman* (Arthur Miller) or *A Doll’s House* (Ibsen)

TERMS & SKILLS: modernism; costuming; set/scenery design.

ASSIGNMENTS & ACTIVITIES – Students will complete one of the following Theater Portfolio requirements: design costumes/sets/scenery; act out a scene from the play.

**Week 17-18 Research Paper (Independent Reading Project #4)**

Students will learn how to write an MLA-style research paper in which they analyze a play of their choice using outside academic articles and criticism. Students can be given one article, and locate two others on a question that emerges from their reading of the novel and the critical article. Students will be expected to have a clear argument (thesis), concrete support from the novel, quotes and references to academic articles, Students should be able to demonstrate a similar academic tone in their own essays, working on a mature yet interesting writing voice. Papers will drafted, revised, discussed in short one-on-one conferences with instructor, and revised to a final draft. Length 5-7 pages.

PART III: Poetry

**Week 18: Classical Poetry – The Epic Poem**

Elements of Poetry: Review/ Learn Poetic Terms and Skills (note- terms to be covered once in quick overview, then studied as relevant to specific poems)

Narrative Poetry—epic, ballad

Stanza

Lyric

Sonnet

Ode

Free verse

Elegiac lyric

Dramatic poetry

Monologue

Dialogue

Dramatic monologue

Soliloquy

Meter

Feet

Stressed/ unstressed syllables

Iamb, trochee, anapest, dactyl, spondee

Monometer, dimeter, trimester, tetrameter, pentameter, hexameter/ alexandrine

Couplet

Triplet/ tercet

Quatrain

Quintain

Sestet

Heptastich

Octave

Rhythm

Rhyme: end rhyme, internal rhyme, slant rhyme

Alliteration

Assonance

Consonance

Onomatopoeia

Image

Objective correlative

Hyperbole

Figure of speech/ trope

Metaphor: tenor, vehicle

Personification

Simile

Metonymy

Personification

Synaesthesia

Synecdoche

Understatement

Rhetorical Techniques (also for non-fiction):

Antithesis

Apostrophe

Catalog

Chiasmus

 Parallelism

Repetition

Rhetorical questions

**Week 19-21: Poetry Analysis**

READING: Rather than read poems according to their historic era, this portion of the course will focus on giving students in depth experience in analyzing the basic elements of poetry. Topics to be covered will follow the chapters in *Sound & Sense* (by Laurence Perrine – an out-of-print reference book in teacher’s personal library). Students will be given handouts of the poems discussed in the book.

* Denotation & Connotation
* Imagery
* Figurative Language I (metaphor/personification/metonymy)
* Figurative Language II (symbol/allegory)
* Figurative Language III (paradox/overstatement/understatement/irony)
* Allusion
* Tone
* Musical Devices
* Rhythm & Meter
* Sound & Meaning
* Pattern

TERMS AND SKILLS: See list above.

ASSIGNMENTS & ACTIVITIES: In class close reading of selected poems. Focus on what structure does to poem’s meaning. Explore interaction between poets, between poet and speaker, between speakers, between social norms and poem. Students might work in groups on questions in textbooks or teacher handout; do close reading alone or in groups of specific poem and support their reading to class; make comparison charts of poets’ techniques; write a Shakespearean or Petrarchan sonnet etc.

PART IV: The Novel

**Weeks 22-24: Victorian Literature**

READING: A novel reflecting the British Victorian tradition will be selected from one of the following authors: Charles Dickens; Jane Austen; Oscar Wilde; Emily Bronte; Charlotte Bronte.

TERMS & SKILLS: novel; gothic; naturalism; realism.

ACTIVITIES: Students will be organized into literature circles according to the novel that they select. They will be responsible for conducting their own literature circle meetings in which they analyze their selected novel. Teacher will provide mini-lessons about the genre and overall literary techniques used by Victorian authors, utilizing Charlotte Perkins Gilman’s “The Yellow Wallpaper” as a model (available at Project Gutenberg online).

PART V: RHETORICAL NON-FICTION

**Week 25: Description & Narration**

READING: Select one or more essays from Chapter 2 (*40 Model Essays*).

TERMS & SKILLS: objective description; subjective description; dominant impression; narrate; flashback; point-of-view.

ACTIVITIES: Select from the activities at the back of the chapter.

**Week 26: Classification & Definition**

READING: Select one or more essays from Chapters 5 & 8 (*40 Model Essays*)

TERMS & SKILLS: classify; principle of classification; definition; connotation; denotation.

ACTIVITIES: Select from the activities at the back of the chapters.

**Week 27: Division & Process Analysis**

READING: Select from Chapters 4 & 6 (*40 Model Essays*)

TERMS & SKILLS: critical thinking; principle of analysis; directive process; explanatory process.

ACTIVITIES: Select from the activities at the back of the chapters.

**Week 28: Argument & Persuasion**

READING: Select from Chapter 10

TERMS & SKILLS: argument; persuasion; assertion; proposition; ethical appeal; emotional appeal; rational appeal; inductive reasoning; fallacies.

ACTIVITIES: Select from the activities at the back of the chapters.

**Week 29-30:** Review and Practice for AP Exam

**Review, practice multiple choice tests, practice writing tests, work on timing and test strategies.**

**May -- AP EXAM**

Part VI— Contemporary Literature

**Week 31-35 : 21st Century— Contemporary Issues**

Compare and contrast contemporary fiction/nonfiction with their film interpretations. Suggested titles:

* *The Kite Runner* (fiction)
* *The Color Purple* (fiction)
* *Tuesdays with Morrie* (nonfiction)
* *The Glass Castle* (nonfiction)

**Week 36:**  Final Exam Week