

AP English 50:

Course Description:

Advanced Placement English exposes students both to the study and practice of composition and to critical analysis of challenging literature. Works studied may include *Tess of the d'Urbervilles*, *Jane Eyre*, *Hamlet*, *Macbeth*, *The Canterbury Tales*, *The Stranger*, *No Exit*, and an assortment of challenging poetry. The teacher works with a small class in seminar fashion. Some of the specific objectives of this course are: to help students grow in their knowledge of literature in a variety of genres; to teach students to read, write about, and discuss literary works with authority and precision; to prepare students for the reading and writing assignments encountered at highly-selective colleges; to sharpen the student's awareness of language and appreciation of the writer's craft; to learn to write expository essays under pressure with coherence, clarity, and grace; and to prepare students for the Advanced Placement Examination in May.

Essential Questions:

- How does representative World literature reflect the common experiences of the human condition?
- How are philosophical, scientific, and ethical issues presented in selected works of fiction?
- What literary techniques and devices are effective in the development of plots from various literary eras and genres?
- What can readers learn about peoples of the world, their struggles, and their societies from literature?
- How will improving both oral and written communication skills contribute to success in college?

Academic Expectations of Student Learning: (as aligned to the Massachusetts Curriculum Frameworks):

Through this course, students will

- Employ active reading strategies to understand text.
- Deepen their understanding of a literary or informational work by relating it to its contemporary context, historical background or critical response.
- Identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
- Identify, analyze, and apply knowledge of structure, and elements of fiction, non-fiction, poetry, and drama and provide evidence from the text to support their understanding.
- Identify and analyze an author's diction and syntax and provide evidence from the text to support their understanding.
- Write with a clear focus, coherent organization and sufficient detail for a variety of purposes.
- Apply knowledge of style, tone, and word choice in writing for different audiences.
- Gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and incorporate the research in their compositions and projects.
- Students will study the nuances of vocabulary, applying their knowledge to reading, writing, and speaking.
- Students will pose questions, listen to the ideas of others, and synthesize information with their own experiences in a variety of classroom settings

Literature:

Required texts:

- *The Canterbury Tales*
- *Hamlet*
- *Macbeth*
- *Rosencrantz and Guildenstern Are Dead*
- Elizabethan Sonnets
- *Jane Eyre*
- *Tess of the d'Urbervilles*
- *The Stranger*
- *No Exit*
- "The Myth of Sisyphus"
- Selected poetry from various eras
- Two to three primary sources for the Senior Literary Project

- Literary Criticism as assigned
- Summer Reading

Supplemental texts:

- *Othello*
- *Waiting for Godot*
- Poetry to serve as adjunct to longer works
- *A Man for all Seasons*
- *The Inferno*

Writing:

Core Writing Assignments:

- Senior Literary Project Paper
- Forty- minute timed writing
- Multi-paragraph expository essay
- Multi-paragraph Literary Analysis

Other supplemental writing assignments:

- Narrative Essay
- Creative Writing
- Satire/Parody
- Additional writings as assigned

Vocabulary:

- Level H of Shostak's *Vocabulary Workshop*
- Words derived from the reading selections