

## AP English IV Syllabus 2013-14

This course is intended to prepare students for the rigorous demands of writing and reading in the college setting. Students taking the AP Literature test in the spring can possibly earn 3 hours college credit, with a score of 3 (not taken at some universities), 4, or 5. Students are required to come to class every day, bring all materials (charged computer, paper, writing utensil and textbook, if applicable) and complete all of their coursework so that they do not fall behind. It is imperative that you attend class daily. Make-up work **will be negotiable** if there is an excused absence, but even excused excessive absenteeism will affect performance on most assessments. Completion of work in ESS is possible and will be decided on a case-by-case basis.

This course is to comply with the curricular requirements described in the AP Literature Course Description, which can be found on AP Central at **collegeboard.com**. It will also adhere to the Common Core Standards, which have been adopted by the state of Kentucky and many other states in our nation. An end-of-course exam will occur for all 12th grade students, and this will account for 20% of their entire yearly grade.

### Contact Information

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**Grading** - unit tests, computer projects, and writing assignments will make up most of the grades in this class. Daily work should be utilized in order to practice the skills and concepts necessary for success on graded assignments (formative assessments). It is YOUR RESPONSIBILITY to master these skills through these formative activities in order to be successful on the summative (graded) assessments. Chances to make up tests and projects will be given on a case-by-case basis (excused absences only). All work is due at the beginning of the class period on the day of the due date. No late work will be accepted.

**AP-style essays** are the most likely type of writing assessment you will receive as a student in this class. The standards for on-demand writing include the ability to focus, pre-write, draft, revise and edit a real-world type of writing such as a speech, business letter or an editorial/news story. AP

assessments are usually in essay format, and utilize the 3-part essay format (intro, body, closing).

**Vocabulary** will be an integral part of every unit.

**Grammar** will be covered in order to comply with Common Core Standards.

### **Textbook**

Applebee, Arthur N. The Language of Literature: British Literature.

McDougal Littell: Evanston, IL., 2006.

Booth, Alison and Kelly Mayes. The Norton Anthology to Literature. W.W.

Norton & Company: NY. 2010.

The following is a list of reading selections that are associated with their respective time periods.

The study of these texts will likely be in chronological order, but are subject to change to accommodate scheduling.

### **Preliminary list of novels to be read in class**

*1984* by George Orwell -- summer reading or novel of choice

*The Age of Innocence* by Edith Wharton -- summer reading or novel of choice

*The Count of Monte Cristo* by Alexandre Dumas -- summer reading or novel of choice

*Les Miserables* by Victor Hugo -- summer reading or novel of choice

*Tess of the d'Urbervilles* by Thomas Hardy -- summer reading or novel of choice

*Anna Karenina* by Leo Tolstoy -- summer reading or novel of choice

*Wuthering Heights* by Emily Bronte -- summer reading or novel of choice

*Death of a Salesman* by Arthur Miller -- summer reading or novel of choice

*The Once and Future King* by T.H. White -- summer reading or novel of choice

*Jane Eyre* by Charlotte Brontë -- first semester

*The Awakening* by Kate Chopin -- second semester

*Pride and Prejudice* by Jane Austen -- second semester

*Hamlet* by William Shakespeare -- first semester

*Heart of Darkness* by Joseph Conrad -- first semester

*The Importance of Being Earnest* by Oscar Wilde -- second semester

*Frankenstein* by Mary Shelley -- second semester

*The Book Thief* by Markus Zusak -- second semester

*Macbeth* by William Shakespeare (possible) -- second semester

All of the novels and readings studied throughout the high school English classes (9-12<sup>th</sup> grades) are **fair game** for the AP test.

**Performance tasks:**

- Timed essays based on past AP prompts that are relevant to the current reading material
- Essay and research writing as required of college-level writers
- Reading, responding, analyzing novels, drama, fiction, and nonfiction and poetry
- Imaginative writing like poetry, speeches, and stories
- Graphic organizers, paragraph responses, and levels of questions to guide classroom inquiry
- **End-of-Course (EOC) assessment** required of all seniors as part of final grade (20%)

**Pre-course Assignment:** due upon return from summer break

- Actively read novel and complete the summer reading AP essay
- Review with discussion of time periods for novel and its respective issues as a result of author influence
- Unit assessment will be covered in the required essay for the reading.

**Research paper – King Arthur:** 3 weeks

A research paper associated with *The Once and Future King* and *Le Morte d'Arthur*, will be one of the first summative grades during this class. You will complete a 2-4 page research paper using skills for preventing plagiarism, such as documentation, citing techniques, and in-text references to other sources. Your research paper must make a claim and support it with valid references.

**Career and College Readiness Standards** for this assessment

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Write arguments to support claims in an analysis of substantive (realistic) topics or texts using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- Conduct short- or long-term research projects based on focused questions.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational text to support analysis, reflection, and research.

