

Harrison Central High School  
AP English IV Literature and Composition  
Teacher: Sheila Morgan  
2011 – 2012

**Course Overview:** The Advanced Placement Literature and Composition course is designed to meet the curricular requirements described in the *AP English Course Description*. Students will be provided with an intellectually challenging workload comparable to that of a typical college undergraduate English course; students will read, study, discuss, and analyze works from many genres: novel, drama, poetry, short story, and essay. Students will write frequently and will be evaluated using the AP writing rubric. Writing skills, grammar, mechanics, and usage is taught in context to the compositions. Students will study advanced vocabulary in conjunction to the literary works being studied. The students will write a 6 – 8 page literary research paper on an approved topic during the third term.

**Summer Reading – Have completely read by the time school starts**

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|--------------------------------|-------------------|
| 1. <i>Crime and Punishment</i> | Fyodor Dostoevsky |
| 2. <i>Gulliver's Travels</i>   | Jonathan Swift    |

You may wish to do additional reading on the authors' backgrounds, the literary period in which Dostoevsky and Swift lived, and the stylistic devices they employed in the novels. Critical essays about the works may also be especially helpful.

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- First day of class:
1. Turn in Major Works Data Packet (see below) for each novel
  2. Turn in college essay.
  3. Take Summer Reading Quiz
- Second day of class: In-class composition on Summer Reading

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**Major Works Data Packet:**

Use notebook paper – no spiral paper – do not write on the back

Write in black ink

Observe paragraphing and paraphrase (use your own words)

Use complete sentences

1. Give the setting (time and place)
2. Characters (at least a half of a page for each character)
3. After each character description, include two important quotes said about or by the character. Be sure to include the page/pages where they were found.
4. Theme (a few sentences)
5. Symbols or motifs observed.
6. Literary techniques used.
7. Plot summary (very detailed) 3 to 4 pages.

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College Essay Topics: Choose one of the following and write a brief essay of 200 – 500 words. This may be either typed or hand-written in blue or black ink.

1. If you were in a position to ask a provocative and revealing question of college applicants, what would that question be? Now that you have asked your ideal question, answer it. (Vanderbilt)
2. Evaluate a significant experience or achievement that has special meaning to you. (Rhodes)
3. The youth of the 70's were frequently described as the "me generation." How would you describe your generation? (Dickinson)
4. You may choose any topic: your family, friends, or another person who has had an impact on you; unusual circumstances in your life; the best or worst features of your secondary school; a recent development in your community; travel or living experiences in other countries; a discussion of ethical issues which interest you or pose a challenge to you. Any subject of direct personal importance to you is a good choice. (Harvard-Radcliffe)

### **Works To Be Studied During the School Year:**

<i>*Heart of Darkness</i>	Joseph Conrad
<i>King Lear</i>	William Shakespeare
<i>*Oedipus Rex</i>	Sophocles
<i>*Frankenstein</i>	Mary Shelley
<i>*Hamlet</i>	William Shakespeare
<i>Rosencrantz and Guildenstern</i>	Tom Stoppard
<i>*Jane Eyre</i>	Charlotte Bronte
<i>*A Doll's House</i>	Henrik Ibsen
<i>As I Lay Dying</i>	William Faulkner
<i>*Great Expectations</i>	Charles Dickens
<i>*Wuthering Heights</i>	Emily Bronte
<i>*Invisible Man</i>	Ralph Ellison
<i>*Lord of the Flies</i>	William Golding
<i>*Brave New World</i>	Aldous Huxley
<i>*Catcher in the Rye</i>	J. D. Salinger
<i>*Cry the Beloved County</i>	Alan Paton
<i>*The Waste Land</i>	T. S. Eliot

Students may want to obtain a personal copy of these works so they can make notes in them, underline, or identify key elements. To save money, visit used book stores and/or online sites: Salvation Army, Good Will, Dover.com, Amazon.com, half.com, etc. However, you may also go to [Gutenberg.org/ebooks](http://Gutenberg.org/ebooks) and download many of these onto your computer.

I have copies of those marked with \*, which may be checked out but may not be written in.

All students need to purchase a copy of *5 Steps to a 5: AP English and Literature* published by McGraw-Hill. ISBN: 0-07137719-0 to use in independent study at home.

**Advanced Placement Student/Parent Consent**

I have read and understand the following:

- The list of major works that will be covered in this class.
- Enrollment in this class is for the ENTIRE school year.
- This course will be taught on a college level.
- This class is on an A/B schedule: class will meet every-other day.
- Due to this schedule, most reading will be done outside of class.
- An average of ONE TO TWO HOURS a night will be required for homework/study.
- Students will have reading assignments also on weekends and holidays.
- The student’s compositions will be evaluated using the AP writing rubric.
- The curriculum of this course is designed to prepare the student for the AP exam, which is given by Educational Testing Service in the spring.
- Students enrolled in this course will take the AP exam at the end of the course.
- The student’s grade in this class will be a result of his or her mastery of the material at the college level.
- Enrollment in this class does not guarantee that the student will make an “A” or pass the AP Exam just as an athlete cannot be guaranteed a championship simply by going to practice. The end result is ultimately the responsibility of the participant.

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Student’s signature

\_\_\_\_\_  
Parent’s signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_