

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Description

Advanced Placement Literature is for students who want to be challenged with college level course work. This course is designed to be a culminating experience for students who have been involved in honors course work and who value the study of literature. Students are expected to be academically mature and focused on enhancing skills in critical thinking.

College level development of literary analytical/interpretive skills and of writing skills are the focus of this course. While in-depth analysis and interpretation of novels, drama, poetry, and short stories from various countries and periods are included, the major emphasis is on twentieth century writings and the application of the reading experience to critical writing. Students are introduced to and then apply various forms of literary theory and then apply those theories to their readings of literary texts. Through this study, the students sharpen awareness of language and understanding of writers' craft. They develop critical standards for the independent appreciation of any literary work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written. This course places emphasis on oral discourse, incorporating a seminar model; hence, oral participation is vital to the strength and integrity of the course. Completion of summer reading and writing is a requirement of this course.

Course Overview

Course Goals

Students should:

- critically analyze and reflect on texts.
- develop a deeper understanding of the elements of literature, genres and styles of literature, as well as types of literary criticism and literary periods.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- understand and apply various literary criticisms as a basis for sound academic and original reasoning.
- determine the various influences on authors, political and social ideas as well as cultural and historical influences, in order to analyze the impact of those influences on the text.
- imitate forms and styles of the authors they

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

<p>read to achieve their own purposes as writers.</p> <ul style="list-style-type: none"> • demonstrate their understanding of the meaning and importance of aesthetics and the aesthetic experience. • apply ideas from the fields of philosophy and psychology to literary texts. • write, revise and edit work to produce writing suitable for publication and/or presentation. • determine the appropriateness of language used in various contexts, and choose language appropriate to purpose, audience and task in their speaking and writing. • perform successfully on the Advanced Placement Literature and Composition exam. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Introduction to Literary Criticism</p> <p>II. Unit 2 The Search for Identity/Rites of Passage/The Hero's Journey/Psychological Dimensions - Finding Meaning in the Search for Self</p> <p>III. Unit 3 - Modernity, Post modernity, Existentialism and Theater of the Absurd - Finding Meaning in an Absurd World</p> <p>IV. Unit 4 - The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience</p> <p>V. Unit 5 - Book Talk: Finding Meaning in Abstraction and in Shared Voices -Stylistic Techniques of Morrison and Faulkner and Garcia Marquez</p> <p>VI. Unit 6 - Final Portfolio Project</p>	<p><u>Standards</u></p> <p>State of Connecticut English Language Arts Curriculum Frameworks</p> <p>It is expected that students taking Advanced Placement Literature are proficient in all of the standards of the Connecticut English Language Arts Curriculum Framework when they start the course; hence, they are a prerequisite.</p>	

Pacing Guide

1st Marking Period		2nd Marking Period		3rd Marking Period		4th Marking Period			
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6				
<u>Introduction to Literary Criticism</u>	<u>The Search for Identity/Rites of Passage/The Hero's Journey/Psychological Dimensions - Finding Meaning in the Search for Self</u>	<u>Modernity, Post modernity, Existentialism and Theater of the Absurd - Finding Meaning in an Absurd World</u>	<u>The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience</u>	<u>Book Talk: Finding Meaning in Abstraction and in Shared Voices - Stylistic Techniques of Morrison and Faulkner and Garcia Marquez</u>	<u>Final Portfolio Project</u>				
2-3 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks				

Unit 1: Introduction to Literary Criticism, 2-3 weeks [top](#)

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level. demonstrate an understanding of major critical theories: Freudism, Jungian, Feminist, Marxist, Queer, Gender, Post-Colonial, Deconstructionist, and Historical. reach new understanding of “constructing meaning” by becoming familiar with literary theory. determine the various influences on authors, political, social, and cultural, in order to analyze the impact of those influences on the text. apply their understanding of Jungian/Archetypal literary criticism as it relates to <i>The Power of Myth</i>. determine and apply reading strategies which are appropriate for each genre (fiction, non-fiction, film). 	<ul style="list-style-type: none"> How does literature and personal written expression help formulate an understanding of personal identity? How do different types of literary criticism reveal justifiable interpretations, perspectives, and purposes of literature? <ul style="list-style-type: none"> What is the purpose of literary criticism? How are the major theoretical lenses best suited for particular works? How is archetypal criticism relevant to the personal essay? How does an author’s stylistic choices affect purpose, intent, and meaning? <ul style="list-style-type: none"> What reading strategies are common and unique to fiction and non-fiction texts as well as film texts? What stylistic choices are best suited for the purpose of the personal essay? 	<ul style="list-style-type: none"> Personal essays, using college essay application questions AP critical essay, using the lens of Jungian/Archetypal criticism Summer reading assessment
		<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> apply the conventions of the language in their writing.

