

English 12/AP English Literature and Composition Syllabus

DeSales High School, 2021-2022 School Year, Teacher Kathryn M. Ruthven, BAE Secondary English, M.Ed Curriculum and Instruction, Ed.M Counseling Psychology

School Mission: With Christ as our foundation, and in partnership with families, WWCS forms the whole student—mind, body, and soul. We are committed to academic excellence and development of faith and reason. Our students grow to be disciples of Jesus Christ—strong in virtue, exceptional in learning, and generous in service.

Course Goals:

- To actively read and critically analyze literature from various genres and periods toward the goal of unlocking meaning and increasing knowledge and awareness
- To understand and appreciate literature's complexity and richness, including contextual, thematic, historic, and contemporary meaning
- To understand how writers use language toward goals of appreciation and practice of those techniques
- To frequently write informally and prepare formal pieces with intentionality of purpose
- To revise formal writing pieces through peer review and teacher feedback, approaching one's best work for every submission
- To increase working and academic vocabulary and use of grammar as needed for effective communication in all modes
- To communicate effectively, socially, and proactively in class each day
- To actively connect positive communication skills and understanding of course themes to career and life goals
- To prepare AP students to take the AP Literature and Composition exam in May through collateral reading and specific test-preparation.

AP/English 12/Accommodated English 12

These three courses co-exist comfortably within one class period. Students taking AP complete summer work, meet outside of class every other week, occasionally complete different/parallel work, sign up for the College Board AP Literature and Composition exam in October, and complete online test preparation work throughout the year. AP students take all regular course finals and exams with few exceptions, as would be announced and communicated in advance.

Students taking Accommodated English 12 have slightly different expectations pertaining to individual needs but typically access modified assignments and testing.

All students share common classroom activities, lecture, and discussion.

Google Classroom and Skyward

Grades are posted in Skyward daily (more information on grading in another portion of the syllabus)

Google Classroom is maintained in an easily readable, categorized fashion to facilitate remote learning or simply an alternative way for students to self-manage.

Primary texts and materials:

- *Prentice Hall Literature, The British Tradition*
- *Wordly Wise* for 12th grade
- *Frankenstein*, Shelly
- *A Doll's House*, Ibsen (AP only, collateral reading)
- *The Importance of Being Earnest*, Wilde
- *Macbeth*, Shakespeare
- Selections from *Paradise Lost*, Milton
- Selections from *Canterbury Tales*, Chaucer
- *Allegory of the Cave*, Plato
- *Beowulf*
- *Gulliver's Travels*, books 1 and 4, Swift
- *Pride and Prejudice*, Austen
- *The Mayor of Casterbridge*, Hardy
- *The Poisonwood Bible* by Barbara Kingsolver (AP only, summer reading)
- Selected short stories and poetry specific to each unit, including a full unit on Romantic poetry
- *Dr. Jekyll and Mr. Hyde*, Stevenson
- Selected contemporary literature and other pieces to augment themes and units

Performance tasks regularly expected of students:

- Timed writes, F.I.T. journals/annotation, study questions on literature
- Critical reading of texts to assess tone, mood, devices, and other literary elements
- Essays, including college-admission writing, literary analysis, and other forms
- Peer review and analysis; AP student scoring of sample responses to former AP prompts
- Creative writing including poetry, riddles, and satire
- Weekly vocabulary work, study, and assessment
- Multiple choice and other forms of assessment or testing related to literary works read
- Grammatical study, practice, and assessment

Habits of mind to be fostered:

- Asking insightful questions
- Welcoming problematic situations and being open to challenge
- Seeking evidence on both sides of an issue
- Practicing active and empathic listening
- Communicating with precision in spoken and written discourse
- Managing impulsivity
- Finding and appreciating humor

***Grading will adhere to the DeSales grading scale with the following categorization:**

Writing and assessment, 50%

Vocabulary, 20%

Participation and Practice, 15%

Critical Reading Evidence and Practice, 15%

Semester Final Exam, both semesters: 10%,

Semester grade= 45% total weighted grade from each quarter, 10% Semester Exam

*Skyward will be updated **regularly**. Handbook policies regarding study table and athletic eligibility will apply.

