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General Course Information
Grade level offered: 12   1.0 Credits (.5 per semester)
Prerequisites: AP English Language and Composition is highly recommended

Course Description
AP English Literature and Composition will give students a learning experience equivalent to a
typical undergrad introduction to literature class. The course includes British and American
literature in a variety of genres including narrative fiction in novels, narrative fiction in short
stories, poetry, drama, essays, and creative non-fiction. In addition to classic works, the course
features some contemporary works written after 1960. By applying knowledge of literary terms
and elements, students will come to understand how writers use language to provide meaning
and respond to the big questions in life. Literary analysis involves close reading and careful
observation of style and structure, rhetorical strategies, diction, figurative language, imagery,
selection of detail, language and syntax. Students will master literary terms necessary for the task
of literary analysis. Writing analytically about literature is a key component of the class and
students will write both in-class timed essays as well as extended essays. All essays can be
revised based on teacher feedback. In addition to writing a variety of essays, students will also
look at various AP model essays to learn from. It is expected that students will take the AP English
Literature and Composition exam in May.

Course Outcomes
In this course students will

● use close reading, comprehension, and analytical strategies to observe, understand,
  interpret and evaluate literature and will show their understand both through writing and
discussion.
● revisit the purposes and strategies of rhetoric in order to
  o develop an effective use of rhetoric, including controlling tone, establishing and
    maintaining voice, and achieving appropriate emphasis through diction and
    sentence structure.
  o improve organization in writing through techniques to improve coherence, such as
    repetition, transitions, and emphasis.
  o effectively state, support through evidence, and explain their claims in their
    arguments.
Description of Writing Methods

- The course includes a series of timed, in-class writings based on previous AP prompts (noted below as AP Essay).
- 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 include annotation, free-writing, keeping a reading journal, 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 teacher will provide instruction and feedback on students’ writing assignments, both before and after the students revise their work, to help students 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
  - A 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
- Students will choose at least four essays (two per semester) to revise during the year.

Texts

- How to Read Literature Like a Professor, Foster (Summer Reading)
- AP English Literature and Composition Crash Course, Dawn Hogue
- Native Son, Richard Wright; Brave New World, Aldous Huxley; The Catcher in the Rye, J.D. Salinger; 1984, George Orwell (students choose one for summer assignment)
- Oedipus Rex, Sophocles
- One Hundred Years of Solitude, Gabriel Garcia Marquez
- Various short fiction selections (representative authors listed below)
- Various poetry selections (representative authors listed below)
- Their Eyes Were Watching God, Zora Neale Hurston
- My Antonia, Willa Cather
- The Things They Carried, Tim O’Brien
- Shakespeare (selection will vary from year to year)

Assessment:

- A general AP essay rubric based on those used by The College Board is used to assess student essays.
- Students are expected to be active participants in discussions.
• Summative tests/quizzes are given on basic knowledge on concept lessons.
• Knowledge of literary terms is tested.
• A released AP multiple choice exam is given as students first semester exam.

Grading:

• Standard English Department Scale
  o A: 100-90
  o B: 89-80
  o C: 79-70
  o D: 69-60
  o F: 59-0
• Grades are calculated using total points.

Course Outline

Summer coursework:

This course requires participation over the summer and a separate summer syllabus is shared with students at the end of their junior year (main elements summarized below). Summer work is due the first day of the school year.

• Read How to Read Literature Like a Professor and complete corresponding summary assignment.
• Read one of the four novel choices, annotate the text via marginal comments or sticky notes, participate in online discussion for this novel, and choose one AP essay prompt and write the essay.
• Study the assigned literary terms and prepare for a test the first/second week of school.

Semester One:

INTRODUCTORY UNIT (1 week)

• Summer assignments due first day of class
• Review syllabus (to be signed by parents)
• Overview of class online spaces and other digital tools
• Setting the tone for the course: The Emperor's Three Questions
• Lit Terms test (from lists from summer assignment)

AP ESSAY REVIEW AND ASSESSMENT ANALYSIS (2 weeks)

• Review what makes a good AP essay
• Review a standard AP essay rubric
• Analyze student models and AP readers’ commentary
• Analyze first essays (from summer assignment)
  o Talk through the process in small groups: what went right, wrong, what do you need to know?
• Create a personal needs assessment based on teacher comments on summer essay and small group analysis
• AP Essay (1) timed, in-class, prompt from previous AP exam
ONE HUNDRED YEARS OF SOLITUDE (1 week)

- Introduce the novel and learning method
  - All students will read, annotate, and use peer discussion groups for initial reading.
  - Students will begin their sketchbooks for this novel
  - At a later date, students will read the novel a second time, this time for a fully developed unit (see below)

POETRY (4 weeks)

Various poems are studied in this unit and include the following American and British poets: Donne, Browning, Eliot, Arnold, Frost, Bishop, Stafford, Strand, Collins, Sexton, etc.

