**College Prep Literature and Composition-Junior Level
Syllabus**

**Understandings:** What will students understand as a result of the literature component in all units we will study? Students will understand:
**•**Literature provides insights into universal themes, dilemmas and social realities of the world in which we live.
**•** The study of literature, in a variety of forms or genres, will provide readers the ability to respond analytically and objectively to texts in order to understand: author’s purpose, intentional choice of tools (word choice, point of view, and structure) and the message/theme being explored.
**•**Analyzing multiple interpretations of a story, drama or poem will help students understand varying perspectives of the work such as historical accounts or background knowledge that assists in determining the author’s overall purpose.
**•**Increasingly complex literary texts will help students become more proficient readers who develop the skill, concentration and stamina to read independently and comprehend stories, dramas and poems to gain literary and cultural knowledge as well as familiarity with various text structures and elements.
**•**Close reading of literature will help readers distinguish what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
**•**Critical reading and citing strong and thorough textual evidence will help readers analyze what the text states explicitly as well as inferences drawn from the text.
**•**Integrating knowledge and ideas from informational texts (e.g. speeches, essays, aphorisms, documents and author studies) expands the knowledge base and perspectives found in texts to empower the reader to make informed life choices.

**Essential Questions:** What arguable, recurring and thought-provoking questions will help to guide inquiry and illustrate the big ideas of our units?
**•**How does literature help us understand ourselves and others?
•Is the purpose of reading literature to reflect on the thoughts and actions of others in order to understand how our world was shaped and what motivates us as human beings?
•How does an author’s choice of language and their specific organizational strategies that position readers to accept their representations of people, events, ideas and information influence the way we feel about their characters/stories? (Do we accept these as absolute truths or dismiss them or is there some compromise?)
**•**How has writing become a communication tool across the ages? Has the use of the internet changed the way we communicate or is it just a variation of the paper and the pen?
**•**How does literature reflect the human condition? (Are thoughts. emotions, injustices or universal truths the same regardless of the century?)
**•**How does literature express universal themes, dilemmas and social realities?

**Major Concepts/Content**College Prep English Literature and Composition is designed to be a stepping stone for students who will be enrolling in the Advanced Placement English Literature and Composition course. This course will provide you with intellectual and workload challenges consistent with a typical undergraduate English Literature course found at all universities. As this is fashioned to be a pre-cursor to Advanced Placement English, a college-level course, performance expectations are appropriately high. Students are expected to commit to a minimum of five hours per week outside of class. Often, this work involves lengthy writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must be dedicated to the expectations that this course outlines.

**Grading**Although semester grades reflect students who turn in work late or students with excessive absences, the very good news is that grades in the class are actually based on improvement and hard work. If a student does his/her best and works to capacity, then he’ll/she’ll get an “A” in the class, even if the grades given on papers are not “A”grades. Grades for each semester do not reflect straight percentage, but do reflect continued commitment on the student’s part to do the work to the best of his/her ability and to be in class. “Commitment” may include, but is not limited to: attention to self-knowledge and self-improvement in the study of literature; handing in work on time; being in class; helping other students in the class by working cooperatively to gain knowledge and to help others become better writers, etc**. In other words, grading is an individualized process; the student is in competition with himself/herself and with no other. The grade in the class is entirely predicated on the choices a student makes to do the best he/she can do.** I have no qualms about giving every student an “A” if the grade is justly earned. Because of the nature of the ability level of students in this class—advanced and motivated—the class is not on a curve-grading system. Given the nature of the class, grading is based on class discussion and activities during class; out-of-class reading and other assignments; and on the papers written both in class and out of class. **. Also, not every assignment or essay will be graded; some will simply be acknowledged with completion grades.**

**Earning an A as opposed to an A-**

**A student who might have this borderline grade will earn a straight A if all the following are met:**

Student has **no** late assignments. Daily work is due at class time. Out of class essays are due typically at the end of the day of the due date. **Late work will NOT be accepted.**

Student comes to class prepared **every day** with the text, notebook, and supplemental materials.

