

Beth Simmons

KAP English Course Guidelines

KAP English has two main purposes: first, to develop accurate, perceptive reading skills through a close study of major texts representing various genres from different literary periods, and likewise representing varied gender and cultural perspectives; second, to develop fluent, precise writing through preparation of fifteen essays per semester, most addressing the texts studied. Each semester of the course will conclude with the final paper that will be ten to fifteen pages in length. The students will visit Kenyon to hear professor lectures twice throughout the course of the year, and will receive a visit from a Kenyon professor once.

This course covers English literary history from the Anglo- Saxon period to the early twentieth century. We will discuss the terms and ideas of literary history as it has traditionally been constructed and also bring up alternative, newer histories of those periods, since the traditional way of looking at literature has recently come under scrutiny by scholars.

In addition, I have not only grouped the reading according to the time period, but also to raise certain themes or issues, courtly love, heroism, and struggle for power. I am sure other topics will come up, generated by you, and that is something I encourage. Although class will necessitate some lecturing, participation is essential to a good class; and I welcome questions, alternative theories, and opinions about the material we read. Current literary theory has begun to break down the monolithic approach to literature- which states that there is only one “right” interpretation of a literary product. I try to create an environment in the classroom that fosters original thought. Good understanding of literature is based on a firm knowledge of the period, the works, and the reader’s sensitivity to the work itself. By the end of the year, I hope that you will be able to not only come up with an original analysis of a piece of literature, but to be able to write your analysis in a clear and concrete manner.

Writing will be a large component of the class. We will use *Write Source* and sample AP essays as guides to working on various genres of essays. Before the start of each essay, I will go over its structure and provide sample essays as guides. Over the course of the year, students will not only write essays that analyze various genres of literature, but will write creative pieces mimicking the style of the author’s we are studying. You are encouraged to bring me your out of class essays ahead of time for me to review and to rewrite all essays.

Novels:

Dubliners by James Joyce

Beowulf

Canterbury Tales by Chaucer

Sir Gawain and the Green Knight

Hamlet by Shakespeare

Gulliver’s Travels by Jonathan Swift

Frankenstein by Mary Shelley

Emma

Heart of Darkness by Joseph Conrad

Things Fall Apart by Chinua Achebe

Textbooks:

Arp, Thomas. *Perrine's Literature "Structure, Sound, and Sense"* 7th ed.
 Sebranek, Patricia, Dave Kemper, Verne Meyer. *Write Source*.
 Holt, Rinehart and Winston. *Elements of Literature Sixth Course*

Assignments

The aim of all assignments is to help you develop your ability to critically analyze a piece of work. The following assignments will support that goal.

Reading Assignments will be regular and substantial. All students will be expected to read every selection on the syllabus. The quality of the class discussion is dependent on your being prepared each day. Quizzes on the readings, both announced and unannounced, should be expected.

Class Participation will be worth one hundred points a quarter. Class participation includes being prepared for class, exemplifying good behavior and contributing to the class in a positive manner. You will also be required to bring in discussion questions as well as lead the class in discussion throughout the course of the year.

Writing Assignments will be regular and substantial. You will be writing many kinds of essays both in and out of class. Compositions will be graded by the rubric, which is included in the handout. You will also be assigned short response papers on the various novels that we will be covering in class. The handout for the short response papers is included in this packet. Finally, you will have two semester papers. One will be a critical analysis of a *Hamlet* on film and the second will be a research paper.

During the course of the year, you will be giving three major **presentations**. One of the presentations will cover one of the many time periods we will be studying over the course of the year. The second major presentation will be a power point presentation on poetry and will count on your third quarter grade. Finally, you will be presenting your society fourth quarter.

Finally, you will be responsible to keep a **portfolio** in the folders that I have provided for you. At the end of each semester you will be required to use the portfolio to reflect on your progress as a writer. This assignment will be worth forty points.

Grades: Daily assignments including journals, essays, tests, presentations and quizzes, will be graded on the point system below. You may compute your grade by dividing the points earned by the points possible.

