

1. Explanation

This class is designed for students who love to read, love to write, and love to learn. Advanced Placement courses are designed to substitute for first year college-level English course work. Therefore, expect class time to consist of discussions and discoveries, and expect significant amounts of reading to be assigned outside of class. Because this class is aimed at the goal of both preparing you for and exempting you from college entrance English courses, the books we read are chosen from the “literary canon.” However, there are many wonderful books published every day that are not yet recognized in the canon and I highly encourage you to explore these in your free time.

2. Testing

This class will follow the American College Testing Board curriculum standards, which concludes with a comprehensive nationally normed test. At least once per marking period, a practice test will be administered and a grade given based on attempt and national averages. In May, you will be strongly encouraged to take the AP Exam; however, there are no teacher offered incentives to do so. In addition, final exam waivers are not possible first semester. The final exam grade second semester will be determined by a project.

3. Grading Procedures

Grades are established by total cumulative points divided by total points possible.

Grades will be based on several large assignments, instead of many small assignments.

Grading criteria on assignments will be rigorous. This WILL BE the hardest English class you’ve ever taken.

Expect more reading and less written work. Class is led by discussion and will be futile if only a few people have completed the assigned reading. If students are consistently falling behind in reading, additional written assignments will be added to the assignment list.

Expect a minimum of 3 hours of homework per week. Homework will not exceed five hours per week.

Assignments will be posted on the Murchie Calendar at www.bath.k12.mi.us. You are responsible for knowing what you have missed.

Broken printers and computer malfunctions do not alter due dates. You may, however, e-mail assignments to me at smurch@bath.k12.mi.us and they will not be counted late, provided I receive them in my mailbox by the time class meets.

4. Content

As this is taught at a college level, students will be reading and discussing college level texts. They will also be exposed to various text supplements including movies, essays, political cartoons and television shows. Please be aware that college level reading includes adult issues and students will be encouraged to reflect on and discuss these issues in the safety of the classroom environment.

Listed below are the major texts and films included in AP English. This list is complete and no books or films will be added to this list without prior notification. Alternate film substitutes exist for any that are deemed inappropriate by a parent for his or her student.

Unit 1: Tragedy

Length of Unit: 8 weeks

Texts:

1. Review of Macbeth, Romeo and Juliet, and Hamlet
2. Julius Caesar by William Shakespeare
3. The Tragedy of Othello by William Shakespeare
4. Othello (R) 1995, directed by Oliver Parker
5. Oedipus Rex by Sophocles
6. Antigone by Sophocles
7. Ethan Frome by Edith Wharton
8. Bloom's Taxonomy

Skills:

1. Review of Shakespearean Tragedy
2. Study of the elements of Classical Tragedy.
3. Study of the history of tragedy, with reference to Dionysis and Greek Tragedy Festivals
4. Study of "modern" tragedy (with reference to Arthur Miller, whom they've read in the 11th grade.)
5. Persuasive essay writing with specific focus on textual evidence and supporting details with in-text citation.
6. Essays will be self-graded and teacher graded using a 9 point AP writing rubric. Students will have the opportunity to discuss and rewrite specific essays with explicit focus on textual evidence and supporting evidence with in-text citation. Students will also focus on controlling tone, and developing and maintaining voice.
7. Students will use Bloom's Taxonomy to critique their essay writing and analytical depth.

Major Assignments/Assessments

1. Students will create and perform 10-minute "reduced" versions of the Shakespeare plays that they have already read, including Romeo and Juliet, Hamlet, and Macbeth. During these productions, they will analyze the major and minor characters and their roles in the plays, and they will discuss the elements of Classical Tragedy and how they apply to the plays.
2. Students will read Julius Caesar. They will write an essay discussing who they believe is meant to be the "tragic hero". In this essay, they must have specific textual evidence to support their stand.
3. Students will read Othello. They will take a multiple choice test at the end of this play that asks them to specifically interpret the text.
4. Students will read Oedipus Rex. They will study the Oedipal Complex. They will write an essay discussing whether or not they believe that Oedipus had the Oedipal Complex. They must use specific textual evidence from both texts in their essay.
5. Students will read Antigone. They will write an essay on who is the intended tragic hero of Antigone. They must have specific textual evidence to support their point.
6. Students will read Ethan Frome. They will choose a literary device to track throughout the text. They will write an essay discussing Edith Wharton's use of that specific literary device in the text, making specific textual references. Students will be encouraged in this essay to work on establishing their own voice and maintaining that voice throughout the essay.

