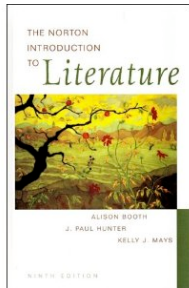


Advanced Placement English Literature & Composition (12th Grade)

Instructor/Years Taught: Danny Hollweg / 2

Text Book: *The Norton Introduction to Literature, Ninth Edition* (Alison Booth, J. Paul Hunter, Kelly J. Mays).

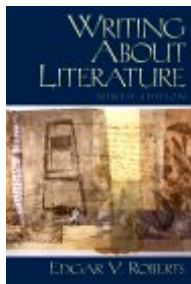


ISBN: 0393926141

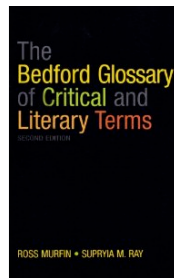
Places to look: Barnes & Noble, Amazon, AbeBooks.com, Half.com
(ex: Amazon: \$71.25 [new], \$23 [used])

Text Book Policy: Students will need to purchase their textbook. The new cost of a text is approximately \$80, so get it used if you can

Other books you might consider: *Writing About Literature, Ninth Ed.* by Edgar V. Roberts, *The Bedford Glossary of Critical and Literary Terms*, and *A Handbook to Literature* (any edition) by Holman and Harmon. These aren't required, but excellent resources.



ISBN: 0-13-081430x



ISBN-10: 0-312-46754-0

Throughout the course, we will read plenty of short stories, poetry, and larger anchor pieces that will include the following:

Course Description and Focus

This is a yearlong course that will build on the skills and experiences you have acquired in previous language arts courses, particularly involving critical and creative thinking about literature, not only from this year, but previous years as well. The course is designed around the reading and writing skills essential to thoroughly discuss literature at an introductory college level. It incorporates the intensive study of a variety of genres from the thirteenth to the twenty-first century, covering authors from a variety of countries, including American, British, Italian, and Russian, with a complexity of philosophies, backgrounds, and orientations. This means students will understand the historical significance to the literature we study.

Throughout the course, students are introduced to the complexities of literary analysis and are encouraged to apply exemplary depth of thought to essays, discussions, and activities. Students will consider the universality of the works, its timeless themes, and the author's purpose and intent, particularly in regards to the human condition. Not only will students focus on developing and activating close reading skills, but they are encouraged to develop clear, organized writing skills that span across a variety of genre, as well as develop the skills to articulate their arguments about a piece of literature.

Course and Homework Requirements:

Year-Long Glossary Project: Literary Devices

You will be creating a glossary of literary devices that you encounter in your reading. Over the course of the semester you'll be asked to complete a number of literary device entries. Generally speaking, you'll be able to select the device that you wish to use; on rare occasions I'll tell you which device you need to discuss. You will eventually accumulate a total of 100 points if you want full credit. Your examples may come from books we read in class, novels you read for your outside reading, novels of literary merit that you have read on your own, or other texts that you discover that have an example of a device in action. **You may not submit more than two (2) entries per week, unless you are submitting revised literary device discussions along with new submissions. You are responsible for keeping all of your lit devices once they have been graded so that you can turn them in all at once near the end of the semester.**

Anchor Assignment: Poetry Responses

Just like your nine poetry responses from the summer, you will receive packet of poetry for each quarter throughout the year. Each week you will submit one typed response (9 total for each quarter); and, somewhat like the literary devices, you are responsible for keeping all of your responses once they have been graded so that you can turn them in all at once; this time at the end of each quarter.

What about the Reading?

The most important requirement for this course is that students read every assignment with care and timeliness. If this doesn't happen, the entire course breaks down and your learning is what is sacrificed. Managing time, understanding how to annotate, and how you best operate is crucial to finding success here. Poetry, though usually not long, is dense and complicated and should always be read at least twice. Novels in particular require planning...so plan. Each unit may necessitate a study of the historical and/or biographical context including literary movements and critical approaches.

The reading requirements may seem intensive, but the course is about completing the reading and comprehending, as you will be discussing and writing about much of what you've read. The works for the course are selected for their ability to challenge both your reading and thinking skills.

AP Summer Reading List:

**Einstein's Dreams* by Alan Lightman (ISBN: 1-4000-7780x)

**The Great Gatsby* by F. Scott Fitzgerald (ISBN: 0743273567)

or

Things Fall Apart by Chinua Achebe (ISBN: 0385474547)

You can choose whichever you haven't read yet between *Gatsby* and *Things Fall Apart*; however, if you fall in the category of having read neither before, you will want to complete *Gatsby* over the summer and *Things* by February for our *Heart of Darkness* unit.

Helpful Course Related Links:

The College Board AP Lit and Comp Page (Info/Practice Tests/Other good stuff.)
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2124.

Miscellaneous Info:

Throughout the course, we will read plenty of short stories and poetry from your anthology, and larger anchor pieces that will include the following:

Heart of Darkness, *Paradise Lost*, *Hamlet*, , *Dante's Inferno*, *Frankenstein*, *We, Brave New World*, and *A Tale of Two Cities*.