

## **Advanced Placement Literature and Composition AP English IV: 2020-2021**

**Prerequisite: AP English III (AP Language and Composition) – preferred, English III (American Literature)**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods — from the 16th to the 21st century. In the course, they read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

"English Literature and Composition Course Description"

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.htm>

### **UNIT ONE: Fiction**

#### ***The Strange Case of Dr. Jekyll and Mr. Hyde***

1. A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

- Utterson as POV (Chapters 1-9)
- Jekyll as POV (Chapter 10)

1. C Explain the function of contrasting characters.

- Henry Jekyll/Edward Hyde
- Henry Jekyll/Dr. Lanyon
- Utterson/Poole

1. D Describe how textual details reveal nuances and complexities in characters' relationships with one another.

- Jekyll/Hyde
- Utterson/Hyde

2. B Explain the function of setting in a narrative.

- Street (urban terror)
- Laboratory (science)
- Gothic Setting

- 2. C Describe the relationship between a character and a setting.
  - House/Laboratory (Jekyll/Hyde) – connected, symbolism
- 3. A Identify and describe how plot orders events in a narrative.
  - Linear vs non-linear (Utterson’s narrative vs Jekyll’s narrative)
- 3. D Explain the function of contrasts within a text.
  - Characters
  - Settings
- 4. A Identify and describe the narrator or speaker of a text.
  - Utterson vs Jekyll
- 4. B Identify and explain the function of point of view in a narrative.
  - Utterson/Jekyll
- 4. C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.
  - Dialogue – various characters/tone
  - Imagery description – mood

**Writing Prompts**

**Analysis of prose**

**Question 3 prompt**

- 7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7. E Demonstrate control over the elements of composition to communicate clearly.

**UNIT TWO: Poetry  
Various**

Examples: “Dulce et Decorum Est”; Blake: “The Lamb”, “The Tiger”,

- 1. 1.A Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.
- 3 3.C Explain the function of structure in a text.
- 3 3.D Explain the function of contrasts within a text.
- 5 5.B Explain the function of specific words and phrases in a text.
- 6 6.A Identify and explain the function of a simile.
- 6 6.B Identify and explain the function of a metaphor.
- 7 7.A Develop a paragraph that includes
  - 1) a claim that requires defense with evidence from the text and
  - 2) the evidence itself.

## UNIT THREE: Drama

### *King Lear*

1. A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
  - Tragic Hero (Lear)
  - Antagonist (Goneril, Regan, Edmund)
  - Foil (Cordelia/sisters; Edgar/Edmund; Gloucester/Lear)
  - Confidant (Fool, Kent)
1. B Explain the function of a character changing or remaining unchanged.
  - Lear (climax)
2. A Identify and describe specific textual details that convey or reveal a setting.
  - Storm Scene
  - Dover
3. E Explain the function of a significant event or related set of significant events in a plot.
  - Freytag's Pyramid (climax)
3. F Explain the function of conflict in a text.
  - Parent/Child
  - Legitimate/Illegitimate
  - Nature/Society
7. A Develop a paragraph that includes
  - 1) a claim that requires defense with evidence from the text and
  - 2) the evidence itself.

#### **Writing Prompts:**

#### **Analysis of Lear's speech**

#### **Student choice released exams**

7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
7. E Demonstrate control over the elements of composition to communicate clearly

## UNIT FOUR: Short Fiction

### Short Stories

#### **Selected Passages (AP Released) – variety of time periods, genres**

1. A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
1. C Explain the function of contrasting characters.
1. D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
2. B Explain the function of setting in a narrative.
2. C Describe the relationship between a character and a setting.
3. A Identify and describe how plot orders events in a narrative.
3. D Explain the function of contrasts within a text.
4. A Identify and describe the narrator or speaker of a text.
4. B Identify and explain the function of point of view in a narrative.
4. C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.