Unit 2: The Heroic

Length of Unit: 6 weeks

Texts:

1. The Odyssey by Homer
2. "To Helen" by Edgar Allen Poe
3. "Helen" by Hilda Doolittle
4. "Siren Song" by Margaret Atwood
5. The Aeneid by Virgil
6. Beowulf
7. Le Morte d'Arthur by Thomas Mallory
8. Raiders of the Lost Ark (PG) 1981; Steven Speilberg, George Lucas, Phil Kaufman
9. Farewell to Arms by Ernest Hemingway
10. A&E's Biography of Ernest Hemingway

Skills:

1. Analysis of four distinct historical heroic types: Greek, Roman, Anglo-Saxon, and Medieval; and the political, social and religious forces driving these heroic types.
2. Persuasive essay writing with specific focus on textual evidence and supporting details with in-text citation.
3. Comparison of texts with similar content but different figurative language and voice.
4. Essays will be self-graded and teacher graded using a 9 point AP writing rubric. Students will have the opportunity to discuss and rewrite specific essays with continued focus on textual evidence and supporting evidence with in-text citation, continued focus on controlling tone, and developing and maintaining voice; and explicit focus on writing conventions, including but not limited to using a variety of sentence structures, including appropriate use of subordination and coordination, and achieving appropriate emphasis through diction and sentence structure.
5. Students will use Bloom's Taxonomy to critique their essay writing and analytical depth.

Major Assignments/Assessments:

1. Each student will read a book from The Odyssey and create a presentation with visual, to tell their book's story to the class.
2. Students will determine the traits of the Greek hero
3. Students will read "Helen" and "Siren" poems and compare them.
4. Students will read excerpts from The Aeneid and create a timeline of the story
5. Students will determine the traits of the Roman hero
6. Students will read excerpts from Beowulf
7. Students will determine the traits of the Anglo-Saxon hero
8. Students will read a book from Le Morte d'Arthur and create a presentation with visual, to tell their book's story to the class.
9. Students will determine the traits of the Medieval hero
10. Students will watch Raiders of the Lost Ark, and write a paper determining which of the four historical hero types Indiana Jones is most like. Students will focus on sentence structure and writing conventions, as well as establishing voice, as they write and revise this paper with peer and teacher input.
11. Students will watch a biography of Ernest Hemingway.
12. Students will read A Farewell to Arms, and write a paper explaining what they believe the characteristics of a Hemingway hero are, using in-text citation. They must acknowledge the themes and values from Hemingway's own life and how they affect his characters.

Unit 3: Literary Criticism, focus Feminism

Length of Unit: 8 weeks

Texts:

1. A Doll's House by Henrik Ibsen
2. The Awakening by Kate Chopin
3. The Color Purple by Alice Walker
4. Their Eyes Were Watching God by Zora Neal Hurston
5. Sense and Sensibility (PG) 1995; based on book by Jane Austen, directed by Ang Lee
6. Whale Rider (PG-13) 2002, directed by Niki Caro
7. The Taming of the Shrew (NR) 1967 by Shakespeare, directed by Franco Zeffirelli
8. Much Ado About Nothing (PG-13) 1993 by Shakespeare, directed by Kenneth Branagh
9. "The Story of an Hour" by Kate Chopin
10. "A Women's World" by Eavan Boland
11. Webquest: <http://www.iammea.org/smurchie/title.htm>
12. wikispace: www.bathapenglish.wikispaces.com

Skills:

1. Finding reliable Internet sources
2. Create a powerful PowerPoint presentation
3. Analysis of authors' use of figurative language and its effects.
4. Persuasive essay writing with specific focus on textual evidence and supporting details with in-text citation.
5. Essays will be self-graded and teacher graded using a 9 point AP writing rubric. Students will have the opportunity to discuss and rewrite specific essays with continued focus on textual evidence and supporting evidence with in-text citation, continued focus on controlling tone, and developing and maintaining voice, continued focus on writing conventions, including but not limited to using a variety of sentence structures, including appropriate use of subordination and coordination, and achieving appropriate emphasis through diction and sentence structure; and explicit focus on wide ranging vocabulary usage.
6. Students will use Bloom's Taxonomy to critique their essay writing and analytical depth.
7. Students will discuss critical literary theory and all texts in this unit through the critical literary theory lenses of New Historicism, Reader Response, Feminism, Marxism, and New Criticism.

Major Assignments/Assessments:

1. Students will complete a webquest researching issues pertaining to women around the world.
2. Students will present a PowerPoint presentation on a specific women's issue.
3. Students will read A Doll's House and discuss themes of self-emancipation, feminism, conflict and naturalism
4. Students will read The Awakening and write a paper in which they analyze the author's use of literary devices and figurative language and the effect of these on the character and on the reader. In this paper, students will focus on expanding their own vocabulary while maintaining authenticity and voice. Students will write and revise their papers with peer and teacher input.
5. Students will read I Know Why the Caged Bird Sings and discuss and debate what counts as literature and why certain books are in the literary canon.
6. Students will read Their Eyes Were Watching God and create a "quote journal" where they analyze quotes of their choice from the text and how these enhance Janie's journey, Hurston's message, and the reader's involvement in the text.
7. Students will read "The Story of an Hour" and analyze the author's use of figurative language in a well-constructed essay with focus on textual evidence, a variety of sentence structures, and vocabulary usage. Students will write and revise essay with peer and teacher input.
8. Students will read "A Women's World" and analyze Boland's complex concept of a women's world and how that concept is presented through her use of figurative language.
9. Students will create a wikipage on all books in this unit and analyze each through the critical literary theory lenses of New Historicism, Reader Response, Feminism, Marxism, and New

Criticism.

