

**ADVANCED PLACEMENT
LITERATURE**

ADVANCED PLACEMENT LITERATURE

Statement of Purpose

Advanced Placement Literature provides students, who are sophisticated readers and accomplished writers, with the further challenge of developing as scholars' by interpreting complex works of literature and refining their written expression of compelling ideas. This course is part of the Early College Experience of the University of Connecticut. Successful completion of this course will provide students with transferable college credit.

Audience

Students who have successfully completed their junior year of English. The students have demonstrated excellence with all of the Connecticut State Standards for Language Arts.

Prerequisite

Recommendation of honors or AP junior English teacher

Design and Description

Advanced Placement Literature is for students who want to be challenged with college level course work. This course is designed to be a culminating experience for students who have been involved in honors course work and who value the study of literature. Students are expected to be academically mature and focused on enhancing skills in critical thinking.

College-level development of literary analytical/interpretive skills and of writing skills are the focus of this course. While in-depth analysis and interpretation of novels, drama, poetry, and short stories from various countries and periods are included, the major emphasis is on twentieth century writings and the application of the reading experience to critical writing. Students are introduced to and then apply various forms of literary theory and then apply those theories to their readings of literary texts. Through this study, the students sharpen awareness of language and understanding of writers' craft. They develop critical standards for the independent appreciation of any literary work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written. This course places emphasis on oral discourse, incorporating a seminar

model; hence, oral participation is vital to the strength and integrity of the course. Completion of summer reading and writing is a requirement of this course.

Goals

Students will:

- critically analyze and reflect on texts.
- develop a deeper understanding of the elements of literature, genres and styles of literature, as well as types of literary theory and literary periods.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- understand and apply various literary theories as a basis for sound academic and original reasoning.
- determine the various influences on authors, political and social ideas as well as cultural and historical influences, in order to analyze the impact of those influences on the text.
- imitate forms and styles of the authors they read to achieve their own purposes as writers.
- develop and use an extensive vocabulary drawn from the literature of the course
- demonstrate their understanding of the meaning and importance of aesthetics and the aesthetic experience.
- apply ideas from the fields of philosophy and psychology to literary texts.
- write, revise and edit work to produce writing suitable for publication and/or presentation.
- determine the appropriateness of language used in various contexts, and choose language appropriate to purpose, audience and task in their speaking and writing.
- perform successfully on the Advanced Placement Literature and Composition exam.

Course Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- demonstrate an understanding of major critical theories: Freudian, Jungian, Feminist, Marxist, Queer, Gender, Post-Colonial, Deconstructionist, Critical Race Theory, Historical, and New Historical, etc.
- reach new understanding of “constructing meaning” by becoming familiar with literary theory.
- research critical theories.

- apply their understanding of Jungian/Archetypal literary criticism as it relates to *The Power of Myth* (summer reading text).
- determine and apply reading strategies which are appropriate for each genre.
- critically analyze and reflect on the text through written responses, class discussions, and finalized responses.
- analyze archetypes as they relate to theme.
- participate in carefully organized and reasoned oral and/or written discourse.
- determine how the elements of Greek tragedy differ from Shakespearean tragedy.
- apply their understanding of modern and postmodern literary theory as the basis for interpreting literature.
- discuss the influence of modernism/postmodernism and social and political structures on the time period.
- imitate forms and styles of the authors in order to achieve their own purpose as writers.
- construct meaning in sophisticated ways as they contextualize the text and themselves as readers.
- understand the meaning and importance of aesthetics and the aesthetic experience.
- research their chosen topic in order to develop a deeper understanding of aesthetics.
- discuss, raise questions, and respond to others independently.
- demonstrate an understanding of abstraction in language in order to interpret literary works.
- choose varied writing selections which demonstrate their growth as writers.
- connect ideas in their own writing to works by other artists.
- create culminating writing portfolios that reflect upon the growth of writing and connections made through the various pieces chosen for the portfolio.
- write a reflection on their growth as writers and readers, writing and connections they have made through the various pieces chosen for the portfolio.
- write a reflection on the growth of their writing and connections they have made through the various pieces chosen for the portfolio.
- share and respond honestly, thoughtfully, objectively and intelligently to one other's writing portfolios.

Skill Objective

Students will:

- apply the conventions of the language in their writing.

English Standards

It is expected that students taking Advanced Placement Literature are proficient in all of the standards of the Connecticut English Language Arts Curriculum Framework when they start the course; hence, they are a prerequisite.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How does literature and personal written expression help formulate an understanding of personal identity?
- How do different types of literary theory reveal justifiable interpretations, perspectives, and purposes of literature?
- How does an author's stylistic choices affect purpose, intent, and meaning?
- How does world literature reveal common and unique experiences, voices, and archetypes to the reader?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
- How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect and purpose of deconstruction?
- How does literature create an aesthetic experience for a reader?