## **Writing Prompts**

### **Analysis of prose**

#### **Question 2 prompt**

7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
7. E Demonstrate control over the elements of composition to communicate clearly.

## **UNIT FIVE: Poetry**

### **Various Poems**

Explain the function of structure in a text.

5. A Distinguish between the literal and figurative meanings of words and phrases.
5. B Explain the function of specific words and phrases in a text.
5. D Identify and explain the function of an image or imagery.
6. B Identify and explain the function of a metaphor.
6. C Identify and explain the function of personification.
6. D Identify and explain the function of an allusion.

#### **Writing Prompt**

##### **Analysis of Poetry: Question 1**

7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
7. E Demonstrate control over the elements of composition to communicate clearly

## **UNIT SIX: Fiction**

### ***Brave New World***

1. A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
  - London: civilization/conditioning
  - Reservation: "savage"/natural
  - Lighthouse: solitary
1. C Explain the function of contrasting characters.
  - Foils: Bernard/John; Linda/Lenina; Helmholtz; Mustapha
  - Chapter 17: Apology/defense of societies
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
  - Compliance/rebellion against social norms – "misfits"
  - Creation of conflict: man vs. society
  - John's use of "Shakespeare" as root of knowledge – quotations to express feelings when at a loss for words
3. A Identify and describe how plot orders events in a narrative.
  - Parts of novel (chapters 1-7; 8-14; 15-end)

- 3. B Explain the function of a particular sequence of events in a plot.
- 3. D Explain the function of contrasts within a text.
  - Contrast ceremonies (Solidarity Service vs. Reservation)
- 4. C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
  - Internal character monologues vs external dialogue
  - Chapter 17: Apology
- 4. D Explain how a narrator's reliability affects a narrative.
  - Tone
  - Objectivity/Subjectivity
  - Chapter 17: Apology
- 5. C Identify and explain the function of a symbol.
  - Settings as symbols
  - Clothing: Caste distinctions
  - "T" – Henry Ford (deity)
- 7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7. E Demonstrate control over the elements of composition to communicate clearly

## UNIT SEVEN: Fiction

### Student self-selected work

- *Students will be given these objectives and will develop (within reading groups) their own method of demonstrating understanding.*
  - *Students are encouraged to select a work from a list that highlights female writers and/or those written from a perspective of a different culture (African-American, Asian, Hispanic, etc.). Students may also choose another selection that is not on the list, provided that it is considered as having "literary merit".*
- 1. B Explain the function of a character changing or remaining unchanged.
  - 1. D Describe how textual details reveal nuances and complexities in characters' relationships with one another.
  - 2. B Explain the function of setting in a narrative.
  - 2. C Describe the relationship between a character and a setting.
  - 3. A Identify and describe how plot orders events in a narrative.
  - 3. B Explain the function of a particular sequence of events in a plot.
  - 4. D Explain how a narrator's reliability affects a narrative.
  - 5. C Identify and explain the function of a symbol.
  - 5. D Identify and explain the function of an image or imagery.
  - 6. A Identify and explain the function of a simile.
  - 6. C Identify and explain the function of personification.
  - 7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
  - 7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
  - 7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

## **UNIT EIGHT: Poetry**

### **Various Poems**

- 3. C Explain the function of structure in a text.
- 3. D Explain the function of contrasts within a text.
- 5. B Explain the function of specific words and phrases in a text.
- 5. C Identify and explain the function of a symbol.
- 6. B Identify and explain the function of a metaphor. FIG 6 6.D Identify and explain the function of an allusion.
- 7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- 7. E Demonstrate control over the elements of composition to communicate clearly

## **UNIT NINE: Fiction**

### ***A Thousand Splendid Suns***

- 1. B Explain the function of a character changing or remaining unchanged.
  - Miriam, Laila, Jalil vs Nana, Rasheed
- 1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
  - Characters as reflections/contrasts of their society/religion
- 3. E Explain the function of a significant event or related set of significant events in a plot.
  - Russia, war
  - Taliban, religious revolution
- 3. F Explain the function of conflict in a text.
  - Mariam vs Laila
  - Women vs Men
  - Religious vs Secular
- 4. C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
  - Analysis of excerpts
- 7. B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- 7. C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- 7. D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

## WRITING ASSIGNMENTS

Students will have several writing assignments, at least two per week when possible. Longer assignments may be stretched over several weeks. Some assignments will be in-class, timed writings, while others will involve the writing process: pre-writing, drafting, editing, revision, and publishing.