98%-100% =	A+	87%-89% =	B+	77%-79% =	C+	67%-69% =	D+
93%-97% =	A	83%-86% =	B	73%-76% =	C	63%-66% =	D
90%-92% =	A-	80%-82% =	B-	70%-72% =	C-	60%-62% =	D-
						0-59% =	F

Rewrite Policy

1. Papers that follow the policy found below may be rewritten for the average of the two grades. A student may rewrite a paper as many times as he/she would like, as long as he/she follows the policy.
2. All papers must meet the minimum requirement of the assignment. For example, if the paper is to be five to seven pages long, your essay must be at least five pages.
3. All papers must have handed in on the assigned due date. Late papers cannot be rewritten for a grade change.
4. Research papers may not be written after second quarter.
5. All revised papers must be accompanied by the original draft and changed parts must be highlighted. "Changes Parts" of phrases of that kind are not acceptable replacements to highlighting changes. Students who do not highlight essays forfeit their right to rewrite the essay for a higher grade.
6. The final draft of a revised paper must be handed in one week after the paper is handed back. This is your responsibility not mine. I may not remind you of this date.
7. All final revisions are due on the Friday that falls one week before the end of the quarter.

Writing Rubric for KAP

A+	100%	B+	89%	C+	79%	D+	69%
A	95%	B	85%	C	75%	D	65%
A-	92%	B-	82%	C-	72%	D-	62%
						F	59%

A Range Paper

- sophisticated sentence structure/ sentence types varied
- sophisticated paragraphing
- impressive vocabulary
- good organization with clearly defined thesis
- topic explored in depth
- all original ideas
- sophisticated voice
- appropriate sophisticated supporting detail (i.e. quotes)
- in depth analysis
- outstanding conventions (only one or two grammatical errors)

B Range Paper

- good, but not complicated sentence structure
- appropriate supporting detail
- competent paragraphing
- good word choice
- reasonable organization and clear thesis
- some repetition of ideas stated in class
- good analysis
- competent conventions (no serious errors)

C Range Paper

- some supporting detail
- some plot summary
- repetition of ideas stated in class
- some problems with organization
- simple or repetitive sentence structure and/ or vocabulary
- thesis needs clarifying
- some analysis
- moderate conventions (no very serious errors)

D Range Paper

- awkward sentence structure
- unsupported generalizations (i.e. lacks supporting detail)
- no originality
- plot summary
- lacks organization
- no thesis
- no analysis
- poor word choice; slang, cliché
- poor conventions (some very serious errors)

F Range Paper

- does not address assigned subject
- writing is substandard in expression (much slang)
- incomplete

Ranking Grammar Mistakes

Very Serious

- sentence fragments
- run-on sentences
- capitalization problems
- lack of subject verb agreement
- tense switching
- punctuation problems (minus commas)
- spelling errors

Serious

- awkward sentence structure
- lack of parallel structure
- problems with modifiers
- improper pronoun reference
- poor word choice
- improper comma usage

Course Outline

Quarter One:

Unit One: Responding to the Literature (6 Days)

- Students will evaluate sample responses to develop a comfort level with the KAP rubric.
- Students will also use the chapter from *Write Source* on “Responding to Prompts About Literature” pps 323-339.
- Students will answer a prompt on *1984*.
- Students will use the KAP rubric and *Write Source* “One Writer’s Process” pps 13-90 to evaluate their own essay and then they will rewrite it.
- Students will answer another prompt on one of the following novels: *Tale of Two cities*, *Othello*, *Moll Flanders*, *Robinson Crusoe*, *The Importance of Being Ernest*, or *Dracula*.
- Students will use the chapters from *Write Source* on Revising, Peer Editing, and Editing pps 113-132 to edit and to revise their second essay.

Unit Two: Critical Analysis (5 Days)

- Students will use one of the following summer novels for this essay: *Crime and Punishment*, *The Handmaid's Tale*, *The God of Small Things*, *Sons and Lovers*, *Cry the Beloved Country*.
- Students will use the chapter from *Write Source* on “Analyzing Theme” pps 275-314 and “Analyzing a Novel” pps 315-322 to discuss how to write on theme.
- Students will in literature circles discuss character, point of view, theme, symbols, use of irony, and author’s style for one of the novels listed above.
- Students will go to the library to learn how to find critical studies on line and through *Info Ohio*.
- Students will each read a critical study on his/her novel and bring in two discussion questions. They will then lead a discussion using their questions and then provide a summary of the study. Students will then pick from one of their classmates’ studies to complete the essay.
- Students will use sample essays to discuss how to incorporate the use of critical studies in an essay.
- Students will write the essay out of class, peer evaluate, and rewrite the essay.

