

Advanced Placement English Literature and Composition
With Mrs. Bastoky
2023-2024 Syllabus

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Course Description:

An Advanced Placement course is meant to prepare you for The College Board exams. Those students who earn high scores on these exams may earn college credit for that class (depending on individual colleges' policies). Finally, an AP class will further prepare you for the rigors of college academics.

It's harder (more intellectually stimulating, that is!). An AP class should be as difficult as a freshman college course, yet still be as supportive as a high school class. You will be expected to be more prepared, do more homework, work more independently, and read more mature materials. You will be expected to read, discuss, and write intelligently. It is my responsibility to provide you with interesting and relevant materials as well as allow you the opportunity for significant intellectual and analytical growth.

Goals:

1. To better prepare you for college and college reading.
2. To prepare you for the AP English Literature and Composition exam.
3. To make you uncomfortable; to take you out of your intellectual comfort zone and really challenge you in terms of reading, writing, and sometimes even time management.

Late policy: In order to better prepare you for college, and to help you develop better study and work habits, we have a zero-tolerance late policy. Essays and all other homework will not be accepted after the assigned deadline. Extensions may be granted to individuals, on a very limited basis, only for very good reasons, and only if requested at least 24 hours before the deadline. Students who miss a test, quiz, or timed essay will have one week to make it up. After one week, that grade will become a zero.

Cell phones, headphones, and electronics in general

You're in an AP class. I expect these not to be a problem.

Cheating

Did I mention that you're in an AP class? You've written research papers and you've taken a thousand tests and quizzes. Because this is a college level class, plagiarizing, and cheating on tests, quizzes, or homework, will have significant consequences; these may be more severe than stated in the student handbook.

Literature:

This class is designed by the College Board to focus on college level poetry, novels, and plays. “Good” literature is often subversive and controversial. The reading material includes mature and often difficult themes. It would be a disservice to you to avoid difficult literature; therefore, this literature will not be ignored, but dealt with and discussed appropriately, in a supportive classroom environment.

It is imperative that you complete all assigned readings BEFORE class. Class discussion is a vital part of your learning in this class, so not doing your homework is detrimental to your class, and unfair to your classmates. On randomly selected days, students will earn points based on a participation rubric—it’s more difficult to participate if you haven’t read.

Composition:

This is not a class with a lot of small assignments and worksheets. The majority of your grade will be earned through essays, quizzes, and tests. You can expect to average more than one writing assignment per week. Most of these will require critical close readings of poetry, prose excerpts, and novels and plays; some will be timed essays—scored as AP exam essays—while others are drafted essays that you may receive feedback on before the final draft. Each essay will be graded a little bit harder than the one before; it’s important to look at the feedback from each essay and improve your writing for the next one. You will write a few research papers to augment your readings, as well as a few creative writing assignments that require you to recreate some of the structural and stylistic elements of poetry and fiction.

- Critical responses: At the end of each unit, you will write a critical response, in which you summarize a piece of literature, and then analyze and evaluate varying elements of that literature, such as character, setting, narrator, plot, figurative language, and structure.
- AP Practice essays: You will write timed, and drafted, practice essays of shorter pieces of fiction, and poetry, in which you will closely examine the language of the text, such as word choice, imagery, symbolism, and other literary devices.
- Final essay: In your final essay, using the literature we’ve read this year, you will answer the question “what makes us human?” You will share your thesis with classmates before submitting it and collaborate on what pieces of literature would be most appropriate for your answer. The thesis will be due two weeks before the final essay is due. Your rough draft will be due one week before, so you can conference with classmates and myself.

Units

| Unit | Skills | Readings | Projects/Essays |
|-------------------------------|---|--|---|
| Unit 1: Short Fiction 1 | <input type="checkbox"/> Character (1.A) <input type="checkbox"/> Setting (2.A) <input type="checkbox"/> Structure (3.A, B) <input type="checkbox"/> Narration (4.A, B) <input type="checkbox"/> Literary argumentation (7.A) | <ul style="list-style-type: none">• “Girl” Jamaica Kincaid• “Cathedral” Raymond Carver• “Hills Like White Elephants” Ernest Hemingway• “The Story of an Hour” Kate Chopin• “The Lottery” Shirley Jackson• “How to Date a Brown Girl...” Junot Diaz• “The Rocking Horse Winner” D.H. Lawrence | <ul style="list-style-type: none">• Flash fiction• Critical response• Narrator analysis (paragraphs)• Timed essay practice (prose) |

