

**Eastern Lebanon County High School**

**Harrisburg Area Community College**

**Instructor:** Victoria Taylor

**HACC CRN#:** 2218

**Days:** Monday-Friday

**Time:** 9:10am-10:25am

**Room:** D108

**Office:** D108

**Office Hours:** Monday-Friday 2:35pm-3:00pm

**Phone:** 717-866-7447 ext. 5108

**E-mail:** vtaylor@elcosd.org

**Credits:** 3 (transferable, if student earns a C or better in the course)

**Course Pre-Requisites:** "B+" grade or better in Honors English III at Eastern Lebanon County High School and meeting the admission criteria established by HACC and Eastern Lebanon County High School.

**Required Texts and Materials:** most of these texts are provided for students, however, a few will need to be obtained by students on their own

- Meyer, Michael. *The Bedford Introduction to Literature*. Eighth Edition. Boston: Bedford / St. Martin's, 2008.
- *Beowulf*
- *The Canterbury Tales General Prologue*
- *Macbeth*
- *Hamlet*
- *Waiting for Godot*
- *Rosencrantz and Guildenstern are Dead*
- *The House on Mango Street*
- *Ceremony*
- *Heart of Darkness*
- *A Raisin in the Sun*
- *A Streetcar Named Desire*
- *The Glass Menagerie*
- *Invisible Man*
- *Wide Sargasso Sea*
- *Jane Eyre*
- *Things Fall Apart*
- *How to Read Literature Like A Professor*
- *Various short stories and poems*
- Notebook
- Internet Access
- Computer Software recommended: Microsoft Word

## Course Objectives and Goals:

Upon successful completion of the course the student will be able to:

- Convey an understanding of great literature in general by articulating the interplay of its characters, style, structure, tone and themes
- Demonstrate a working knowledge of a wide range of works in the major literary genres
- Convey a sense of the relevant history, geography, and culture that influenced the works studied
- Demonstrate an understanding of the impact of race, gender, and class – as well as religious, political, and ethnic differences - on literature
- Apply knowledge, reading skills, and values learned from the course in reading similar works
- Use library and other information sources to research relevant literary criticism, history, and culture
- Respond appropriately to the needs of different audiences and rhetorical contexts in terms of voice, tone, level of formality, format, and structure
- Connect critical thinking with reading and writing activities by summarizing, analyzing, critiquing, and synthesizing information from various kinds of texts
- Integrate their ideas appropriately with the ideas of others in discussion and writing
- Demonstrate flexible recursive writing strategies for generating ideas, planning, drafting, revising, and editing drafts
- Develop strong writing that focuses on a purpose and demonstrates clear organization and coherence
- Work collaboratively with others to develop written work or to respond critically to other students' work
- Demonstrate the ability to write under pressure and with time constraints
- Demonstrate the basic ability to locate, summarize, synthesize, critique, and cite college-level resources
- Demonstrate a knowledge of writing conventions ranging from structure and paragraphing to tone and mechanics
- Demonstrate the ability to edit writing for clarity, style, and adherence to conventions

## Attendance Policy:

The attendance policy will be followed, i.e., the student may make up work for an excused absence, but will receive a “0” grade for any work missed with an unexcused absence.

## Grading Policy:

The course grade will be calculated as total points earned and a letter grade assigned according to the following:

- A =  $90\% \leq \text{course grade} \leq 100\%$
- B =  $80\% \leq \text{course grade} \leq 90\%$
- C =  $70\% \leq \text{course grade} \leq 80\%$
- D =  $60\% \leq \text{course grade} \leq 70\%$
- F =  $\text{course grade} < 60\%$

## Plan for writing instruction:

Writing instruction will occur throughout the entire semester. Students will learn techniques for writing formal and informal responses to literature, including college level research. Writing instruction will include PowerPoint presentations, individual conferences with teacher, and self-evaluations

Students will participate in a variety of writing experiences, including:

- timed writing from former AP exams
- a formal research paper that analyses *Hamlet*
- analytical essays after every major novel or play
- creative writing to explore literature read in class

During the first half of the course, students have the opportunity to rewrite any piece of writing except tests and the research paper. Feedback will include individual conferences with the teacher, written comments on the writing, peer conferences, and self-analysis.