Unit Three: Compare/ Contrast (4 Days)

- Students will spend two days discussing the required summer read *Jane Eyre*.
- Students will in literature circles discuss the similarities and differences between character’s personalities, theme, author’s style, use of symbols, irony, and point of view in *Jane Eyre* and one of the following summer reading novels: *Pride and Prejudice*, *To the Lighthouse*, *Wuthering Heights*, *Mill on the Floss*, *Rebecca*.
- Students will use sample essays to discuss the format of the compare/ contrast

essay.

- Students will write the essay in class then peer edit and revise.

Unit Four: Personal Narrative/ College Entrance Essay (8 Days)

- Students will with the assistance of the Kenyon College Admission Officer and guidance counselors discuss the college application process.
- Students will go over the format of the personal narrative which is most commonly used for the college essay. For this activity students will use *Write Source* pps 141-153, sample essays from Kenyon college, and a Kenyon college admissions officer.
- Students will also go over the other formats for the college entrance essay. For this activity students will use *Write Source* pps 155-161, sample essays, and a Kenyon college admissions officer.
- Students will write a college essay.
- Students will peer evaluate the essay and rewrite it.
- Students will fill out one college application.

Unit Five: The Research Paper (5 Days)

- Students will have completed a research paper each year of high school so senior year will mostly be a review but will introduce the students to how to use a college library.
- Students will answer the following prompt for their research paper due in May. Students will need to choose a topic from World Literature (literature not written by American authors) that explores a theme prevalent in a time period, an author's style, a theme present throughout all the novels of an author, or a historical event's/person's impact on literature. Your topic needs to encompass at least two fictional novels or books of poetry and **one of them may not have been read for class**. Remember this paper will encompass both your own analysis of these texts as well as research analysis.
- Students will spend a day brain storming and picking topics using the summer reading novels as a guide to world authors.
- Students will visit the Denison University library where the librarian will teach them how to use it to research for their paper.
- Students will spend a day reviewing MLA format and the structure of the paper. For this activity we will use the chapter in *Write Source* on Research Writing pps 371-416 and the *MLA Handbook*.
- Students will also visit the Kenyon library twice during the school year

Unit Six: Short Story (21 Days)

- Students will write on a short story prompt and then look at various student responses.
- Students will using *Perrine's Literature* "Structure Sound and Sense" learn how To and complete a close reading of Graham Greene's "The Destroyers."
- Students will using *Perrine's Literature* "Structure Sound and Sense" learn to analyze the short story elements of character, theme, point of view, symbols, irony, emotion, and humor using "Miss Brill," "In Exile," "Demon Lover,"

- “ Shooting an Elephant,” and “Once Upon a Time.”
- Students will then read and write an in class essay analyzing the short story elements in Tolstoy’s “The Death of Ivan Illych.” They will self-evaluate and rewrite this essay.
- Students will be given an introduction to James Joyce and review how to complete a close reading of a text using “The Sisters” from Joyce’s *Dubliners*.
- Students will work in groups to lead a 25 minute class discussion over one of the stories from *Dubliners* by James Joyce covering the short story elements.
- Students will write an in class essay analyzing the short story elements found in “The Dead.”
- Students will write a short story mimicking the style of Joyce. They will be graded on how well they are able to capture his language and style in their piece.

Quarter Two

Finish Unit Six

Unit Seven: The Epic Poem (11 Days)

- Students will learn how to use the library to complete a research assignment on an assigned author that will take place over the course of the year.
- Students will examine the characteristics of the Anglo-Saxon time period and study the structure of the epic poem.
- Students will also study the history of the English language.
- Students will read and analyze *Beowulf*
- Students will read critical studies and debate whether or not *Beowulf*’s author was originally a pagan or a Christian.
- Students will answer a novel prompt on *Beowulf*, peer edit it, and rewrite it.
- Students will also read Anglo-Saxon poetry such as “The Seafarer” and Anglo-Saxon riddles. They will learn the terms kenning and caesura.
- Students will visit Kenyon to hear Professor Shutt lecture on *Beowulf*

Unit Eight: The Arthurian Legends (8 Days)

- Students will research the life of King Arthur and write a persuasive paper on whether or not he really existed.
- Students will read *Sir Gawain and the Green Knight* and we will discuss how the story contains elements of the code of chivalry and courtly love.
- Students will then each be assigned a knight from the round table to research and complete a presentation on the life of the knight, how his story illustrated the use of chivalry and courtly love. For this activity the students will use *Bulfinch’s Mythology*.

