

# English Literature and Composition 2010 - 2011

## Instructor / Contact Information:

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## Brief Description of Course

AP English Lit is a comprehensive course in reading and analysis of imaginative literature: novels, plays, and poetry. Through the close reading of literary texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. The course is intended for students who like to discuss both the form and the content of literary works, and who are interested in diverse ideas, experiences, and writing styles. The curriculum consists of a survey of British literature, including the work of major writers from the 16th to the 20th century.

Please be punctual and polite and respect our class time. Work drops one letter-grade per day late. Talk to me, eh?

## Unit Information

### Introductory Unit: Summer Reading

(Assigned in June for completion by September)  
(NB: Activities related to this unit take place in the beginning of the school year)

#### Content and/or Skills Taught:

William Shakespeare's Hamlet  
Selections from Edith Hamilton's Mythology  
Selections from the Hebrew Scriptures  
Selections from the New Testament

#### Major Assignments and/or Assessments:

Allusion workshop: oral presentations on myth and Bible stories  
Major paper



### Introductory Unit: College Essay

#### Content and/or Skills Taught:

Students choose from among topics presented in the Common Application for colleges and universities.

#### Major Assignments and/or Assessments:

Write, revise, and edit the personal essay. Formative evaluation includes at least one writing conference after the first draft.

### Ongoing Unit: "Voice Lessons"

(3X weekly through the first semester)

#### Content and/or Skills Taught:

Exercises (taken from Nancy Dean's "Voice Lessons") in close analysis of diction, detail, imagery, syntax, and tone using various excerpts from prose and poetry.

#### Major Assignments and/or Assessments:

"Voice" worksheets: excerpts from a variety of prose and poetry readings requiring specified analysis of stylistic elements such as diction, imagery, and tone.

## Introductory Unit: Critical Approaches

### **Content and/or Skills Taught:**

Brief works to illustrate critical concepts:

Updike's "A & P"

Chopin's "Story of an Hour"

Sanchez's "Master Card: Blues"

Summaries of critical strategies:

formalist, gender, biographical, Marxist, psychoanalytical, reader response, etc.

### **Major Assignments and/or Assessments:**

Brief essay using a late 20th century critical approach on Sanchez's "Master Card: Blues," analyzing structure, style, and historical/social values in the poem.

## Drama: William Shakespeare's Hamlet

### **Content and/or Skills Taught:**

Shakespeare's The Tragedy of Hamlet

Excerpts from Kenneth Branagh's film of Hamlet

### **Major Assignments and/or Assessments:**

Class discussion.

Reading quizzes.

Timed Essay 1: Close analysis of a verse passage examining imagery.

Timed Essay 2: Open essay analyzing the function of a minor character in Hamlet.

One of the two essays must be re-written and re-submitted after evaluation.

Essays are assessed for content, organization, diction, tone, syntax, and mechanics.



## Drama: William Shakespeare's Henry IV Part 1

### **Content and/or Skills Taught:**

Shakespeare's Henry IV Part 1

Critical essays / strategies – formalist, gender, biographical, Marxist, Psychoanalytical, reader response, etc.

### **Major Assignments and/or Assessments:**

Class discussion.

Reading quizzes.

Abstract and personal response to a critical essay.

Oral presentation of a critical essay.

Timed essay

Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

## Poetry: 16th and 17th Centuries

### **Content and/or Skills Taught:**

Elizabethan lyrics: Marlowe, Raleigh

Sonnets: Sydney, Spenser, Shakespeare

Cavalier poets: Jonson, Herrick, Lovelace

Metaphysical poets: Marvell, Herbert, Donne

20th c. echoes: various modern sonnet writers

Critical essays on Marvell's "To His Coy Mistress"

### **Major Assignments and/or Assessments:**

Class discussion.

Oral presentation of various critical essays on Andrew Marvell.

Brief in-class analysis of a sonnet (meaning expressed in form)

Timed essay 1: Close analysis of controlling metaphor in a poem by Anne Bradstreet (American)

Timed essay 2: Close analysis of imagery in a poem by John Donne.

One of the two essays must be re-written and re-submitted after evaluation.

Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

### **Major assignment:**

Explication of any poem by any pre-18th poet studied in this unit, using instructions for this type of analysis, 4-6 pp.

