**AP English IV**

**Course Description**

***Woodrow Wilson High School***

As an AP course, this is a rigorous college-level course. The fiction we read is challenging.

Because students should read actively and because the works taught require careful, close reading, students may be expected to purchase their own copies to annotate. Students will

“learn how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work’s meaning and value” (Teacher’s Guide AP English Literature and Composition,14). The writing is frequent and requires a student to respond to literature that we work with in class as well as literature that has not been analyzed or discussed in the classroom.

“The goal of writing assignments is to increase students’ ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do” (15).

Conferencing and revision with your peers and me will be an important part of the writing process in this class. Students should come each day to class prepared to interact. Much of the knowledge gained will be from listening and learning, not only from the teacher, but also from each other. As you write, share your product, and revise, it is hoped you will grow as a writer and gain an understanding of what good writing encompasses: a strong focus, logical organization, effective syntactic structure, and textual evidence to support your assertions.

**Supplies**

Each student should have:

A portion of a notebook with dividers set aside for this class

3x5 inch note cards

A box (or baggie) for the aforementioned note cards

Pens, pencils, highlighters of varying colors, and plenty of loose-leaf paper

**Grading Policy**

40% classwork/homework

25% tests

20% projects/papers

15% six-week exam

**Late Work Policy**

Students are expected to complete all assignments by the due date. In the case of an absence, daily homework can be turned in the next time the student comes to class. Work that is just not completed on time will not be accepted. If a student is to be absent on the day a major assignment is due, I expect them to turn in their work prior to their absence, email it to me by the beginning of class time, or have a colleague turn it in for them. For all major papers, ample time will be provided to allow the student to complete their work. The responsibility of turning in work on time lies with the student. Let me repeat — late work will not be accepted.

**Classroom Behavior**

Students are expected to behave in a manner that promotes learning, scholarship, growth, and honor. Any breaches of school rules or acceptable behavior will be dealt with first with the student, and as necessary with a parent. Administrators will be informed as warranted.

**Academic Honesty**

If a student is found copying assignments all parties involved will receive zeros on that assignment. If a student cheats on a test, the student will receive a zero for the test and no retest will be given. There is no higher academic crime than plagiarism. We will review proper MLA formatting to eliminate any accidental plagiarism. If a student is caught knowingly plagiarizing they will receive a zero for the assignment, parents will be contacted, potential colleges will be notified, and disciplinary action will ensue. I reserve the right to notify parents of any academic dishonesty I feel is warranted.

**Attendance**

Students must attend class. If a student is not physically in my classroom then they will be counted absent. If they are on a field trip or other school function, it is the responsibility of the appropriate faculty member to report the activity to the attendance office, which will make the appropriate changes. If a student accumulates too many absences, excused and unexcused, then district policy, and state law, mandates that credit be denied. There will be no flexibility on this point. It is the student's responsibility to check the attendance reports generated in the attendance office, and notify me of any errors PRIOR to the end of the six weeks. Failure to check this will result in the error remaining on the attendance report.

**Tutoring**

My rule for tutoring is simple. I will help you any reasonable time, any reasonable place, barring any scheduling conflicts. Once the school year has commenced we will collectively decide on the best days for me to have weekly office hours, but if you want or need help just let me know, we can do it!

**Reporting Grades**

I will post your graded several times every six weeks. You are responsible for looking carefully at the grade sheet and notifying me of any errors. Failure to do this PRIOR to the end of the six-week period will result in the erroneous grade remaining the grade of record.

**Texts**

*Perrine's Literature Structure, Sound and Sense*, Thomas Arp

*One Flew Over the Cuckoo’s Nest*, Ken Kesey

*Raw Shark Texts*, Steven Hall

*Othello*, William Shakespeare

*Cat’s Cradle,* Kurt Vonnegut

*The Awakening*, Kate Chopin

*Their Eyes Were Watching God*, Zora Neale Hurston

**Reading Assignments**

Students are expected to read every assignment and be prepared to discuss and write about the text. Students will locate criticisms of the long works studied using the critic’s analysis to complement their thoughts on the work and to introduce the critic’s ideas into the classroom for discussion. Students will choose from an instructor prepared list one additional work each six weeks for independent study. This course requires more reading than most English classes, so students should plan their schedules wisely.

**Writing Assignments**

Students will write both out of, and in-class. Students will write short critical papers analyzing novels, dramas, and poems. These essays focus on close analysis of the text to support an original thesis. Several times each six weeks students will have an opportunity to respond to a released AP prompt in a timed setting. One research-based paper of approximately six pages will be required; the finished product will be in MLA format. Students will be expected to take out of class assignments through several drafts with instructor and peer recommendations for revision. All writing will be assessed using a rubric that students have access to prior to the assignment. In-class timed writings will be evaluated using College Board scoring guides for the prompt addressed.

