

## Advanced Placement Course Audit Aventa Learning

**Course:** English Literature and Composition

**Overview:** This course was designed and created by a veteran teacher of AP English Literature and Composition. This teacher's students achieved success well above national averages and especially the averages of other schools in his geographical area, despite teaching in a school with a relatively low socio-economic demographic level.

### Part I: Course Explanation and Syllabus provide to students

#### Advanced Placement English Literature and Composition

This is a college level class that ultimately prepares students for the Advanced Placement exam in May. In addition, it provides students with other skills associated with the most advanced classes in high school English, including research skills. When they have completed the class, students will have acquired the reading and critical thinking skills necessary for understanding challenging new material, analyzing that material to deduce meaning, and applying what they have learned to our world. They will have the composition skills needed to communicate their understanding effectively to a variety of audiences. Students will read and analyze classic works of literature because these works contain literary qualities that merit study and provoke thinking, not because of a requirement to know a particular work or author. They will also look at modern and contemporary works as they examine all genres: plays, short stories, poetry, essays, and novels.

Students will learn to apply critical literary terms as tools for learning, understanding, and communication. Learning activities include close reading, paraphrasing, discussions, essays, short answer exams, research papers, reflective journals, web quests, oral presentations, and others. The unit structure below identifies the main headings of the units only. Most units will include a combination of genres and activities. The structure to the class is not based upon a sequence of chronology, national origin, or genres. It is instead based upon the sequence that best supports the learning needs of the student.

**All students should understand that this is much more difficult than a typical high school course. Students should expect to put in more homework on a daily basis than they normally do.**

#### Unit Structure

##### First Semester

The first semester uses classic literature and the modern novel as its two areas of literary emphasis. Major literary works used within units are identified in this schedule. The learning units will also include poetry and short stories for analysis throughout the year. The primary focus for the entire semester is learning the important reading, research, and thinking skills necessary to read complex literature. This includes rhetorical devices and literary terms used as tools for understanding.

**Unit One:** Introduction to the course - One week.

**Unit Two:** Observing, Thinking and Learning: an introduction to the analysis of literature - one week.

**Unit Three:** *Oedipus the King*; Persuasive essay - two weeks.

**Unit Four:** The *Odyssey*: Literature as Ethnology - two weeks.

**Unit Five:** Reading Skills and Literary Terms: Tools for Understanding - two weeks.

**Midterm:** Included in two week period for the Reading Skills unit.

**Unit Six:** First Novel: Introduction to Literary Research - two weeks.

**Unit Seven:** Poetry Analysis - two weeks.

**Unit Eight:** Second Novel - Research Paper - four weeks

**Unit Nine:** Exam Review - one week.

### **Second Semester**

Major literary works used within units are identified in this schedule. The learning units will also include other genres for analysis throughout the year. The primary focus of the second semester is literature of the British Isles, but the final project will be inclusive of all

**Unit One:** Exam Review and Introduction to the Second Semester - one week.

**Unit Two:** Medieval Literature - two weeks.

**Unit Three:** Poetry Analysis: Romanticism - three weeks.

**Unit Four** *Hamlet* - four weeks.

**Unit Five** Romanticism – three weeks

**Unit Six:** Realism and the 20th Century: The Changing Focus of Literature - four weeks.

Works studied will include

- *Arms and the Man* (Shaw)
- *Caesar and Cleopatra* (Shaw)
- *The Importance of Being Ernest* (Wilde)
- *Cyrano de Bergerac* (Rostand)

**Unit Seven:** Exam Review - One week (the exact timing of this unit depends upon the class start and end dates.

**Unit Eight:** Independent Thematic Study: the Individual in Society - three weeks.

Students will select and explore a variety of works in all genres as they develop a theme. See the Reading list for possibilities.

The AP Exam is given in May. For precise details, you should visit the [College Board Advanced Placement Web Site](#).

At that site, you will find a wealth of information. Explore it carefully. Download all the information that is available to you, including

- The Course Description
- Sample exam questions
- Sample scoring guides

- Any other information designed to assist you.

You do not need to take all of this in at once. The sample questions will be very difficult for you at this point; that is why you need to take the course! In time, though, you should become very familiar with all of this.

Make sure you know what you have to do at your home school to sign up for the exam. This online program will not sign you up.