- Begin with Atlantic article: Poetry and Power of Persuasion by Dorothea Lasky
- Use Perrine for elements of poetry
- Use various handouts and online sources for a review of parts of speech, sentence structure, syntax styles and effects
- Read and analyze a variety of poems: structure, idea, poetic elements, language and grammar, etc.
- Create blackout poems to isolate and understand effect of language chunks Goal: 2-3 poems each.
- Write one (or more) traditional poem, either free verse or using a fixed form
- Whole class “close reading” of a poem, focusing on how the individual components of a poem contribute to its overall effect.
- Individual “close reading” of one poem
- Language and Syntax test
- AP Essay (2): AP Essay (1) timed, in-class, prompt from previous AP exam. An interpretation of one poem based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.
- Poetry Reading (each student reads two original poems)

OEDIPUS REX (2 weeks)

- Analytical Focus: irony, classical tragedy, Greek drama
- Thematic Focus: self-knowledge, pride, arrogance
- Assignment: study guide
- Essay (3): Write an interpretation of the play that is based on a careful observation of textual details, considering the work’s structure, style and themes.

AP MULTIPLE CHOICE PRACTICE (1 week)

- Introduction to the MC portion of the AP Lit exam
- Reading and test taking strategies
- Analysis of questions

SHORT FICTION Unit (3 weeks)

Selections include American and British authors including James Joyce, Leo Tolstoy, Willa Cather, John Updike, Flannery O’Connor, Elizabeth Strout, among others.
Analytical Focus: various literary elements
Thematic Focus: various themes
Close reading: annotate a major text from this unit
Compare/Contrast graphic organizer
Essay (5): Students will choose two texts from this unit to compare and based on careful observation write an interpretation of the two considering textual details, structure, style and theme.

MY ANTONIA (3 weeks)
Analytical Focus: Imagery, Naturalism, Setting, Point of View
Thematic Focus: Alienation, Immigrant experience, Change and Transformation, Love and Marriage
Essay (6): Reaction to (defend, challenge, or qualify) a critical essay on some aspect of this novel.

SEASON EXAM
A released multiple choice AP exam is given as the 1st semester exam

Semester Two:

ONE HUNDRED YEARS OF SOLITUDE by Gabriel Garcia Marquez (3 weeks)
Analytical Focus: Magical Realism, imagery, figurative language, satire/social commentary.
Thematic Focus: Isolation, effect of time, colonialism, war
Activity: Sketchbook Project
Essay (7) Students will choose one topic (from a list provided) and show how Marquez’s novel satirizes or comments on a social/cultural issue, such as colonization, civil war, banana republics, etc., using one or more outside sources in support of their thesis.

SHAKESPEARE (3 weeks) Probably Hamlet, but title will vary from year to year
Analytical Focus: Shakespearean structure, figurative language, etc.
Thematic Focus: revenge and mortality
Activity: Analyzing soliloquies
AP Essay (8): timed, in-class, prompt from previous AP exam

CREATIVE NON-FICTION (3 weeks)
Various authors include Joan Didion, Annie Dillard, David Sedaris
Students will study the elements of the genre and write short reflections on several works
Essay (9) Write an original creative non-fiction essay on a meaningful theme relevant to a broad audience and based on teacher and peer review, revise and publish the essay in a blog or website.

THEIR EYES WERE WATCHING GOD by Zora Neale Hurston (3 weeks)
Analytical Focus: Point of view, diction, tone, imagery, figurative language, magical realism
Thematic Focus: self determination, others
Essay (10) Pre-write, Draft, Peer edit, and Revise an extended interpretation of the novel that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism, and tone.
THE THINGS THEY CARRIED by Tim O'Brien (3 weeks)
- Analytical Focus: Point of view, meta-fiction, diction, tone, imagery, figurative language, etc.
- Thematic Focus: War, honor and duty, camaraderie, who starts war and why?
- Activity: Study Guide, analyzing passages
- Essay (11): Write a timed, in-class interpretation that is based on a careful observation of textual details, considering the social and historical values this work reflects and embodies

TEST PREP (2 weeks)
- Practice MC Test
  - Review answering strategies, thinking processes, pitfalls, etc.
- AP ESSAY (12) Free Response Question 3 (Using a work from this year)
- Going beyond: More test prep materials are available for independent study. Just ask.

!! AP EXAMS (First part of May)

FINAL PROJECT (3 weeks) (after test through end of school year)

Students suggest a project that meets at least two of the following
- Integrates the study of the literature/concepts/themes we have studied
- Is a new study of a text/concept
- Requires all students to write/contribute
- Is a collaborative or public performance (coinciding with English 12 Senior Showcase is a possibility)

Or Valedictory Speech Unit

**Parent acknowledgement:**

Please send an email to Ms Hogue (dehogue@sheboyganfalls.k12.wi.us) using the address you will check. This will establish open communication and assure I have the correct email address for parents.

In this email, simply tell me you have read the AP English Literature and Composition syllabus.

Thanks so much for your support!

Dawn Hogue