Time/Talent/Treasure Links

Each unit features an opportunity to engage in journaling, discussion, and activism as we connect thematic content to ongoing events. This should be exciting and engaging for all.

Vocabulary and Grammar Overview

The Wordly Wise program is utilized throughout most units with weekly lists of 15 words which are studied in terms of meaning, etymology, usage, and synonyms and antonyms. The syllabus simply lists this where applicable. The Silver technique of Connect/Organize/Deep Process/Exercise (CODE) will form the basis of additional study and exercise. Literary terms related to works being studied will be considered part of the vocabulary study as well and assessed within this portion of the grade configuration. The unit containing Shakespeare's *Macbeth* contains vocabulary study specific to that piece.

Grammar will be taught in lessons as needed (responsive to student errors and concerns) and also in connection to literary works using *Grammar Dog* curricula.

Unit 1: *"The Only Crime is Pride", 5 weeks

*Quote is Sophocles from *Antigone*

Major work: *Pride and Prejudice* by Jane Austen

Thematic content of this unit encompasses historical gender roles, societal and family expectations, and cultural norm of contemporary life and the Victorian period. A close study of tone and mood and the role of grammar will combine content from the poem *Barbie Doll* by Marge Piercy and the lyrics of *Barbie Girl* by Aqua. Irony and point of view will be studied relative to the text, as well as grammar using *Grammar Dog*.

Wordly Wise Units 1-3 will be taught and assessed.

Time/Talent/Treasure Link: TBD by class

Unit 2: Epic Heroes and Epic Hardship, 3 weeks

This unit explores the Anglo Saxon tradition through selected Exeter Book poems as well as the epic *Beowulf*. Thematic focus will be on themes of loneliness and isolation as well as the epic hero

Major works: *Beowulf* and poems including but not limited to: *The Seafarer*, *the Wanderer*, *The Wife's Lament*. Students will also explore the role of the hero and can eventually compare and contrast characters in *Beowulf* and *Macbeth*.

Wordly Wise Units 4-6 will be taught and assessed.

Time/Talent/Treasure Link: The lonely (veterans, elderly, marginalized of all ages)

Unit 3: The Tragic Hero with Comic Relief (aka “Tragedy and Comedy”) 5 weeks

Major works: *Macbeth*, *A Doll’s House* by Ibsen (AP only, collateral reading), and *The Importance of Being Earnest* by Oscar Wilde. Students will critically read and analyze, comparing and contrasting through individual and group work. Study of tone, voice, and diction in *Macbeth* will utilize the College Board resource “[Special Focus: The Importance of Tone](#)” by Donna Tanzer (pages 37-42) along with other approaches, including scene drama and choral reading, to read and appreciate the play.

A creative storyboard project will focus on elements of humor and satire in Wilde’s *Earnest*, and AP students will complete analytical prompt work and an essay based on the Ibsen play.

Wordly Wise Unit 7, but we will study different vocabulary from *Macbeth* during that period

Time/Talent/Treasure Link: YWCA, leaders of all sorts, others TBD

Unit 4: Created Beings, 5 weeks

Major works include Shelly’s *Frankenstein*, Milton’s *Paradise Lost*, and Plato’s *Allegory of the Cave*.

Students will complete journals as they read *Frankenstein*, applying the FIT model (facts, interpretation, theme) in independent and group exercises throughout the book. Comparisons can be drawn to other works read (including prior years) through graphic organizers.

A multi-media project option for *Paradise Lost* will be offered through students’ creation of Milton’s Universe.

Allegory of the Cave and excerpts from *Paradise Lost* will be read, studied and analyzed in class and paralleled thematically to *Frankenstein*, which will be read collaterally.

Wordly Wise list 8-10 will be taught and assessed.

Grammardog will be utilized to study descriptive grammar each week based on *Frankenstein*

The assessment for *Frankenstein* will include an in-class essay.