UNITS OF STUDY

Unit 1 - Ways of Seeing: Introduction to Literary Theory

Core Topic

- Introduction to Literary Theory

Focus Questions

- How does literature and personal written expression help formulate an understanding of personal identity?
- How do different types of literary theory reveal justifiable interpretations, perspectives, and purposes of literature?
 - What is the purpose of literary theory?
 - How are the major theoretical lenses best suited for particular works?
 - How is archetypal criticism relevant to the personal essay?
- How does an author's stylistic choices affect purpose, intent, and meaning?
 - What reading strategies are common and unique to fiction and non-fiction texts as well as film texts?
 - What stylistic choices are best suited for the purpose of the personal essay?

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others' voices on an intellectual level.
- demonstrate an understanding of major critical theories: Freudian, Jungian, Feminist, Marxist, Queer, Gender, Post-Colonial, Deconstructionist, and Historical.
- reach new understanding of “constructing meaning” by becoming familiar with literary theory.
- determine the various influences on authors, political, social, and cultural, in order to analyze the impact of those influences on the text.
- apply their understanding of Jungian/Archetypal literary criticism as it relates to *The Power of Myth*.
- determine and apply reading strategies which are appropriate for each genre (fiction, non-fiction, film).

Skill Objective

Students will:

- apply the conventions of the language in their writing.

Assessments

- Personal essays, using college essay application questions
- Advanced Placed Timed Piece - critical essay
- Summer reading assessment

Pacing

2 – 3 weeks

Unit 2 – Layered Portraits: The Search for Self

Core Topic

- The Search for Identity/Rites of Passage/The Hero's Journey/Psychological Dimensions - Finding Meaning in the Search for Self

Focus Questions

- How does an author's stylistic choices affect purpose, intent, and meaning?
 - How do the characters Oedipus, Hamlet, Marlowe/Willard, and Mahrke lead us to a greater understanding of the search for self through rites of passage, the hero's journey, and psychological dimensions?
 - How do the elements of Greek tragedy differ from the elements of Shakespearean tragedy?
 - How are conflicts timely and timeless in various works? As an example: How are conflicts, as evidenced in *Apocalypse Now*, related to conflicts encountered in *Heart of Darkness* – particularly as those conflicts relate to postcolonial theory?
- How do different types of literary criticism reveal justifiable interpretations, perspectives, and purposes of literature?
 - How can a work be justifiably interpreted through a number of various literary criticisms?
- How does world literature reveal common and unique experiences, voices, and archetypes to the reader?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
 - How are individual and group/national realities constructed?

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- critically analyze literature through written responses, class discussions, and finalized responses.
- discuss archetypes as they relate to theme.
- understand and apply Freudian, Historical, and Post-Colonial literary criticisms as a basis for literary interpretation.
- offer carefully organized and reasoned oral and/or written discourse.
- determine how the elements of Greek tragedy differ from Shakespearean tragedy.

Skill Objective

Students will:

- apply the conventions of the language in their writing.

Assessments

- Two Advanced Placement Timed Pieces - critical essays
- Research paper on *Hamlet* using a critical lens as a mode of interpretation – ex: Freudian, Feminist, Historical, etc.
- Reading Journals for all novels and plays – exhibiting evidence of a close reading of the literary elements as well as the ideas in the unit
- Narrative of Thought essay – taking a lingering question and using writing as a means of exploring that idea in an exploratory manner

Pacing

5 – 6 weeks

Unit 3: Modernity, Post modernity, Existentialism and Theater of the Absurd - Finding Meaning in a World that Continually Reconstitutes Meaning

Core Topics

- Modernity, Post modernity, Existentialism and Theater of the Absurd

Focus Questions

- How do an author’s stylistic choices affect purpose, intent, and meaning?
 - How does *modern* tragedy differ from Greek and Shakespearean tragedy?

- How do modernist and postmodernist texts differ stylistically and conceptually from works of earlier periods?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
 - How is Frankl's philosophy relevant to other works of fiction and to existential theory?
 - How do concepts in modern and postmodern art and poetry relate to concepts in modernist and postmodern literature?
- How does literature and personal written expression help formulate an understanding of personal identity?
- How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect and purpose of deconstruction?
 - How do literary characters help us to derive meaning in a modern/postmodern world, in absurdity, and through an existentialist philosophy?
 - How do characteristics of modernist and postmodern literature reflect their respective time periods?
 - What is the nature of reality?
 - How can a work interpreted through various literary theories be justifiably interpreted, particularly through post-structuralist and deconstructive theories?