Student consistently participates in class discussion.

Student takes the opportunity to revise and resubmit essays for a better grade. The previous draft must accompany the revised essay.

Student is in his/her seat at class time. NOT roaming around the room at bell time. Not in seat = tardy on Skyward.

Student shows effort and positive attitude. Taking a nap/head down or reading the newspaper or working on another class assignment is not a model display of effort and positive attitude.

**The same principle applies for a student who might have a B+ and would like an A-**

**Required Texts and Materials**

All texts and materials will be given to students based on the curriculum unit time-line for reading and discussion. Any student who would like to read the assigned literature in advance must check out the literature from Mrs.Cujak, and are expected to return the items in the condition in which they were given. Students will be held responsible for any materials that differ from their original condition.
**Text Books:** The Language of Literature-American Literature, The Language of Literature-British Literature, The Language of Literature-World Literature and The Bedford Introduction to Literature

**Novels/Plays:** *Medea, Taming of the Shrew, Oedipus Rex, Macbeth, The Crucible, Wuthering Heights, A Doll’s House, Tom Sawyer, and The Catcher In The Rye.****•Please note that the time frames for the units might fluctuate depending on factors related to school events, student performance or curricular modifications.*
Writing Assignments and Expectations:
SOAPS guide and Prompts = 30%**
**\*AP – style prompts
\* SOAPS reading guide**

**Tests and quizzes = 20%**

**Participation/class discussion = 10%
\*Includes Post-it note readings (in and out of class)**

**Daily assignments 10%**

**Formal out of class essays = 30%
\*Personal statement
\*Compare/contrast
\*Persuasive
\*Synthesis/research**

**Semester one essays: personal statement,** **compare/contrast, AP prompts
Semester two essays: persuasive, synthesis/research, AP prompts**

**Unit 1- (5 weeks)
800B.C. -200A.D.**
**Literature From Ancient Greece**
∗*The Iliad*-Homer (epic poetry)(World and Brit. Lit Text)
∗*From the Apology*-Plato (nonfiction) (World Lit Text)
∗*A Study of Sophocles* (Bedford) (pg.1292)
∗*Oedipus Rex or Oedipus The King*-Sophocles (drama) (World Lit. Text)
∗*Medea*-Euripides (Summer Reading)

**450-1066**
**Old English**∗*Beowulf*  (epic poetry)(Brit. Lit Text)

**1066-1500**
**Middle English**
∗Author Study- Chaucer (Brit. Lit Text)
∗*Canterbury Tales*-Chaucer (poetry)(Brit. Lit Text)
∗*The Passionate Shepherd To His Love*-Christopher Marlowe (poetry) (Brit. Lit Text)

**Unit 2- (5 weeks)**
**1558-1603**
**Elizabethan Age**
∗Author Study-William Shakespeare (Brit. Lit Text)(Bedford, pg.1393)
∗*Macbeth*-Shakespeare (play) (Brit. Lit Text)

**1620-1800**
**The Restoration**
∗*The Crucible*-Arthur Miller (drama)(Am. Lit Text)

**1745-1785**
**The Age of Sensibility**
∗*Speech in the Virginia Convention*-Patrick Henry (speech) (Am. Lit Text)
∗*The Declaration of Independence*-Thomas Jefferson (document) (Am. Lit Text)
∗*Common Sense*-Thomas Paine(speech) (Handout)
∗*From Poor Richard’s Almanac*-Ben Franklin (aphorism)(Am. Lit Text)

**Unit 3- ( 2 weeks)
1800-1855**
**Romantic Period**
∗*Wuthering Heights*-Charlotte Bronte(novel, setting 1770-1802)(written 1846) **(If time permits)**