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| Unit 2: Poetry 1 | <input type="checkbox"/> Character (1.A) <input type="checkbox"/> Structure (3. C, D) <input type="checkbox"/> Figurative language (6.A, B) <input type="checkbox"/> Literary argumentation (7.A) | <ul style="list-style-type: none"> • “The Whipping” & “Those Winter Sundays” Robert Hayden • “Daystar” Lawrence Perrine • “The Nature of Interpretation of Poetry” Selection of Emily Dickinson poems • “Buffalo Bill’s” e.e. Cummings • “Emily Dickinson’s Defunct” • “Mag” Carl Sandburg • “Homage to My Hips” • “Emmett Till” | <ul style="list-style-type: none"> • Metapoem • Critical response • Figurative language and allusion analysis • Timed essay practice (poetry) |
| Unit 3: Drama 1 | <input type="checkbox"/> Character (1.A, B) <input type="checkbox"/> Setting (2.A) <input type="checkbox"/> Structure (3.E, F) <input type="checkbox"/> Literary argumentation (7.A, B,C, D, E) | <i>Oedipus Rex</i> , Sophocles; <i>The Merchant of Venice</i> , Shakespeare | <ul style="list-style-type: none"> • Humor short • Critical response • Shakespeare research essay • Timed essay practice (open) |
| Unit 4: Short fiction II | <input type="checkbox"/> Character (1.A, C, D) <input type="checkbox"/> Setting (2.B, C) <input type="checkbox"/> Structure (3.A, D) <input type="checkbox"/> Narration (4.A, B, C) <input type="checkbox"/> Literary argumentation (7.B, C, D, E) | <i>The Metamorphosis</i> , Franz Kafka | <ul style="list-style-type: none"> • Absurdist flash fiction • Critical response • Timed essay practice (prose) |
| Unit 5: Poetry II | <input type="checkbox"/> Structure (3.C) <input type="checkbox"/> Figurative language (5.A, B, D) <input type="checkbox"/> Literary argumentation (7.B, C, D, E) | Structures of poetry <ul style="list-style-type: none"> • Sonnets • Odes • Ballads • Elegies • Sestinas • Rondeaux • Villanelles • Triolets • Limericks | <ul style="list-style-type: none"> • Structured poems • Critical response • Structure analysis • Timed essay practice (poetry) |
| Unit 6: Longer Fiction I | <input type="checkbox"/> Character (1.A, C, E) <input type="checkbox"/> Setting (2.B, C) <input type="checkbox"/> Structure (3.A, B, D) <input type="checkbox"/> Narration (4.C, D) <input type="checkbox"/> Figurative language (5.C) <input type="checkbox"/> Literary argumentation (7.B, C, D, E) | <i>Cry, the Beloved Country</i> , Alan Paton; <i>Slaughterhouse Five</i> , Kurt Vonnegut | <ul style="list-style-type: none"> • Satire • Critical response • Social realism short story • Plot analysis • Timed essay practice (open) |
| Unit 7: Short Fiction III | <input type="checkbox"/> Character (1.B, D) <input type="checkbox"/> Setting (2.B, C) <input type="checkbox"/> Structure (3.A, B) <input type="checkbox"/> Narration (4.D) <input type="checkbox"/> Figurative language (5.C, D; 6.A, C) <input type="checkbox"/> Literary argumentation (7.B, C, D) | Independent Book Project, <i>The Color Purple</i> by Alice Walker | <ul style="list-style-type: none"> • Critical response • Narrator analysis • Timed essay practice (prose) • Short story |

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| Unit 8: Poetry III | <input type="checkbox"/> Structure (3.C, D) <input type="checkbox"/> Figurative language (5.B, C; 6.B, D) <input type="checkbox"/> Literary argumentation (7.B, C, D, E) | Eras of poetry | <ul style="list-style-type: none"> • Critical response • Timed essay practice (poetry) |
| Unit 9: Drama II | <input type="checkbox"/> Character (1.B, E) <input type="checkbox"/> Structure (3.E, F) <input type="checkbox"/> Narration (4.C) <input type="checkbox"/> Literary argumentation (7.B, C, D) | <i>Cyrano de Bergerac</i> , Edmond Rostand | <ul style="list-style-type: none"> • Greek-style one-act play • Character analysis • Timed essay practice (open) |

AP Exam: MEHS will pay for the AP exam for all students enrolled in AP courses, who wish to take the exam (there is really no good reason not to). This year's exam is Wednesday, May 3, 2021

I have read the syllabus and the reading list, and understand the class requirements:

(Student Signature)

(date)