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ENG-670
Syllabus
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Scoring Components	Page(s)
SC1 The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.	4
SC5 The course includes frequent opportunities for students to write and rewrite timed, in-class responses.	3
SC6 The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.	3
SC7 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 could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).	4
SC13 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.	3
SC14 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.	3
SC15 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.	3

Understandings:	Essential Questions:
<p>What will students understand (about what big ideas) as a result of the unit? Students will understand that:</p> <ul style="list-style-type: none"> • Literature provides a mirror to help us understand ourselves and others. • Writing is a form of communication across the ages. • Literature reflects the human condition. • Literature deals with universal themes, i.e., man vs. man, man vs. nature, man vs. self, man vs. God. • Literature reflects its time's social, cultural, and historical values. 	<p>What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?</p> <ul style="list-style-type: none"> • How does literature help us understand ourselves and others? • How has writing become a communication tool across the ages? • How does literature reflect the human condition? • How does literature express universal themes?

Course Description

AP® English Literature and Composition is designed to be a college/university level course, thus the “AP” designation on a transcript rather than “H” (Honors) or “CP” (College Prep). This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/ Humanities course. As a culmination of the course, you will take the AP English Literature and Composition Exam given in May (required). A grade of 4 or 5 on this exam is considered equivalent to a 3.3–4.0 for comparable courses at the college

or university level. A student who earns a grade of 3 or above on the exam will be granted college credit at most colleges and universities throughout the United States.

Course Outcomes

1. To carefully read and critically analyze imaginative literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To 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.
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) and to know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies.
7. To write, focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. To become aware of, through speaking, listening, reading, and, chiefly, writing, the resources of language: connotation, metaphor, irony, syntax, and tone.

Course Syllabus

Writing Expectations

As this is a literature and composition course, students will be expected to use every assignment that involves writing and rewriting to practice the best composition skills. Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository, and argumentative). [SC5 & SC6] No matter the kind of writing assigned, the best composition skills should be practiced. We will work with various composition constructions, Standard Written English, sentence variety, and word choice. [SC11 & SC12]

1. Many times you will be asked for your opinion or idea about an aspect of a work of literature. You will post these to a discussion board. Please use complete sentences with clear support for your ideas.
2. All assignments for formal papers will include a specific grading rubric. We will go over the rubrics prior to submitting papers and review expectations for the particular composition or paper. Please consult each rubric carefully before submitting your work. Chapters from Roberts, Edgar V. *Writing About Literature* (9th ed. Upper Saddle River, NJ: Prentice Hall, 1999) will supplement composition instruction. *You will be expected to rewrite larger papers and literary analyses after you receive feedback.*
3. Timed writes (essay tests) and feedback. [SC5 & SC6] These will be scoring guides as used by the AP English Literature and Composition Exam for that specific question. Essay tests will need to be typed directly into the blank test online. Do not type an essay onto a word document and then cut and paste it into the answer space. *You will be expected to rewrite larger papers and literary analyses after you receive feedback.* [SC13, SC14 & SC15]
4. Grammar and usage: As a senior in an AP English Literature and Composition course, you should have a good command of Standard Written English. There will be mini-lessons throughout the course dealing with complex

grammar and usage issues, sentence constructions, and diction. Occasionally you may need some additional help with this.

Unit 1: Genre Study

10 Weeks

What does the term *genre* mean?

Genre: A category of literary work. In critical theory, genre may refer to both the content of a given work — tragedy, comedy, or pastoral — and to its form, such as poem, novel, or drama.

This term also refers to types of popular literature, as in the genres of science fiction or mystery.

What are the different genres of literature?

There are many ways we might answer this question. The basic types or larger components of literature, however, can be grouped into categories, including novel, short fiction, poetry, drama, and epic.

How does a writer of poetry and prose craft a work of literary merit?

Contrary to the opinion of many of my former students, works of fabulous imagination seldom fall from the sky. Writers of great literature are “technicians of their form,” that is, they use all the tools of literary technique, language, and style to enhance their works.

Unit Expectations

Students will gain experience with:

- Close reading of fiction, drama, and poetry
- Composition instruction (see writing expectations):
 - ▷ Students will take material from their double-entry journals dealing with central themes in *Beloved* [SC7] and use the material to develop into free response essays, multiple choice questions and socratic seminars based on the novel.

Students may select a theme of their own, granted that it is approved by the instructor, or they may select one of these two themes: the tension between individualism and social acceptance; or the tension between technology and human aspiration.

- ▷ On-demand writing — experience with timed writing about prose — complex characterization, figurative language, and resources of language
- ▷ Evaluation of on-demand writing — working with a scoring guide
- ▷ Paragraph writing, short answers, and graphic organizers
- Literary terms and techniques
- Elements of literature including novel, short story, and drama

Novel: *Beloved*

Nonfiction: Introduction to *Beloved*

Short Story: “Godfather Death”

Poetry: “Caged Bird”– *Maya Angelou* [SC1]

Performance Tasks (Content):

- Timed essays based on past AP prompts [SC5]
- Essay questions as required of college-level writers
- Reading/responding to/analyzing novels, drama, fiction, nonfiction, and poetry
- Imaginative writing including but not limited to: poetry and imitative structures
- Literary analysis papers — expository and persuasive
- Personal essay
- Graphic organizers, double-entry journals, paragraph responses, and questions

