

A COURSE IN
ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

Marcia S. Hilsabeck

Materials: Text (Roberts and Jacobs- *Literature: an Introduction to Reading and Writing* and DiYanni - *Literature: Reading Fiction, Poetry, Drama, and the Essay*) and Supplemental materials.

Addresses TEKS §110.84

I: Introduction to Analysis

The student will write and revise compositions in response to interpretive exercises to explicate given literary selections;

The student will be able to:

1. Analyze and answer questions based on literature, demonstrating knowledge of appropriate terminology;
2. Write responses to interpretive exercises that explicate literary selections;
3. Determine the correlation of a given rubric to given samples of analysis;
4. Create rubrics for answers to questions about literature;
5. Write essays using rubric as a means of prewriting;
6. Evaluate essays using rubric.

The process of reading long and short works and writing and evaluating focused essays written within a time limit (“timed writings”) addresses this goal.

II: Poetry

The student will write and revise critical essays that explicate poetry, including considerations of structure and style as they affect content;

The student will be able to:

1. Define and identify poetic techniques;
2. Explicate poetry in discussion;
3. Write essays of explication of poetry;
4. Evaluate poetic explications;
5. Use the creative process to write poetry, if the student chooses.

The process of reading poems and writing and evaluating focused essays written within a time limit (“timed writings”) addresses this goal.

III: Short Prose Narrative

The student will explicate, in discussion or critical essay, short prose narratives;

The student will be able to:

1. Analyze short prose narratives to determine the author's use of literary techniques;
2. Evaluate the effective use of literary technique in short prose narratives;
3. Write short essays explicating short prose narratives;
4. Evaluate short essays explicating short prose narratives;
5. Use the creative process to write short prose narratives.

The process of reading short stories and writing and evaluating focused essays written within a time limit (“timed writings”) addresses this goal.

IV: Long Prose Narrative

The student will explicate, in discussion or critical essay, novels, both assigned and self-selected;

The student will be able to:

1. Analyze long prose narratives to determine the author's use of literary techniques;
2. Evaluate the effective use of literary technique in long prose narratives;
3. Analyze long prose narratives to determine the historical implications of the work;
4. Analyze long prose narratives to determine the sociological implications of the work;
5. Analyze long prose narratives to determine the characteristics of the author's style;
6. Write short essays explicating the literary techniques, historical or sociological implications, and author's style in a literary work as they combine to produce an effect on the reader;
7. Write essays of explication synthesizing the impact of the techniques, historical or sociological implications, or style in two or more literary works.

The process of reading novels and writing the Book Analysis addresses this goal.

V: Drama

A. The student will write, and/or present orally, critical analyses of plays, differentiating dramatic literature from other genres;

The student will be able to:

1. Differentiate drama from other literary genres;
2. Analyze plays to determine the author's use of literary technique;
3. Evaluate the effective use of literary technique in drama;

B. The student will write, and/or present orally, critical analyses which explain historical development of techniques and thematic emphases of modern drama as differentiated from classical and Shakespearean drama;

The student will be able to:

1. Analyze the existence and effect of historical intrusion in drama;
2. Write short essays explicating dramatic works;
3. Write essays synthesizing the impact of the use of dramatic techniques in two or more dramatic works, from the same or different literary periods;
4. Evaluate the effectiveness of a performance of a dramatic work.

The process of reading plays and writing the Book Analysis addresses this goal.

VI: Nonfiction Prose

The student will examine, in discussion and critical essay, the logic, language, syntax, structure, and tone of short nonfiction prose passages, as those elements combine to produce an effect on the reader;

The student will be able to:

1. Identify patterns of organization of ideas;
2. Differentiate impact of different patterns of organization;
3. Determine the effect of diction, syntax, tone, and structure in nonfiction prose;
4. Evaluate the effect of diction, syntax, tone, and structure in nonfiction prose;
5. Write short essays of explication of nonfiction prose;
6. Evaluate short essays of explication of nonfiction prose.

The process of reading short nonfiction works and writing and evaluating focused essays written within a time limit ("timed writings") addresses this goal.

VII: Evaluative Composition

The student will write documented evaluative and expository essays on topics relating to literature;

The student will be able to:

1. Use the writing process and higher level thinking skills to write short essays of explication in response to questions about literary selections;
2. Use the writing process and higher level thinking skills to write long essays of explication of literary selections;
3. Use appropriate systems of documentation to identify sources of information used to support assertions;
4. Evaluate and revise mechanics, diction, syntax, and organization in personal and peer compositions.

The process of reading novels and plays and writing the Book Analysis addresses this goal.

VIII: Test Preparation

The student will develop and practice procedures for answering objective and subjective test items such as those appearing on the Advanced Placement Examination in English Literature and Composition.

The student will be able to:

1. Analyze essay questions to determine requirements of question and best order for response;
2. Provide required evidence and apply evidence to assertions of answer;
3. Analyze multiple choice questions to determine best question attack;
4. Use process of elimination and other question attack procedures appropriately;
5. Manage time appropriately to be able to attempt all questions possible.

Timed writings, Book Analysis, and multiple choice practice address this goal.

The activities of this class prepare the student to address the tasks on the Advanced Placement Examination in English Literature and Composition, which consists of

Two sets of multiple choice questions on given poems;

Two sets of multiple choice questions on given short prose passages;

An essay analyzing a given poem or poems, to be written in forty minutes;

An essay analyzing a given prose passage, to be written in forty minutes;

An essay addressing a topic related to the analysis of long work (novel, play, epic) to be written in forty minutes.