## Review Sessions:

Students will meet from February – May to review skills, discuss the format of the test, and identify taking tips. During this time, additional timed writing and multiple-choice practice will be offered.

## Course Work:

**Readings:** Students will be asked to read an extensive amount of literature throughout the semester. It is important that students take the assignments seriously and read each text closely in order to contribute to class discussions and to complete writing assignments about the texts. Short stories will be read to emphasize literary elements. Plays, novels, and poetry will also be read throughout the semester. Titles to be read include the following:

### Short Stories:

- *Plot*
  - *A Rose for Emily*, Faulkner
- *Character*
  - *Bartleby, the Scrivener*, Melville
  - *A Good Man is Hard to Find*, O’Conner
  - *Good Country People*, O’Conner
- *Setting*
  - *A&P*, Updike
  - *A Very Old Man with Enormous Wings*, Marquez
- *Point of View*
  - *The Lady with the Pet Dog*, Chekhov
  - *The Lady with the Pet Dog*, Oates
- *Symbol*
  - *Hills Like White Elephants*, Hemmingway
  - *The Yellow Wallpaper*, Gillman
- *Theme*
  - *Araby*, Joyce
- *Style*
  - *Soldier’s Home*, Hemmingway
  - *The Birthmark*, Hawthorne
- *Tone*
  - *Popular Mechanics*, Carver
- *Irony*
  - *A Jury of Her Peers*, Glaspel
- *Analysis of All Elements*
  - *Eleven*, Cisneros

**Drama:**

- *Macbeth*, Shakespeare
- *Hamlet*, Shakespeare
- *Waiting for Godot*, Beckett
- *Rosencrantz and Guildenstern are Dead*, Stoppard
- *A Raisin in The Sun*, Hansberry
- *A Streetcar Named Desire*, Williams
- *The Glass Menagerie*, Williams
- *Trifles*, Glaspell

**Poetry:**

- *Beowulf*
- *The Canterbury Tales*, Chaucer
- *Excerpt from The Inferno*, Dante
- Poems by various American, British and world authors including Blake, Bradstreet, Dickinson, Donne, Frost, Hughes, Jonson, Keats, Marvell, Plath, Poe, Shakespeare, Shelley, Whitman, Williams, and Wordsworth

**Novels:**

- *Jane Eyre*, Brontë
- *Wide Sargasso Sea*, Rhys
- *Invisible Man*, Ellison
- *How to Read Literature Like a Professor*, Foster
- *The House on Mango Street*, Cisneros
- *Ceremony*, Silko
- *Heart of Darkness*, Conrad
- *Things Fall Apart*-Achebe
- Excerpts from various novels

**In-Class Work/Homework:** In-class work and homework will be assigned to explore the readings and to practice skills. Assignments will include, but are not limited to, readings, comprehension questions, timed writings, journals, creative exercises, presentations, and practice exams.

**Tests:** 2 tests will be administered throughout the semester; a mid-term exam and a final exam. Make-up tests will only be allowed under extreme circumstances. If possible, it is best to notify me ahead of time if you know you will be unable to make it to class on a test day.

**Journals:** Students will be responsible for keeping a journal to record their thoughts and questions regarding all major readings throughout the semester.

**Essays:** Students will write 2 formal papers during the summer. Throughout the semester, students will write up to 10 formal papers. At least one paper will require research and the use of outside sources.