**I will hold conferences with students to provide feedback and instruction on your essays before and after your essay revisions to ensure that you have effectively used rhetoric to control tone and voice appropriate to you and the assignment**. You will need to correctly cite text evidence to support your arguments for all essays. Students will also have the opportunity to write creative assignments that reflect the styles of the novels or poems being studied. The responses to these creative assignments should reflect the students’ understanding of the techniques the writer uses to create a particular genre.

**Fall Semester**

**First six weeks –** We explore the notion of madness, memory and how society deals with those who are “different”. In addition to class discussions over this theme, the first six weeks we will start by reviewing necessary literary terms. Two tests over reviewed terms will be administered. I will introduce the notion of Socratic circles. I will explain their purpose, their methodology, and two days will be devoted to Socratic circles about the summer reading novel *Raw Shark Texts*. We will spend quite a bit of time dealing with writing. I will cover my expectations for all writing assignments, structure, organization, MLA formatting, syntax, diction etc. In addition to the timed writings, we will complete a "Group" paper. This will help illustrate and enforce good writing practices.

**Reading**

*One Flew Over the Cuckoo’s Nest*, Ken Kesey

*Raw Shark Texts*, Steven Hall

Outside class novel from list

Close reading and analysis of selected passages:

Excerpt from *We Were the Mulvaneys*, released College Board prompt, 2003, B

Excerpt from *The Shipping News*, released College Board prompt, 2005, B

**Writing**

Excerpt from *The Shipping News*, released College Board prompt, 2005, B

Question 3, College Board released prompts

Style analysis of selected passages:

Excerpt from *We Were the Mulvaneys*, released College Board prompt, 2003, B

Excerpt from *The Shipping News*, released College Board prompt, 2005, B

**Other**

Literary terms review

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

**Second Six Weeks** - “Who Are You” We will explore the nature of the "self" in both fiction and personal reflective writing) Once we have established a baseline for acceptable academic writing, we will switch to personal reflective writing. Each student, based upon the colleges they are applying to, will write one of their college essays for me for a major grade. So no ground is lost, we will complete two more timed writings, this time dealing with poetry. We will go over a list of basic poetry based literary terms, TPCASTTing, and other ways to access the meaning of a poem as a foundation to reading poetry. If that were not enough, we will also cover literary devices and concepts such as: plot, character, theme, point of view, symbols, archetypes, and irony via short stories.

**Reading**

Various short stories from Perrine’s

Various poems

Outside class novel from list

**Short Stories**

“Child by Tiger”, Thomas Wolfe; “The Destructors”, Graham Greene; “Everyday Use”, Alice

Walker; “Miss Brill”, Katherine Mansfield; “In Exile”, Anton Checkov; “Hills like White

Elephants”, Earnest Hemmingway; “The Guest”, Albert Camus; “Greenleaf”, Flannery

O’Connor; “A Christmas Memory”, Truman Capote; “Trifles”, Susan Glaspell; “Haircut”, Ring

Lardner; “Young Goodman Brown”, Nathaniel Hawthorne; “A Worn Path", Eudora Welty

**Writing**

Personal narrative (College Application Essay)

Timed writings:

“Blackberry Picking,” released College Board prompt, 1999

“The Broken Heart,” released College Board prompt, 1995

**Other**

Literary terms review (poetry)

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

**Third Six Weeks** - “The Kindness of Strangers” - We will explore the psychological impact of Murder and other nefarious deeds via Shakespeare's *Othello* and various poems) In addition to discussions over this six-weeks theme, as far a writing goes, we will continue to work on timed writings, adding strategies and tactics to address the open ended prompt. Other writing this six-weeks will include a multi-draft, MLA formatted, works cited paper. Some literary concepts we will discuss are Aristotle's notions of drama and Freytag's pyramid.

**Reading**

*Othello*, William Shakespeare

Outside class novel from list

**Poems**:

“My Last Duchess”; “When My Love Swears that She is Made of Truth” and various other sonnets by Shakespeare

***Writing***

Students will complete a multi-draft style analysis essay on *Othello* that requires students to assess Shakespeare’s artistry and writer’s craft with regard to character development, theme, dialogue or other important aspect of Elizabethan theater. In this essay, you will both analyze the author’s technique as well as evaluate the impact of those choices on the play’s effectiveness and author’s purpose. In all cases, this is to be your original work, demonstrating that you can effectively support your position and make insightful commentary about your topic.