## Satire

### **Content and/or Skills Taught:**

Alexander Pope's "Rape of the Lock"  
Joseph Addison's "Dissection of a Beau's Head"  
Jane Austen's *Pride and Prejudice*

### **Major Assignments and/or Assessments:**

Class discussion.  
Oral presentation: Paired students are responsible for examining and leading the discussion of a 30-35 pp. passage from *Pride and Prejudice*.  
Timed essay 1: Analysis of satirical techniques in a periodical essay by Joseph Addison.  
Timed essay 2: Examination of the function of a comic character as he or she relates to theme and plot in *Pride and Prejudice*.  
One of the two essays must be re-written and re-submitted after evaluation.  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

## 19th c. Romanticism

### **Content and/or Skills Taught:**

Representative pre-Romantic poetry of: Thomas Grey, Robert Burns, William Blake  
Representative Romantic poetry of: Wordsworth, Coleridge, Byron, Shelley, Keats  
Emily Brontë's *Wuthering Heights*  
Critical essays on Brontë

### **Major Assignments and/or Assessments:**

Class discussion.  
Reading quizzes.  
Paraphrases of poetry by stanza.  
Abstract and personal response to a critical essay.  
Oral presentation of a critical essay.  
Timed essay 1: Comparative analysis of similarly-themed 19th and 20th c. sonnets, examining diction, detail, and imagery.  
Timed essay 2: Examination of the function of setting in *Wuthering Heights*.  
One of the two essays must be re-written and re-submitted after evaluation.  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

### **Major Assignment:**

Extended commentary on an assigned passage of *Wuthering Heights*, examining its significance to plot, characterization, theme, and other elements, 4-6 pp. An outline and preliminary conference precedes submission of the final draft.

## Victorian Literature

### **Content and/or Skills Taught:**

Early Victorian poetry of Alfred Tennyson, Robert Browning, Matthew Arnold.  
Late Victorian poetry of A.E. Housman and Gerard Manley Hopkins and Thomas Hardy

### **Major Assignments and/or Assessments:**

Class discussion.  
Reading quizzes.  
Timed essay: Analysis of changing themes in Victorian Poetry  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

## Comedy of Manners

### **Content and/or Skills Taught:**

Oscar Wilde's *The Importance of Being Earnest*  
Critical essays / strategies – formalist, gender, biographical, Marxist, Psychoanalytical, reader response, etc.

### **Major Assignments and/or Assessments:**

Class discussion.  
Small group presentations on critical strategies  
Timed essay: Examine how Wilde uses comic techniques to illustrate serious themes about society.  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.



## 20th c. Poetry

### Content and/or Skills Taught:

Representative poetry of the World War I poets (Owen, Sassoon, Brooke), Yeats, Auden, Dylan Thomas, Stevie Smith, Philip Larkin, Eavan Boland, Seamus Heaney. Write a major thesis essay with research and MLA citations.

### Major Assignments and/or Assessments:

Class discussion.  
Paraphrase exercise.  
TP-CASTT analysis exercise.  
Timed essay 1: Analysis of the use of literary techniques to create meaning in a poem by Eavan Boland  
Take-home essay: Comparative analysis of structure, theme, and social and historical influences in Brook's "The Soldier" and Hardy's "Drummer Hodge"  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.

### Major Assignment:

Thesis essay with research on any work by any major writer studied in the second semester, 4-6 pp. Use of both print and web sources required. Outline and preliminary draft are due in advance. This paper is assigned after the AP examination in May.

## Post-Colonialism: selections from True History of the Kelly Gang

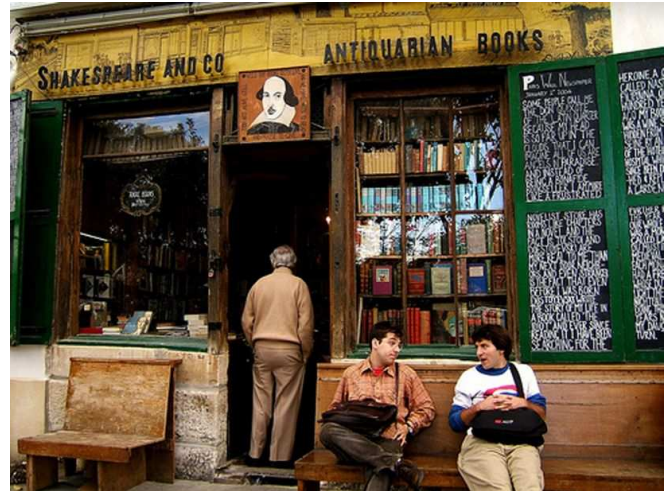
Note: These selections are studied after the AP English Literature and Composition examination in May.

### Content and/or Skills Taught:

True History of the Kelly Gang by Peter Carey  
The Jerilderie Letter by Ned Kelly

### Major Assignments and/or Assessments:

Class discussion  
Oral presentation on imitation and re-imagining of voice.  
Take-home essay on an assigned topic of analysis pertaining to career / schooling.  
Essays are assessed for content, organization, diction, tone, syntax, and mechanics.



## Textbooks

**Title:** An Introduction to Poetry

**Publisher:** Pearson Longman

**Published Date:** 2005

**Author:** X.J. Kennedy

**Second Author:** Dana Gioia

### Description:

An anthology of poetry "from the ballads of the Middle Ages to the rap poets of today, from Shakespeare and Donne to Dickinson and Frost."

(In-class use only.)

Dover Editions for the Shakespeare.