Unit Nine: Satire in the Middle Ages (8 Days)

- Students will be introduced to Chaucer and given an overview of the life in the Middle Ages.
- Students will go over the “Prologue” in *Canterbury Tales* and discuss Chaucer’s style.
- Students will use the “Prologue” to teach the different types of satirical devices used by Chaucer.
- Students will work in groups and complete a twenty five minute discussion over one of the tales. They will look at characterization, symbols, theme, and use of satire by Chaucer.
- Students will be introduced to the format for a classification essay and write one over *Canterbury Tales*. They will peer edit and rewrite this essay.

Unit Ten: Poetry (12 Days)

- Students will bring in a share their favorite poem that is not a song and then answer a prompt on it. Students will peer edit and rewrite this essay.
- Students will use *Perrine’s* “Structure, Sound and Sense” to study poetry. Students will use poems from each chapter to examine connotation/denotation, simile, metaphor, personification, apostrophe, metonymy, symbol, allegory, paradox, overstatement, understatement, irony, allusion, tone, theme, rhythm, rhyme and meter.
- Students will answer a prompt on a poem. We will then look at other student responses to the prompt. They will self-evaluate their own and rewrite it.

Quarter Three

Unit Eleven: Shakespeare/ Film Study (22 Days)

- Students will read about the Renaissance time period and review the life of Shakespeare.
- Students will look at the Shakespearean Sonnets. Students will write a sonnet of their own to illustrate how to mimic author style.
- Students will read and discuss *Hamlet*.
- Students will use the “To Be or Not To Be” speech to introduce the students to The various ways directors have portrayed Hamlet. For this activity we will use the versions by Olivier, Branagh, Zeffirelli, and Almereyda. Students will then write a short essay on how the different versions of the speech illustrate the director’s interpretation of Hamlet’s personality. We will use these as a guide for writing the larger essay on Hamlet on film.
- Students will then watch the Branagh and Olivier versions of the movie in class and either the Zeffirelli or the Almereyda versions of the movie out of class. They will write an essay looking at how *Hamlet* has been adapted over the years by the three directors. The students will peer edit and rewrite this essay.

Unit Twelve: Satire (8 Days)

- Students will study the Restoration and Enlightenment time period as well as the life of Jonathan Swift and Alexander Pope
- Students will look at Swift and Pope's use of satire in "A Modest Proposal," "A Rape of the Lock," and *Gulliver's Travels*.
- Students will write an in class essay on *Gulliver's Travels*. Students will peer edit and rewrite this essay.
- Students will write an out of class essay mimicking the style of Swift or Pope.

Unit Thirteen: Gothic Novel and Romantic Poetry (11 Days)

- Students will study the romantic time period and the style of its poets and Mary Shelly.
- Students will complete a poetry project on one of the following authors Shelly, Keats, Byron, Coleridge, Wordsworth, or Blake. During the project the students will review how to analyze a poem. They will also write an essay on a poem by their author using the typical AP prompt as a guide.
- Students will read and discuss *Frankenstein*. Students will look at how Mary Shelley not only follows the gothic style, but how she incorporates the ideas from the Romantic poets.
- Students will write an in class essay on *Frankenstein*.. Students will self-evaluate and rewrite this essay.

Quarter Four

Unit Fourteen: Emma (11 Days)

- Students will read and discuss *Emma*. Students will look at her use of satire, her style, use of romantic ideals and look at how her novel portrays the stereotypes of people today.
- Students will answer a prompt on this novel. Students will peer edit and rewrite this essay.
- Students will receive a visit from a Kenyon professor.

Unit Fifteen: Imperialism (10 Days)

- Students will look at the history of Africa from the Belgian Congo to modern day.
- Students will read and discuss *Heart of Darkness*
- Students will look at whether or not Conrad can be described as a racist by supporting and refuting a critical study by Achebe.
- Students will answer a prompt on *Heart of Darkness*. Students will peer edit and rewrite this essay.
- Students will read and discuss *Things Fall Apart* and compare Achebe's look at the plight of the Africans with Conrad's in essay form. Students will self-evaluate and rewrite this essay.
- Students will visit Kenyon to hear a lecture on either *Heart of Darkness* or

Things Fall Apart.

Unit Seventeen: Society Project (20 Days)

- Students will in collaboration with the government teacher, spend the last four weeks of class creating their own societies. They write a story of their new society as well as create a constitution, set of law codes, judicial system, educational system, map, national anthem and flag. The students then give a fifteen minute presentation on their societies to a panel of judges, which includes the superintendent of schools, and then respond to five minutes of questions by the panel.