**Poetry**(Brit. Lit Text)(Bedford)\*William Wordsworth-*I Wandered Lonely As A Cloud, Composed Upon Westminster Bridge*
\*John Keats-*Ode to A Grecian Urn, To Autumn, When I Have Fear That I May Cease To Be,*
 *Bright Star, Would I Were Steadfast as Thou Art*\*Walt Whitman-*A Noiseless Patient Spider*
\*Percy Shelley-*Ode To The West Wind, A Defense of Poetry(essay)*
\*Lord Bryon-*She Walks In Beauty, When We Two Parted*\*Alfred Tennyson-The Lady of Shalott

**Gothic Literature (1800-1850)**
∗*Dr. Heidegger’s Experiment*-Nathaniel Hawthorne (short story)(Am. Lit Text)
∗*The Raven*-Edgar Allan Poe (poetry) (Am. Lit Text)
∗*The Haunted Palace*-Edgar Allan Poe (allegory) (Bedford, pg.841)
∗*A Rose For Emily*-William Faulkner (short story) (Am. Lit Text) Note: **Southern Gothic, written 1929**

**1830-1855 (2 weeks)**
**Transcendental Period (If time permits)**
∗*Civil Disobedience*-Henry David Thoreau (essay)(Am. Lit Text)
∗*From Walden*-Henry David Thoreau (essay)(Am. Lit Text)
∗*Self-Reliance*-Ralph Waldo Emerson (essay) (Am. Lit Text)
∗*On Civil Disobedience*-Mohandas Gandhi (speech) (Am. Lit Text)

**1832-1901
The Victorian Period**
∗Preparing to Read A Doll’s House-(Word Lit. Text, pg. 1018)
∗*A Doll’s House*-Henrik Ibsen (novella)

**Unit 4- ( 6 weeks)**
**1850-1900**
**Conflict and Expansion**
∗from *Narrative of the Life of Frederick Douglass, an American Slave*-Frederick Douglass(Am. Lit Text)
∗*The Gettysburg Address*- Abraham Lincoln (Am. Lit Text)
∗The Autobiography of Mark Twain (Am. Lit Text)
∗*The Notorious Jumping Frog-*Mark Twain (short story) (Am. Lit Text)
∗*Tom Sawyer*-Mark Twain (novel)

**1855-1925 (End of 19th Century is 1900)(20th Century 1901-2000)
Changing Faces of America**
∗Emily Dickinson-Poems (Am. Lit Text)
∗*The Yellow Wallpaper*-Charlotte Gilman (Am. Lit Text)
∗*The Story of An Hour* -Kate Chopin(Am. Lit Text)(Bedford)

**Unit 4- ( 6 weeks)****1900-1940
The Modern Age**
∗Author Study-Langston Hughes (Am. Lit Text)
∗*Selected Poems*- Langston Hughes (Am. Lit Text)
∗Author Study-Robert Frost (Am. Lit Text)
∗An Introduction To His Work-Robert Frost (Bedford, pg.1025)
∗*Acquainted with the Night*-Robert Frost (poetry) (Am. Lit Text)
∗*The Road Not Taken* (Bedford)
∗*Fire and Ice* (Bedford)
∗*Nothing Gold Can Stay* (Bedford)
∗*Speech In Praise of Robert Frost*-John Kennedy (speech)(Am. Lit Text)
∗*Mirror*-Sylvia Plath (poetry) (Am. Lit Text)
∗*Mushrooms*-Sylvia Plath (poetry) (Bedford, pg. 877)

**Unit 5- (5 weeks) (If time permits)
1940-Present**
**Modern Period Continued-Post War Society**
∗from *Letter from Birmingham Jail*-Martin Luther King, Jr. (letter) (Am. Lit Text)
∗*Mother Tongue*- Amy Tan (essay) (Am. Lit Text)

∗*Catcher In The Rye*-J.D. Salinger (novel)

**The end of the second semester will be spent preparing for the components of the AP Composition and Literature exam which is taken in early May of senior year. Some units may be shortened or omitted to accommodate for this preparation.**