The general criteria for evaluating a student and assessing grades on any writing assignment are built around the following:

### *Did the student*

- provide a defensible thesis?
- support interpretations with evidence, analysis, and context from the selection?
- show appreciation for the literary features of the text?
- demonstrate command of standard, formal English?
- demonstrate sophistication of vocabulary and sentence structure?
- show focus through the organization of the essay?

### Timed writings

- Essays that are focused on a particular element of a novel or other major work read as part of the class will be part of the final assessment of the piece. These will often be pulled from released AP exams and will be graded on the AP rubric. In addition to holistic scores, students will be given feedback on the strengths and weaknesses of their essay: clarity, organization, vocabulary, tone, sentences structure, and appropriate terminology.
- The students will also occasionally be asked to write in-class essays that ask students to explore a poem or prose selection with specific instructions to look at the author's use of style: imagery, tone, figurative language, etc. Instruction and modeling at the beginning of the course will help students to understand how to deconstruct a piece in order to appreciate the artistic features and the meaning of the work as a whole.

### Formal essays

- Students will be asked to write at least one literary criticism, focusing on one or more elements of the text: characterization, theme, motif, social/historical issues, etc.
- Students will be given the criteria of the assignment, any rubrics used in assessing the assignment, and examples before they begin the task of writing their own papers.
- In the beginning of the course, the pre-writing and drafting of the essay will occur in class in a workshop environment that gives students a good foundation in the art of critical writing.
- During the second semester, students will rely more on peer-editing/critiquing and self-evaluation using the rubrics and past assignments to craft their work before submitting a final version for a grade.

### Encouraging Sophisticated Writers

- Not only are students expected to be able to write convincingly and to provide textual support for their assertions, they are also encouraged to become more sophisticated in their presentation of the material.
- Strategies to help students in this process include not only memorization and recognition of a variety of literary devices, but also ability to discuss the use of these devices and to make use of them in their own writing.
- Students will be given warm-up activities at least twice a week that will ask them to mimic the sentence structure of a particular author. Students must use the exact syntax of the original, but make a personal statement using their own words. This is designed to give students practice in different approaches to presenting their ideas. They will also be asked to experiment during the revision process to present their ideas using a variety of sentence structures: simple, complex, compound, compound-complex, etc.

- Students are also required to use the revision process to add variety and sophistication to their vocabulary. They are provided with several resources (handouts, graphic organizers, etc.) at the beginning of the school year that list “Words to Use When Discussing an Author’s Purpose”, appropriate tone words, and “500 Words That College Students Should Know”, as well as other resources. Students are expected to incorporate these into their own essays and to use them in class discussions about the works.
- Feedback provided to the students will highlight what working well in their writing instead of just focusing on the weaknesses. Students are also rewarded for taking risks and will be allowed to revise if they “miss the mark”, rather than penalizes for going outside their comfort zone.

## **RESOURCES**

Students are furnished with all copies of works read in class; poetry and prose selections may be taken from released AP exams found on the College Board website.

Students will also receive teacher-generated materials to assist with literary terminology, as well as graphic organizers, model writing, and directions to help with critical analysis and composition.

Arp, Thomas R. and Greg Johnson, editor. *Perrine’s Literature: Structure, Sound, and Sense*. 9th ed., Thomson Wadsworth, 2006.

Foster, Thomas C. *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading between the Lines*. New York: Quill, 2003. Print.