Unit Descriptions, assignments, and exams

## Part II: Overview of all content units, assignments, and assessments

### Unit: Introduction (one Week)

Establishes the course policies and procedures, teaches elements of key rubrics, and teaches plagiarism.

**Discussion:** An analysis of a hypothetical discussion

**Quizzes:** Course Policies; Plagiarism

**Assignments:** None

### Unit: Thinking Skills (one Week)

Students learn how to approach the interpretation of literature using sound thinking skills. They do several instructional activities related to thinking skills. They learn about tone and theme.

**Discussions:** 1) thinking skill lesson; 2) analysis of a fictional script of a student group analyzing a poem.

**Quizzes:** Thinking Skills

**Assignments:** Timed writing on “The story of an Hour”; analysis of results

### Unit: *Oedipus Rex* (two weeks)

Students do a constructivist project dealing with the play, using a process that emphasizes the thinking skills learned in the previous unit. They learn background information on Greek Theater. They also learn the key concepts in Aristotle’s *Poetica*, using a detailed description of the entire concepts Aristotle defined, not the shortened version usually taught. Irony is a focus.

**Discussions:** 1) Irony in *Oedipus Rex*; 2) Cosmic Trial—who is at fault?

**Quizzes:** 1) Greek Theater; 2) comparison of Aristotle’s *Poetica* and *Oedipus Rex*

**Assignments:** Persuasive essay based on discussion results; revision and reflection.

### Unit: *Odyssey* (Two weeks)

Students should have completed the reading during previous units. Students examine the entire *Odyssey* as a reflection of the culture of the people who produced it.

**Discussions:** 1) Culture and Society; 2) Final analysis of story as a reflection of societal norms

**Quizzes:** 1) *Odyssey* Plot; 2) Web quest on key elements of Greek culture

**Assignments:** 1) Close reading of Ezra Pound’s “Canto 1”; 2) Culture Essay; 3) Timed writing (and reflection)

### Unit: Reading and Rhetoric (Two weeks)

Students learn a large number of skills and literary terms related to reading and rhetoric. They especially learn to use these as interpretive and comprehensions skills, and to use them in written and verbal analysis of literature. Most quizzes and assignments in this unit ask students to perform reading comprehension and analysis skills of the kind found on the AP Exam.

**Discussions:** None

**Quizzes:** 1-4) Four activities (quizzes) of reading comprehension similar to the multiple choice section of the AP exam; 5) Unit exam.

**Assignments:** 1) Three assignments similar to the poetry analysis written portion of the AP exam.

**Unit:** Midterm Exam

Students do three analyses of poems demonstrating knowledge learned so far.

**Unit:** Novel One (Two weeks)

Students should have completed a novel they have been reading for several weeks, choosing from a list of choices. Students learn to use literary research to support interpretation of literature.

**Discussions:** 1) Each novel has its own discussion area on a specific prompt.

**Quizzes:** 1) Each novel has a specific quiz area focused on plot

**Assignments:** 1) create an outline for a research-based literary analysis essay on the novel.

**Unit:** Poetry Analysis (Two weeks)

Students learn techniques and literary terms related to the interpretation of poetry

**Discussions:** None

**Quizzes:** 1) Meter; 2) Unit exam

**Assignments:** 1) Interpretation of "The Windhover"; 2) Timed writing (and reflection); 3) Oral interpretation

**Unit:** Novel Two (Three weeks)

Students should have completed a second novel from a list of choices. These choices were selected because of a thematic similarity to the first novel choice. They produce a comparison/contrast literary analysis research paper using the material they gathered in the first novel unit and this novel unit.

**Discussions:** 1) Each novel has its own discussion area on a specific prompt.

**Quizzes:** 1) Each novel has a specific quiz area focused on plot

**Assignments:** 1) abstract; 2) research paper

**Unit:** Exam Review (Two weeks)

Students are given instruction for dealing with the different forms of writing assessments on the AP exam and practice.

**Assignments:** 1) practice with written questions

**Unit:** Semester Exam

Second Semester

**Unit:** Exam Review (One Week)

One of the purposes of this unit is unique to online education, where we have a surprisingly large number of students begin join the course without having been a part of the first semester. Continuing students are given instruction for dealing with the different forms of writing assessments on the AP exam and practice. New students are given the opportunity to learn course policies and procedures and become caught up on key concepts taught first semester.

**Unit:** Medieval Literature (Two weeks)

Students learn the basics of old English and look more closely at the linguistics of Middle English and the craft of Chaucer. An important focus is how the literature reflects both the culture and the historical events of the time.