Unit 4: Satire

Length of Unit: 8 weeks

Texts:

1. Great Expectations by Charles Dickens
2. 1984 by George Orwell
3. Canterbury Tales by Geoffrey Chaucer
4. Little Boys Come From the Stars by Emmanuel Dongala
5. Dick (R) 1999, by Andrew Fleming and Sheryl Longin
6. online classroom for 1984: www.nicenet.net Class Key: VZ56436A37
7. Pink Flamingo and Magnasole prompts from AP Released exams
8. "A Modest Proposal" by Swift
9. Clips from Jimmy Kimmel and The Daily Show

Skills:

1. Understanding how to appropriately use blogs in an educational setting.
2. Looking at literature through different critical lenses
3. Time management in timed essays
4. Analysis of authors' use of figurative language and its effects.
5. Persuasive essay writing with specific focus on textual evidence and supporting details with in-text citation.
6. Essays will be self-graded and teacher graded using a 9 point AP writing rubric. Students will have the opportunity to discuss and rewrite specific essays with continued focus on textual evidence and supporting evidence with in-text citation, continued focus on controlling tone, and developing and maintaining voice, continued focus on writing conventions, including but not limited to using a variety of sentence structures, including appropriate use of subordination and coordination, and achieving appropriate emphasis through diction and sentence structure; continued focus on wide ranging vocabulary usage; and explicit focus on logical organization and coherence, including the use of specific literary techniques such as repetition, transitions, parallel construction and emphasis.
7. Students will use Bloom's Taxonomy to critique their essay writing and analytical depth.

Major Assignments/Assessments:

1. Students will keep a reflective journal while reading Great Expectations. They will discuss the 12th grade essential questions in relation to their own lives and to Pip's life.
2. Students will read Great Expectations and write a timed essay in which they present and support which of Dicken's endings best fits the characters, the themes, and the novel as a whole. Focus on logical organization and writing conventions will be paramount.
3. Students will read 1984 and related articles, political cartoons, and editorials; they will complete a series of on-line postings generating discussion of the text, its themes, its satire, and its political and social implications both in the timeframe in which it was written, and today. As part of their postings, students will analyze the use of language, writing conventions and tone in the satire pieces.
4. Students will read a story from Canterbury Tales and, in groups, present a skit of the play, an analysis of the satire, and its social and political implications.
5. Students will read Little Boys Come From the Stars and discuss how texts become literature and what the criteria are or should be. Students will analyze the satire in this text, and also compare the child narrator from this text with Pip from Great Expectations.

Unit 5: Unreliable Narrator

Length of Unit: 6 weeks

Texts:

1. Heart of Darkness by Joseph Conrad
2. Apocalypse Now (R) 1979, by John Milius and Francis Ford Coppola
3. The Great Gatsby by F. Scott Fitzgerald
4. The Sound and the Fury by William Faulkner
5. Essay question packet from past AP exams: 1994-present

Skills:

1. Looking at literature through different critical lenses
2. Time management in timed essays
3. Analysis of authors' use of figurative language and its effects on the text and on the audience.
4. Analysis of the voice and tone of the narrator, rhetorical strategies of the narrator, syntax, and of the narrator's effect on the reader.
5. Persuasive essay writing with specific focus on textual evidence and supporting details with in-text citation.
6. Essays will be self-graded and teacher graded using a 9 point AP writing rubric. Students will have the opportunity to discuss and rewrite specific essays with continued focus on textual evidence and supporting evidence with in-text citation, continued focus on controlling tone, and developing and maintaining voice, continued focus on writing conventions, including but not limited to using a variety of sentence structures, including appropriate use of subordination and coordination, and achieving appropriate emphasis through diction and sentence structure; continued focus on wide ranging vocabulary usage, and continued focus on logical organization and coherence, including the use of specific literary techniques such as repetition, transitions, parallel construction and emphasis.
7. Students will use Bloom's Taxonomy to critique their essay writing and analytical depth.

Major Assignments/Assessments:

1. Students will read Heart of Darkness and two essays by Sigmund Freud and Rene Dubos on violence and man (violence and inherent in man, vs. violence as culturally and socially learned). They will write a paper discussing the texts and determining which of the essays Conrad would have agreed with, using textual support.
2. Students will read all "open question" essay questions from past AP exams in which Heart of Darkness was a text on the list. Students will discuss how they would prepare an essay on these questions using Heart of Darkness as the answer text.
3. Students will read The Great Gatsby and keep a reading journal in which they track symbolism, character development, literary devices and plot structure.
4. Students will read The Sound and The Fury. They will discuss at length the different narrators in the text, the story that is being told, and the narrators' effects and influences on the audience. Students will also discuss the narration style of each narrator, and break down each section and its use of figurative language and syntax. Students will discuss what Faulkner believes defines literature, and his portrayal of universal truths.
5. As a cumulative piece, students will write a timed essay in which they discuss "literature", what they define its purpose, its cultural and social impact, and its historical value. Students will choose a text from the syllabus that they believe best represents "literature" and explain and support their choice. This essay will be the final examination grade, and will be graded on the AP 9 point scale, with final scores and examination grades based on AP writing foci, including but not limited to essay organization and coherence, sentence structure, vocabulary choice and word usage, and tone and voice.