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others' voices on an intellectual level.
- define and apply conventions of literary forms and the impact of modernist/postmodern theories, existential philosophy (secular and religious), and deconstruction theory on literary interpretation.
- critically analyze and reflect on the text through written responses, class discussions, and finalized responses.
- apply their understanding of modern and post-modern literary theory as a basis for interpretation of literature.
- construct meaning as they contextualize the text and themselves as readers.

- discuss the influence of modernism/postmodernism and social and political structures on the time period.
- imitate forms and styles of the authors they read in order to achieve their own purpose as writers.
- analyze how modern tragedy differs from Greek and Shakespearean tragedy.

Skill Objective

Students will:

- apply the conventions of the language in their writing.

Assessments

- Write poem in modern/post-modern style with modern/post-modern themes
- Research paper – choose a topic ((a poem, film, novel, other art form) which is from the modern or post-modern period and discuss *how* the work exhibits the ideas
- Reading Journals for all novels a plays – exhibiting evidence of a close reading of the literary elements as well as the ideas in the unit
- Narrative of Thought essay – taking a lingering question and using writing as a means of exploring that idea in an exploratory manner

Pacing

5 – 6 weeks

Unit 4: The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience

Core Topic

- The Artist, Beauty, and Aesthetics - Finding Meaning in the Aesthetic Experience

Focus Questions

- How does literature create an aesthetic experience for a reader?
 - How do literary characters (Stephen Dedalus, Mrs. Ramsay, Lily Briscoe) help us to understand the concepts of art, artist, and beauty and the struggles inherent in understanding these concepts?
 - What is art? What is beauty? What is an artist?
- How do an author’s stylistic choices affect purpose, intent, and meaning?

- How does a writer's use of stream-of-consciousness reveal dimensions of reality that allow for a broadened notion of experience?
- In what ways is language inherently limited and what is the impact of its limitations?
- As a literary device, how does an author's manipulation of time affect a reader's perceptions and notions of reality?
- How do social institutions and the fields of philosophy and psychology shape literary movements and periods?
 - How do Feminist, Marxist, and Queer theories reveal justifiable interpretations of literature and relate to one another?
- How does literature and personal written expression help formulate an understanding of personal identity?
 - How do various notions truth affect our lives and our worlds?
- How is a reading affected when one considers the text and its characters as constructs? How is this notion further complicated when one considers him/herself, the reader, in approaching the text as being the product of social/cultural/political constructs? Essentially, what is the effect of deconstruction?
 - How does the past and memory permeate consciousness and the way we perceive the world through language?

Unit Objectives

Students will be able to:

- effectively participate in seminar – strengthening individual voices while listening and responding to others' voices on an intellectual level.
- analyze literature through written responses, class discussions, and finalized responses.
- use language as a tool to explore, find, and convey growth and meaning through personal experience.
- understand and apply Biographical, Historical, Feminist, Marxist, Queer, and Gender literary theories as a basis for literary interpretation.
- construct meaning as they contextualize the text and themselves as readers.
- understand the meaning and importance of aesthetics and the aesthetic experience.
- imitate forms and styles of the authors they read in order to achieve purpose.
- research their chosen topic in order to develop a deeper understanding of aesthetics.

Skill Objective

Students will:

- apply the conventions of the language in their writing.

Assessments

- Two Advanced Placement Timed Pieces - critical essays
- Stream-of-Consciousness – exploratory creative essay which imitates the style of literature in this unit
- Art & Life research paper – a research paper which also employs a narrative voice in its exploration of the relationship between art/beauty and life
- Reading Journals for all novels and plays – exhibiting evidence of a close reading of the literary elements as well as the ideas in the unit
- Narrative of Thought essay – taking a lingering question and using writing as a means of exploring that idea in an exploratory manner

Pacing

5 – 6 weeks

Unit 5: The Metaphysically Present Past

Core Topic

- Ways of seeing the past as present and literature as the repository of human thought and experience in the works of Toni Morrison and William Faulkner

Focus Questions

- How can a text be deconstructed in order to understand the complexities of human experience and memory?
- How is the way the an entity is defined become the way it is seen in its “reality”?
- How is it possible to “resee” oneself or the past as a way of reconstituting one’s perspective?
- How do an author’s stylistic choices affect purpose, intent, and meaning?
 - How do abstractions in language, syntax, metaphor, symbolism and allegory contribute to meaning?
- How does world literature reveal common and unique experiences, voices, and archetypes to the reader?
 - What are the shared commonalities of the works of Morrison and Faulkner?
 - How does being in dialogue with others help students to develop their own voice and their own thinking?