**Discussions:** 1) Medieval literature and culture; 2) Irony in the Pardoner's Tale  
**Quizzes:** 1) Old English; 2) Unit exam  
**Assignments:** 1) Close reading on a segment of *Book of the Duchess* in Middle English

**Unit:** *Hamlet* (Four weeks)

This thorough analysis of the play includes a variety of constructivist assignments and activities throughout the unit.

**Discussions:** 1) Death of Tragedy (?); 2-3) Loyalty motif (2 discussions); 4) Act V  
**Quizzes:** 1-7) Seven reflective assignments in quiz format; 2) Unit exam  
**Assignments:** 1) Oral interpretation; 2) Act III memo; 3) Timed writing; 4) Close reading; 5) Analytical essay

**Unit:** Romanticism (Three weeks)

Students exam Romanticism from an historical and a philosophical context as well as a literary movement.

**Discussions:** 1) comparison of idealism and materialism; 2) Irony in the Pardoner's Tale  
**Quizzes:** 1) Romanticism introductory materials; 2) Neoclassicism; 3) Wordsworth comprehension quiz; 4) Unit Exam  
**Assignments:** 1) Blake timed writing; 2) Coleridge Timed Writing; 3) Close Reading; Keats Essay

**Unit:** Realism and the 20th Century: (Four weeks)

Students explore the issues related to the major changes in literature taking place at the turn of the 20<sup>th</sup> century. Comparison and Contrast skills are the focus. Key writers studied include Shaw, Wilde, Rostand, Crane, Chopin, and Joyce

**Discussions:** 1) Realism; 2) Joyce  
**Quizzes:** 1) Shaw-Wilde-Rostand comparisons; 2) Crane-Chopin  
**Assignments:** 1) Realism Project

**Unit:** Exam Review (One Week)

Students are given instruction for dealing with the different forms of writing assessments on the AP exam and practice.

**Assignments:** 1) practice with written questions

**Unit:** Independent Project: (Three weeks)

Students demonstrate learning from the year in a major project using literature from all genres, including movies. Some reading is required, and the rest is selected from a list of choices.

Required:

- *Antigone* (Sophocles)
- "Self-Reliance" (Emerson)
- "Civil Disobedience" (Thoreau)
- "Letter from Birmingham Jail" (King)

**Discussions:** 1) Required readings 2) Final  
**Quizzes:** 1) required readings; 2) Crane-Chopin  
**Assignments:** 1) Project

**Unit:** Final Exam

### Part III: Required Texts

The course does not use a specific text or anthology. It does use a variety of poems, short stories, essays, and plays that are either provided in the course, available online, or are available through

purchase or libraries. Novels are also used that the student can purchase or obtain from a school or library.

**Major Titles Used:**

*Oedipus Rex*

*The Odyssey*

Novel One Choices:

*Madame Bovary* (Flaubert)

*For Whom the Bell Tolls* (Hemingway)

*To the Lighthouse* (Woolfe)

Novel Two Choices:

*The Awakening* (Chopin)

*Catch-22* (Heller)

*As I Lay Dying* (Faulkner)

*Hamlet* (The course has its own proprietary edition of the play included, including commentary and original auditory selections.)

*Arms and the Man* (Shaw)

*Caesar and Cleopatra* (Shaw)

*The Importance of Being Ernest* (Wilde)

*Cyrano De Bergerac* (Rostand)

**Part IV: Other details required for audit**

This course contains a large number of written assignments for a variety of purposes. Several of these specifically require drafting with teacher intervention. All assignments are designed to provide full opportunity for teacher intervention; because this is an online course taught by a variety of teachers, each teacher will have his or her own method for doing so.