**Timed writing:**

"Death of a Toad" College Board released prompt, 1997

Question 3, College Board released prompt, 2003 (form B)

**Other**

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

Final exam (three essays in two hours)

**Spring Semester**

**Fourth Six Weeks** - "Lady Sings the Blues" - We will explore the African-American experience, more specifically, the female African-American artistic expression in fiction, poetry and song) In addition to exploring this six-weeks theme, we will, using the fiction we have read as a springboard, begin writing our own short story. Discussions over examples of dialogue, conflict, and character development will ensue. Due to the mock exam this six weeks we will review a variety of test taking strategies, but limit in class timed writings to one.

**Reading**

*Their Eyes were Watching God*, Zora Neale Hurston

Outside class novel from list

**Poems** by Rita Dove:

"Canary"; "Sonnet in Primary Colors"; "Courtship"; "Courtship, Diligence"; "Lady Freedom

Among Us"; "Rosa"; "In the Lobby of the Warner Theatre, Washington, D.C."; "Parsley"

**Writing**

Mock AP exam (three timed writes - passages TBD by AP lead teachers in the fall)

Teacher-made timed write over "Lady Freedom among Us" by Rita Dove

**Other**

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

**Fifth Six Weeks** - "Freedom" - We will explore the notion of freedom, its limits, its promises, and its risks through fiction and writing, In addition to the six-weeks theme, we will work on comparing and contrasting poems in timed-writes. Students will complete a multi-draft critical analysis paper over motifs in *The Awakening*. As a background for the poetry extensive final six-weeks, students will complete a research project based upon a period of poetry complete with bibliography, works cited page and class presentation.

**Reading**

*The Awakening,* Kate Chopin

outside class novel from list

**Poems**:

We will read various poems covering the history of poetry from the Anglo-Saxon to modern day. Students will choose the poems with my help. The goal is to give the students a rudimentary understanding of the history of poetry, where it comes from and why.

**Writing**

Multi-draft paper over a motif in *The Awakening*

Research paper and group presentations over a poetic time period or movement

**Timed writing**

"The Chimney Sweeper"/"The Chimney Sweeper" College Board released prompt, 2005

“London 1802”/ “Douglass” College Board released prompt, 2001

**Other**

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

Student presentations over poetic era

**Sixth Six Weeks** - "Everybody Knows" - We will explore the vast world of poetry from the Anglo-Saxons to modern day hypertext poems with multiple opportunities for the students to express themselves poetically) Now that my students have knowledge of the history of poetry, we will focus on the forms poems come in. We will read ballads, sonnets, odes, blank verse, dramatic monologues, sestinas, terza rimas, villanelles, shape poems, and modernist open form poems. With most of the forms we will study, students will experience writing in that form, to hopefully give them a better understanding of the benefits, hardships, and challenges of each form. For the final project of the year, each student will select a poet and five poems by that poet. They will have to research the poet’s life, and analyze the poems, historically, with literary analysis articles, and on their own.

**Reading**

Poetry:

"The Eagle"; "Dulce et Decorum Est"; "Hawk Roosting"; "Ballad of Birmingham"; "The Red

Wheelbarrow"; "I have Eaten"; "Terence, this is stupid stuff"; "Ars Poetica"; "Eldorado"; "I felt

a funeral in my Brain"; "After Apple-Picking"; "Toads"; "To His Coy Mistress"; "Dream

Deferred"; "To the Virgins, to Make Much of Time"; "Fire and Ice"; "Ulysses"; "Ozymandias";

"In Just-"; "Crossing the Bar"; "The Flea"; "Dover Beach"; "Sound and Sense"; "Anthem for

Doomed Youth"; "Twa Corbies"; "Death, be not Proud"; "On First Looking into Chapman's

Homer"; "On Reading Poems to a Senior Class at South High"; "Kubla Kahn"; "To an Athlete

Dying Young" ;"La Belle Dame sans Merci"; "Do Not Go Gentle into that Goodnight"; "I

Wandered Lonely as a Cloud"; yet to be determined student provided poems

**Writing**

Research paper over the life of a poet (student choice) including outside historical and critical sources

"Found" object fictional short story

Poetry portfolio

**Timed writings:**

"Five Flights Up" and "Five A.M." College Board released prompt, 2005 (form B)

"Crossing the Swamp" College Board released prompt, 2004 (form B)

Excerpt from The Shipping News, released College Board prompt, 2005, B

Question 3, College Board released prompt, 2006

**Other**

AP multiple-choice practice

Smith and Dewar Vocabulary Study

Socratic seminar (graded discussion)

Student led discussion over poetry