Unit Objectives

Students will be able to:

- effectively lead seminars – strengthening individual voices while listening and responding to others’ voices on an intellectual level.
- discuss, raise questions, and respond to others independently.
- demonstrate an understanding of abstraction in language in order to interpret literary works.

Skill Objective

Students will:

- apply the conventions of the language in their writing.

Assessments

- Lead three day seminar for a novel
- Reading Journals for all novels a plays – exhibiting evidence of a close reading of the literary elements as well as the ideas in the unit

Pacing

4 - 5 weeks

Unit 6: Final Portfolio Project

Core Topic

- Final Portfolio Project

Focus Questions

- How does literature and personal written expression help formulate an understanding of personal identity?
 - How can we demonstrate, describe, and document our growth in this year's writing?
 - What is effective writing?
 - In what ways do we grow as readers, writers, and thinkers and how is this reflected in writing?
 - How do pieces that differ stylistically function similarly or differently as a means to understanding content?
 - How do ideas in our writing connect to concepts in other works by other writers/artists?
 - How does reflecting upon my growth as a reader, writer, and thinker contribute to my being a more reflective and insightful individual?

Unit Objectives

Students will be able to:

- choose varied writing selections which demonstrate their growth as writers.
- write a reflection on the growth of their writing and connections they have made through the various pieces chosen for the portfolio.
- connect ideas in their own writing to works by other artists.
- share and respond honestly, thoughtfully, objectively and intelligently to one another's writing portfolios.

Assessment

- Final Portfolio

Pacing

1 – 2 weeks

Texts such as:

- *The Power of Myth* (Summer Reading)
- “Araby”
- *For the Time Being* - (Summer Reading)
- *Waking Life* - Film
- *Hamlet*
- *Hamlet* - Film
- *Oedipus Rex* - (Summer Reading)
- *Allegory of the Cave*
- *Heart of Darkness*
- “An Image of Africa”
- *Cat and Mouse*
- *Apocalypse Now*
- “The Hollow Men”
- “*Hamlet* and His Problems”
- essay – “On the Right to Resist”
- poem – “In the Egg”
- poem “Facing It”
- poem – “Diving into the Wreck”
- literary criticism for *Hamlet* and *Heart of Darkness*
- *Rosencrantz and Guildenstern Are Dead*
- *Waiting for Godot*
- “Who is Godot?”
- *The Stranger*
- *Man’s Search for Meaning*
- poem - “Blackberry-Picking,” - Advanced Placement Practice
- poem – “The Journey of the Magi”
- essay – “The Myth of Sisyphus”
- short story - “The Metamorphosis”
- “An Explication of the Stranger” by Sartre
- short story – “On with the Story”
- poem “Against Meaning”
- poem – “Nothingness”
- poem “Identity”
- selected modernist poetry
- “Raleigh was Right”
- “The Passionate Shepard to His Love”
- “The Nymph’s Reply to the Shepard”

- Various handouts: authors' biographical information, existentialism handouts, "Some Attributes of Modernist Literature," Theater of the Absurd
- short story – "City of Churches"
- *To the Lighthouse* – Virginia Woolf – Biographical, Feminist
- poem "The Centaur" – Advanced Placement Practice
- *The Portrait of an Artist as a Young Man* - Biographical, Historical, Jungian/Archypal
- *Oranges Are Not the Only Fruit*- Queer, Biographical, Deconstruction
- *The Portrait of an Artist as a Young Man*
- poem – "Burnt Norton"
- essay – "The Importance of Work"
- Essay "The Importance of A Room of One's Own"
- Selected Cantos from *The Inferno*
- essay – "The Death of the Moth"
- essay – "Death of a Moth"
- *The Sound and The Fury*
- *Beloved*
- Other *possibilities*: Using Homer's ancient story of Helen of Troy, use 19th and 20th century poems that tell the story from various perspectives: Margaret Atwood's "Helen of Troy Does Countertop Dancing" and H.D.'s "from Helen." Other possible versions include: Sara Teasdale's "Helen of Troy," William Butler Yeats' "When Helen Lived," Dorothy Parker's "Words of Comfort to be Scratched on a Mirror," Anne Sexton's "The Fury of Cooks," Edgar Allan Poe's "To Helen," T.S. Eliot's "Aunt Helen, and others.