Standard	Evidence in Course
<p>The course includes an intensive study of representative works such as those by authors cited in the <i>AP English Course Description</i>.</p> <p><b>(Note: The College Board does not mandate any particular authors or reading list.)</b> The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he 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. The works selected for the course should require careful,</p>	<p>In <b>Semester One, Unit Two</b> and <b>Unit Five</b> specifically teach critical reading skills and strategies. Throughout the course, students participate in activities that teach them to read and understand challenging material and demonstrate understanding through proper response.</p> <p>Throughout the course, students read classic literature, literature from the British Isles, and literature from the world. The time span ranges from ancient Greek to contemporary. Both male and female authors are included, and the themes selected are carefully chosen to reflect a wide variety of human experiences. Literary terminology and aesthetic aspects of literature are studied especially in <b>Semester One, Unit Five</b> and <b>Semester Two, Unit Two</b></p> <p><b>Reading List:</b></p> <p><b>First Semester</b>            Required Reading:  <i>Oedipus Rex</i>  <i>The Odyssey</i>            Novels (choose a pair from these choices:  <b>Novel Pair One: The role of women in society</b>  <i>Madame Bovary</i> (Gustave Flaubert)  <i>The Awakening</i> (Kate Chopin)</p> <p><b>Novel Pair Two: The individual in war</b></p>

<p>deliberative reading that yields multiple meanings.</p>	<p>For Whom the Bell Tolls (Ernest Hemingway)          Catch 22 (Joseph Heller)</p> <p><b>Pair Three: The dysfunctional family</b>          To the Lighthouse (Virginia Woolf)          As I Lay Dying (William Faulkner)</p> <p><b>Second Semester</b>  <b>Required Reading or Viewing:</b>  <i>Hamlet</i> - William Shakespeare  <i>Arms and the Man</i> - Bernard Shaw  <i>Caesar and Cleopatra</i> - Bernard Shaw  <i>The Importance of Being Ernest</i> - Oscar Wilde (Available online, or student may choose to view via tape or DVD)  <i>Cyrano De Bergerac</i> - Edmond Rostand (Available online, or student may choose to view via tape or DVD)  <i>Antigone</i> - Sophocles          Three Essays (all available online)              "Self Reliance" - Ralph Waldo Emerson              "Civil Disobedience" - Henry David Thoreau              "Letter from Birmingham Jail - Martin Luther King</p> <p>Students select from a list of optional readings for a final project.</p>
<p>The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's: structure, style, and themes; the social and historical values it reflects and embodies; such elements as the use of figurative language, imagery, symbolism, and tone.</p>	<p>Students are taught to write in this manner early in the course, and it is an expectation throughout. They have numerous interpretative writing assignments, including essays on <i>Oedipus Rex</i> and the <i>Odyssey</i> in which they relate the works to social and historical values. In the second semester, they write interpretive essays on "The Pardoner's Tale" and <i>Hamlet</i>. In almost all units, students write an interpretive essay on a piece of literature. They are also given timed writing assignments similar to the free response questions on the AP exam in most units.</p> <p>Students are taught the key rhetorical devices and literary terms in three units in the first semester: Thinking Skills; Reading and Rhetoric; and Poetry Analysis</p>
<p>The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. 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, freewriting, keeping a reading journal, and</p>	<p>In almost all units, students write an interpretive essay on a piece of literature. These include a variety of types of interpretation. They are also given timed writing assignments similar to the free response questions on the AP exam in most units.</p> <p>Students have a journal assignment in every unit. The <i>Oedipus Rex</i> unit includes a metacognitive exercise in which students reflect on their learning on an essay and then rewrite the essay based on the result of that exercise.</p>

<p>response/reaction papers)</p>	
<p>The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:  Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text</p>	<p>In almost all units, students write an interpretive essay on a piece of literature. These include a variety of types of interpretation. They are also given timed writing assignments similar to the free response questions on the AP exam in most units.</p> <p>Students are taught to do this initially in the Thinking Skills unit, in which they write (and then evaluate) an essay on “The Story of an Hour” by Kate Chopin.</p>
<p>The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:  Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values.</p>	<p>In almost all units, students write an interpretive essay on a piece of literature. These include a variety of types of interpretation. They are also given timed writing assignments similar to the free response questions on the AP exam in most units.</p> <p>In the Poetry Analysis unit, students pay particular attention to the artistic value of a work. They write several such essays.</p>
<p>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:  A wide-ranging vocabulary used appropriately and effectively  A variety of sentence structures, including appropriate use of subordination and coordination  Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis  A balance of generalization and specific, illustrative detail  An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</p>	<p>The course provides opportunity for the online teacher to provide that feedback throughout the course. In the <i>Oedipus Rex</i> unit and the two novel units, such feedback is a requirement of the submission process.</p> <p>Composition instruction in the course is based upon the NWREL-developed 6 + 1 Traits of writing, which includes instruction in the development of ideas, organization, word choice, sentence fluency, voice, conventions, and presentation.</p>