**Poetry Analysis/responses:** intervals throughout the year

Poetry is an integral part of the AP Literature test and should be read and analyzed on a regular basis. Responses and analysis to poetry will be given over a number of different types of poetry.

**Constructed-response Writing:** various intervals throughout the year to work on **practice, revision and editing.**

### **Anglo-Saxon literature - Beowulf**

- **Constructed-response writing:** assess characteristics of the epic, epic hero, kennings, syntax, historical context (bard delivery, unwritten and passed down by orators) using Kentucky writing standards for on-demand responses (see above)

### **Medieval period**

“Canterbury Tales” by Chaucer, “The Pardoner’s Tale” and “The Wife of Bath’s Tale”

- Analyze characters in Prologue in conjunction with their respective Tale through discussion and participation in assessment packet
- Satire
- **Constructed-response writing:** evaluate Chaucer’s use of characterization to satirize various perspectives of the clergy and other various characters on the pilgrimage

“Sir Gawain and the Green Knight”

“Le Morte d’Arthur”

- Connect these short stories to the reading assignment, White’s *The Once and Future King*, and create levels of questions to guide discussion
- Evaluate elements of plot and short story through graphic organizer and rhetorical triangle worksheet
- Present “knightly” community service project to class utilizing chivalric codes through **written and delivered speech** to class

## Elizabethan/Renaissance period - Poetry and tragedy

Spencer's sonnets

Marlowe's "Passionate Shepherd"

Raleigh's "The Nymph's Reply"

Shakespearean sonnets

- Sonnet criteria and formation, evaluate and create sonnets emphasizing rhyme scheme, metrical feet, lines, devices of sound, verse forms, figures of speech, stanza forms, figurative language, tone, imagery and other poetry terms
- Assess students at various intervals over sections of terms concerning fundamentals of poetry (multiple choice and application through **creation of sonnet and poetic lines** that adhere to specific poetic criteria)

*Hamlet* by Shakespeare

- Study concepts such as hubris, Aristotle's definition of tragedy and the tragic hero, chain of events, plot structure and Shakespearean language throughout the reading of play
- Theme analysis
- Form and function of tragedy
- Timed AP question
- **Literary analysis paper** using at least one outside source, with correct documentation, evaluating themes, style, plot structure and historical values

**17<sup>th</sup> Century:** approx. 3 weeks

Donne's "Death Be Not Proud" and "A Valediction: Forbidding Mourning"

Herrick's "To the Virgins" and the Carpe Diem philosophy

Pepys' Diary

- **Compare/contrast essay** between various poems, including critical response to poetry in previous AP tests
- Metaphysical poetry

Satire: *The Importance of Being Earnest* by Oscar Wilde (1 ½ weeks – second semester)

- Evaluate historical context in conjunctions with character's motivations (levels of questioning, discussion)
- Connect characters through characterization activity (group)
- **Respond to previous AP question** regarding country setting
- Satire

**18<sup>th</sup> Century**

Defoe's "Journal of the Plague Year"

“The Rape of the Lock” by Alexander Pope

Swift’s “A Modest Proposal”

“A Vindication of the Rights of Woman” by Mary Wollstonecraft

- Evaluate satire and author’s purpose
- Deliver modern-day “modest proposal” to **class through written and delivered speech**

*Pride and Prejudice* by Jane Austen (4 weeks – to be completed during first semester)

- Evaluate historical context in conjunctions with character’s motivations (levels of questioning, discussion)
- Connect characters through characterization activity (group)
- Discuss women’s roles as characterized through *Pride and Prejudice* and *The Awakening*

### **Romanticism**

Wordsworth’s “Tintern Abbey” and Springsteen’s “My Hometown”

Coleridge’s Rime of the Ancient Mariner

Byron’s “She Walks in Beauty”

Shelley’s “Ozymandias”

Keats’ “Ode to a Nightingale”

- Evaluate poetry terms and re-visit information gained from the Elizabethan period in preparation for AP test
- Students **write poetry analysis**

*Frankenstein* by Mary Shelley – 2 weeks to be completed second semester

- Make connections to “Rime of the Ancient Mariner”
- Discuss historical connections (Galvinism) and author choice of genre
- Evaluate Romantic characteristics in conjunction with the sublime, nature, imagination and Gothicism
- Literature circles: vocabulary, real-world/other text connections, summary and characterization
- **Write, write, write and practice writing using AP practice question**

**Nonfiction reading will be incorporated into all types of reading since it is very prevalent on the End-of-Course exam.**

### **Literary Criticism**

Literary theories will be discussed in length. Students will analyze *The Book Thief* based upon a particular literary theory (feminist, formalism, reader-response, Marxist, etc.).

research

peer revision

teacher/student writing conferences

craft **first**, **second**, and **final** drafts

Various readings from the Victorian and 20<sup>th</sup> and 21<sup>st</sup> Century if time permits.

Best of luck for a great Senior year and successful AP test completion!