Time/Talent/Treasure Link: Immigrants, students who are bullied, WW Catholic Charities and the Tri-Parishes, others TBD

The semester final exam falls at the end of this unit. The semester final will be a review of Wordly Wise Vocabulary, grammatical practice, literary terms, and content from literature studied.

Unit 5: Life Lessons 101, 6 weeks

This unit features a sampling of literary genres (short story, poem, novel, essay). The thematic content trends toward “life lessons” in both serious and humorous ways.

Major works include *The Mayor of Casterbridge*; Chopin’s *Story of an Hour* and *Birthday Party* by Katharine Brush (Says/Does/How technique), and poetry including but not limited to the following will serve to introduce topics of tone, mood, diction, grammar and syntax as well as the technique of “chunking”: *The Imaginary Iceberg* by Elizabeth Bishop; *Facebook Sonnet* by Sherman Alexie (paired with the artwork of Pawel Kuczynski to serve as the basis for a review of literary analysis) and *The Man He Killed* by Thomas Hardy.

Wordly Wise Units 11-13 will be taught and assessed.

Grammardog resources will be used to practice descriptive grammar relative to *The Mayor of Casterbridge*.

Students will practice writing level 1, 2 and 3 questions on the selected works and the FIT (Facts/Interpretation/Theme) model of study, and the exam for *The Mayor of Casterbridge* will feature an in-class formal essay.

Time/Talent/Treasure Link: Younger learners or students

Unit 6: Romantic Dreamers and Rebels, 3 weeks

This unit features the poetry and specifically, sonnets, of Romantic era poets including (but not limited to) Wordsworth, Coleridge, Shelley, Byron, Shakespeare, Spenser, Petrarch, Keats, Baillie, Burns, Sidney, Donne, and Milton. Modern poetry will be studied as well with Cummings, Bishop, Frost, and others.

Students will practice chunking and a variety of analytical tasks independently and in small groups. Creative writing will be actively employed throughout the unit, and students will compose sonnets.

This unit features a research project focused on in-depth study of the poet of the student's choice utilizing Whitman College Library sources and MLA citation.

Wordly Wise units 14-15 will be taught and assessed.

An in-class timed write will utilize a former AP Poetry Prompt asking students to analyze and interpret a sonnet or lyric poem assessing its tone, figurative language, imagery, and symbolism.

Time/Talent/Treasure Link: Libraries, research firms, cultural heritage organizations, ethnic organizations, organizations that promote social growth and change, NPR and Public Broadcasting

Unit 7: Biting Satire, 6 weeks

An introduction to comedy and comedic elements will be enlivened by satirical works including Chaucer's *The Prologue*, Swift's *A Modest Proposal*, selections from *Gulliver's Travels*, selections from Mark Twain, James Thurber, and other modern humorists including, if possible, *The Onion*. Frequent links to modern humor and pop culture will be explored utilizing resources such as *The Simpsons* and *Shrek*.

The assessment for understanding *Gulliver's Travels* will include an in-class essay.

Wordly Wise lists 16-18 will be taught and assessed.

Time/Talent/Treasure Link: Theaters and the arts (LTWW and Power House), journalists, those in creative fields

Unit 8: Friendship, Lies, and Deceit, 3 weeks

This unit will explore the thematic content through the major work *Dr. Jekyll and Mr. Hyde*. Point of view will be reviewed through reading of Henry Reed's *Naming of Parts* and possible media excerpts.

Grammar Dog will be used for a study of grammar along with the unit, and students will study aspects of the Victorian era in conjunction with the novel.

Major Work, Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*

Wordly Wise units 19-20 will be taught and assessed.

Time/Talent/Treasure Link: Friends, those struggling with mental illness, inmates, people with regrets

The semester final exam will incorporate *Wordly Wise* vocabulary, literary terms, grammar, and a short essay on one of the works read and studied this year in response to a prompt. Students will be given the prompt and rubric ahead of time, completing the essay during the final exam period designated for seniors prior to their early release from school. *There is no provision for skipping the course final relative to taking the AP exam.*