## **COURSE SCHEDULE:**

### **Summer**

- Students read the following texts and write the following 2 essays. Details on essay requirements will be outlined and distributed before the summer:
  - *How to Read Literature Like a Professor*
  - *Jane Eyre*, Bronte
  - *Wide Sargasso Sea*,
  - *Invisible Man*, Ellison
  - *A Raisin in The Sun*, Hansberry

### **August 26 –August 30**

- Introduction to Course
- Textbook treasure hunt
- Discuss “What is Literature” and “The Literary Canon”
- Discuss Literary Schools of Criticism and apply to summer reading
- **NO SCHOOL-Friday, August 30**

### **Sept. 2 - Sept. 6**

- **NO SCHOOL-Monday, September 2**
- Discuss Literary Schools of Criticism and apply to summer reading/present

### **Sept. 9 -Sept. 13**

- Intro to Short Stories and Literary Elements
- Use short stories to explore literary elements

**Sept. 16 - Sept. 20**

- Short Stories and Literary Elements
- Learn how to write an AP essay response

**Sept. 23-Sept. 27**

- History of the English Language-Old English-students identify characteristics of Old English in *Beowulf*
- *Beowulf*-students will be asked to identify the use of alliteration, caesuras, and kennings in the poem and then create a piece of poetry from Grendel's perspective using the same literary devices.
- Practice AP testing

**Sept. 30-Oct. 4**

- History of the English Language-Middle English-students identify aspects of Middle English in *The Canterbury Tales*
- Practice AP testing

**Oct. 7 - Oct. 11**

- Intro to Drama-read *Trifles*
- Intro to Shakespeare
- History of the English Language-Modern English-students identify aspects of Modern English in *Macbeth*
- Practice AP testing

**Oct. 14 - Oct. 18**

- **NO SCHOOL Monday, October 14**
- *Macbeth*
- Practice AP testing

**Oct. 21 - Oct. 25**

- *Hamlet*
- Practice AP testing

**Oct. 28 - Nov. 1**

- *Hamlet*
- Practice AP testing

**Nov. 4 - Nov. 8**

- *Hamlet*
- Practice AP testing

**Nov. 11 - Nov. 15**

- Write researched literary Analysis essay on *Hamlet*
- *Waiting for Godot*

**Nov. 18 - Nov. 22**

- Write researched literary Analysis essay on *Hamlet*
- *Rosencrantz and Guildenstern are Dead*
- Intro to Novel
- Intro to *The House on Mango Street*

**Nov. 25 - Nov. 29**

- **NO SCHOOL-Thanksgiving Break**
- Read *The House on Mango Street*

**Dec. 2 - Dec. 6**

- **NO SCHOOL-Monday, December 2**
- *The Glass menagerie*
- Poetry
- Practice AP testing

**Dec. 9 - Dec. 13**

- *A Streetcar Named Desire*
- Poetry
- Practice AP testing

**Dec. 16 - Dec. 20**

- Intro *Ceremony*
- Poetry
- Practice AP testing

**Dec. 23 -Dec. 27**

- **NO SCHOOL- Winter Break**
- Read *Heart of Darkness*

**Dec. 30 - Jan. 3**

- **NO SCHOOL Monday, December 30**
- **NO SCHOOL Tuesday, December 31**
- **NO SCHOOL Wednesday, January 1**
- World Literature-*Things Fall Apart*
- poetry

**Jan. 6 - Jan. 10**

- World Literature-*Things Fall Apart*
- Compare/Contrast *Heart of Darkness* to *Things Fall Apart*
- poetry

**Jan. 13 - Jan. 17**

- World Literature-*Things Fall Apart*
- Compare/Contrast *Heart of Darkness* to *Things Fall Apart*
- Poetry
- Final Exam
- **NO SCHOOL-Friday, January 17**

**May**

- AP Exam

**Mrs. Taylor**

**We have read the information on the previous pages and understand the expectations for Mrs. Taylor's AP ENGLISH course.**

Printed Student's Name \_\_\_\_\_ Date: \_\_\_\_\_  
Student signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