Unit 2: The Search for Identity/Rites of Passage/The Hero's Journey/Psychological Dimensions - Finding Meaning in the Search for Self, 5-6 weeks [top](#)

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level. • critically analyze literature through written responses, class discussions, and finalized responses. • discuss archetypes as they relate to theme. • understand and apply Freudian, Historical, and Post-Colonial literary criticisms as a basis for literary interpretation. • offer carefully organized and reasoned oral and/or written discourse. • determine how the elements of Greek tragedy differ from Shakespearean tragedy. 	<ul style="list-style-type: none"> • How does an author’s stylistic choices affect purpose, intent, and meaning? <ul style="list-style-type: none"> ○ How do the characters Oedipus, Hamlet, Marlowe/Willard, and Mahlke lead us to a greater understanding of the search for self through rites of passage, the hero’s journey, and psychological dimensions? ○ How do the elements of Greek tragedy differ from the elements of Shakespearean tragedy? ○ How are conflicts timely and timeless in various works? As an example: How are conflicts, as evidenced in <i>Apocalypse Now</i>, related to conflicts encountered in <i>Heart of Darkness</i> – particularly as those conflicts relate to postcolonial theory? • How do different types of literary criticism reveal justifiable interpretations, perspectives, and purposes of literature? <ul style="list-style-type: none"> ○ How can a work be justifiably interpreted through a number of various literary criticisms? • How does world literature reveal common and unique experiences, voices, and archetypes to the reader? • How do social institutions and the fields of philosophy and psychology shape literary movements and periods? <ul style="list-style-type: none"> ○ How are individual and group/national realities constructed? 	<ul style="list-style-type: none"> • Two AP critical essays • Research paper, using Freudian, Historical and/or Post-Colonial • Narrative of Thought essay
		<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • apply the conventions of the language in

		their writing.
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Unit 3 - Modernity, Post modernity, Existentialism and Theater of the Absurd - Finding Meaning in an Absurd World, 5-6 weeks [top](#)

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- define and apply conventions of literary forms and the impact of modernist/postmodern theories, existential philosophy (secular and religious), and deconstruction theory on literary interpretation.
- critically analyze and reflect on the text through written responses, class discussions, and finalized responses.
- apply their understanding of modern and post-modern literary theory as a basis for interpretation of literature.
- construct meaning as they contextualize the text and themselves as readers.
- discuss the influence of modernism/postmodernism and social and political structures on the time period.
- imitate forms and styles of the authors they read in order to achieve their own purpose as writers.
- analyze how modern tragedy differs from Greek and Shakespearean tragedy.

Focus Questions

- How do an author’s stylistic choices affect purpose, intent, and meaning?
 - How does *modern* tragedy differ from Greek and Shakespearean tragedy?
 - How do modernist and postmodernist texts differ stylistically and conceptually from works of earlier periods?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
 - How is Frankl’s philosophy relevant to other works of fiction and to existential theory?
 - How do concepts in modern and postmodern art and poetry relate to concepts in modernist and postmodern literature?
- How does literature and personal written expression help formulate an understanding of personal identity?
- How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect and purpose of deconstruction?
 - How do literary characters help us to derive meaning in a modern/postmodern world, in absurdity, and through an existentialist philosophy?
 - How do characteristics of modernist and postmodern literature reflect their respective time periods?

Assessments

- Write poem in modern/post-modern style with modern/post-modern themes
- Research paper – Modernism/Post-modernism
- Two AP critical essays
- Narrative of thought essay

	<ul style="list-style-type: none"> ○ What is the nature of reality or realities? ○ How can a work interpreted through various literary theories be justifiably interpreted, particularly through post-structuralist and deconstructive theories? 	
		<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • apply the conventions of the language in their writing.

