

Syllabus: English 12 CP

CLASSROOM PROCEDURES: Please see the [CMP](#) for this information

CP vs AP: Both classes read many of the same works and do similar assignments. Both meet the A-G requirements. AP replaces a college level Freshman English course whereas CP prepares students for college reading, analysis, and writing. AP reads full texts and CP often reads abridged texts or excerpts. Writing expectations differ and are assessed differently at each level. However, there will be many similarities in the curriculum.

Course Description



The CP English course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

Course Goals

The goals of a CP course in English are diverse and one of the most varied in the curriculum. Not everyone will opt to go to college, but all should be prepared and able to do so should they choose, and prepared to meet the writing requirements in whatever business, military, service, or technical field they choose to enter. The course asks students to write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.

Expected Student Learning Outcomes

Upon completing the AP English Language and Composition course, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary source material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.



TEXTS:

- (textbook) McDougall, Littell: *Language of Literature*
- MLA or SSHS Style Manual
- Supplemental texts as needed

GRADES: To meet minimum proficiency standards and the A-G requirements, students must earn a grade of 'C' or better. Grades are *cumulative for the semester*.

A= 100%-90%	(Superior)	D=69%-60%	(Basic)
B=89%-80%	(Advanced)	F=59%-0%	(Below Basic/Far Below Basic)
C=79%-70%	(Proficient)		

ASSIGNMENTS: All plagiarized work receives a zero on the assignment and an office referral.

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|-------------------------|----------------------------|
| • Tests/VA/Final (10%) | • Participation (10%) |
| • Essays/Projects (40%) | • Classwork/Homework (30%) |
| • Senior Project (10%) | |

Assigned Readings

As we transition to Common Core instruction, this informational syllabus may but subject to change.

Essays: Expect to write a 3-5 page paper monthly. Topics will be provided; students will create their own thesis.

Term paper: Senior Project research essay, 7-10 pages, due prior to Winter Break.

FALL SEMESTER (focus: analysis/close reading of longer works; review and practice in using elements of literature, literary terms, rhetorical strategies, and application of critical theories; review & analysis of successful essays)

Anglo-Saxon Era (449-1066)

- *Beowulf* (700) Heaney ed.
- *The Seafarer*

Essay 1: Research paper on different heroic archetypes

Medieval Era (1066-1485)

- Chaucer: *Canterbury Tales* (1387)

Essay 2: Religious Influences and Social Criticism

Ballads (poetry)

- *Lord Randall*
- *Edward, Edward*
- *Get Up and Bar the Door*

- Bunch: *Frankie and Johnny*

The Renaissance / Elizabethan Era (1485-1660)

- Shakespeare: *Macbeth* OR (1658)

Essay 3: Fate v. Free Will

The Renaissance / Elizabethan Poetry

- Wyatt: Whoso List to Hunt
- Shakespeare: Sonnets 29, 116, 130, 133, 145

- Marlowe: The Passionate Shepherd to His Love
- Raleigh: The Nymph's Reply to the Shepherd

- Herrick: To the Virgins, to Make Much of Time
- Marvell: To His Coy Mistress
- Donne: Song; A Valediction: Forbidding Mourning; The Bait

- Jonson: Song: To Celia
- Lovelace: To Lucasta, On Going to the Wars; To Althea, From Prison

The Restoration (1660-1800)

- Swift: *A Modest Proposal* (1726)
- Essay 4: Satire and parody
Senior Project Term Papers due

SPRING SEMESTER (focus: close reading and interpretation of shorter works and poetry; analysis of author's technique & intent; cultural impact of literature)

The Romantic Period (1789-1832)

Austen: *Pride and Prejudice* (1813)

- Burns: To a Mouse
- Blake: The Tyger; The Lamb; The Chimney Sweeper; The Sick Rose
- Wordsworth: Lines Composed a Few Miles Above Tintern Abbey; She Dwelt Among the Untrodden Ways; The World Is Too Much With Us
- Coleridge: Kubla Khan; The Rime of the

Ancient Mariner

- Byron: She Walks in Beauty; When We Two Parted
- Shelley P.B.: Ozymandias, Ode to the West Wind, To a Skylark
- Keats: When I Have Fears That I May Cease To Be, La Belle Dame Sans Merci, Ode to a Nightingale, Ode on a Grecian Urn

Essay 5: Poetry and Philosophy

Victorian Period (1832-1901)

Robert Louis Stevenson: *Treasure Island* (1883)

Victorian Poetry

- Browning R: My Last Duchess, Porphyria's Lover
- Browning E.B.: Sonnet 43
- Tennyson: Lady of Shalott, Crossing the Bar
- Arnold: Dover Beach

- Carroll: Jabberwocky
- Hardy: Ruined Maid; Channel Firing; The Darkling Thrush
- Housman: To an Athlete Dying Young

20th Century (1901-2000)

Shaw: *Pygmalion* (1912)

- Lawrence: The Fox, The Horse Dealer's Daughter
- Wolfe V.: A Room of One's Own
- Elliott: Hollowmen,
- Elliot: The Love Song of J. Alfred Prufrock
- Yeats: The Wild Swans at Coole, Lake at Innisfree, When You are Old, Sailing to Byzantium
- Thomas: Do Not Go Gentle Into That Goodnight
- WWI Poets

Essay 6: Conflicting Desires and the Human Soul
Spring Final Exam- English Department Final