Unit 4 - The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience, 5-6 weeks [top](#)

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- analyze literature through written responses, class discussions, and finalized responses.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- understand and apply Biographical, Historical, Feminist, Marxist, Queer, and Gender literary theories as a basis for literary interpretation.
- construct meaning as they contextualize the text and themselves as readers.
- understand the meaning and importance of aesthetics and the aesthetic experience.
- imitate forms and styles of the authors they read in order to achieve purpose.
- research their chosen topic in order to develop a deeper understanding of aesthetics.

Focus Questions

- How does literature create an aesthetic experience for a reader?
 - How do literary characters (Stephen Dedalus, Mrs. Ramsay, Lily Briscoe) help us to understand the concepts of art, artist, and beauty and the struggles inherent in understanding these concepts?
 - What is art? What is beauty? What is an artist?
- How do an author’s stylistic choices affect purpose, intent, and meaning?
 - How does a writer’s use of stream-of-consciousness reveal dimensions of reality that allow for a broadened notion of experience?
 - In what ways is language inherently limited and what is the impact of its limitations?
 - As a literary device, how does an author’s manipulation of time affect a reader’s perceptions and notions of reality?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
 - How do Feminist, Marxist, and Queer theories reveal justifiable interpretations of literature and relate to one another?
- How does literature and personal written expression help formulate an understanding of personal identity?
 - How do various notions truth affect our lives and our worlds?
- How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one

Assessments

- Stream-of-Consciousness essay
- Art & Life research paper
- Narrative of Thought essay

	<p>considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect of deconstruction?</p> <ul style="list-style-type: none"> ○ How does the past and memory permeate consciousness and the way we perceive the world through language? 	
		<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • apply the conventions of the language in their writing.

Unit 5 - Book Talk: Finding Meaning in Abstraction and in Shared Voices -Stylistic Techniques of Morrison and Faulkner and Garcia Marquez, 5-6 weeks [top](#)

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • effectively lead seminars – strengthening individual voices while listening and responding to others’ voices on an intellectual level. • discuss, raise questions, and respond to others independently. • demonstrate an understanding of abstraction in language in order to interpret literary works. • choose varied writing selections which demonstrate their growth as writers. • connect ideas in their own writing to works by other artists. • reflect upon their growth as writers. • make thematic connections in regard to their own writing. • share and respond honestly, thoughtfully, objectively and intelligently to one another’s writing portfolios. 	<ul style="list-style-type: none"> • How do an author’s stylistic choices affect purpose, intent, and meaning? <ul style="list-style-type: none"> ○ How do abstractions in language, syntax, metaphor, symbolism and allegory contribute to meaning? ○ How is Magical Realism an effective literary style? • How does world literature reveal common and unique experiences, voices, and archetypes to the reader? <ul style="list-style-type: none"> ○ What are the shared commonalities of the works of Morrison, Garcia Marquez and Faulkner? ○ How does being in dialogue with others help students to develop their own voice and their own thinking? 	<ul style="list-style-type: none"> • Lead three day seminar for a novel • Portfolio pieces
		<p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • apply the conventions of the language in their writing.

Unit 6 - Final Portfolio Project, 5-6 weeks [top](#)

<u>Unit Objectives</u>	<u>Focus Questions</u>	<u>Assessment</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • choose varied writing selections which demonstrate their growth as writers. • write a reflection on the growth of their writing and connections they have made through the various pieces chosen for the portfolio. • connect ideas in their own writing to works by other artists. • share and respond honestly, thoughtfully, objectively and intelligently to one another's writing portfolios. 	<ul style="list-style-type: none"> • How does literature and personal written expression help formulate an understanding of personal identity? <ul style="list-style-type: none"> ○ How can we demonstrate, describe, and document our growth in this year's writing? ○ What is effective writing? ○ In what ways do we grow as readers, writers, and thinkers and how is this reflected in writing? ○ How do pieces that differ stylistically function similarly or differently as a means to understanding content? ○ How do ideas in our writing connect to concepts in other works by other writers/artists? ○ How does reflecting upon my growth as a reader, writer, and thinker contribute to my being a more reflective and insightful individual? 	<ul style="list-style-type: none"> • Final Portfolio
		<p><u>Skill Objective</u> Students will:</p>