Introduction

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in—or translated into—English. Careful reading and critical analysis of such works of fiction, drama, and poetry, selected locally by responsible educators, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings.

To support these objectives, this *AP English Literature and Composition Course and Exam Description* delineates the knowledge and skills colleges and universities typically expect students to demonstrate in order to receive credit for an introductory college literature course and placement into a higher-level literature course.

This publication is not a curriculum. Teachers create their own curricula by selecting and sequencing the texts and tasks that will enable students to develop the knowledge and skills outlined in this document. In some cases, teachers also need to meet certain state or local requirements within the AP curriculum they develop for their school. The objective of this publication is to provide teachers with clarity regarding the content and skills students should learn in order to qualify for college credit and placement. The AP Program recognizes that the real craft is in the skill with which teachers develop and deliver instruction.

Students develop the skills of literary analysis and composition as they repeatedly practice analyzing poetry and prose, then compose arguments about an interpretation of a literary work. As a model for teachers, the course content and skills are presented in nine units. Across these nine units, the content and skills increase in challenge and complexity, with students receiving repeated opportunities to develop and apply analysis and composition skills to specific genres of literature (short fiction, poetry, novels, and plays). The objective of this unit structure is to respect new AP teachers' time by suggesting one possible sequence they can adapt rather than build from scratch.

An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are pleased with their current course organization and results should feel no pressure to adopt these units, which comprise an optional, not mandatory, sequence for this course.

Teachers who prefer to organize their course by themes, integrating works of poetry and short and long prose in several thematic investigations of their choice (e.g., humanity and nature; industry and technology; family and community), can easily combine two or more of the units in this volume. They can avail themselves of the scaffolded skill progressions detailed in each unit to help focus their students' learning and practice and then assign students the relevant Personal Progress Checks for that group of units.

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About the AP English Literature and Composition Course

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

College Course Equivalent

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

Prerequisites

There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP English Literature and Composition curricular components, including:

- Sequence of units, along with suggested pacing. Please note that pacing is based on 45-minute class periods, meeting five days each week, for a full academic year.
- Progression of skills within each unit.
- Spiraling of the big ideas and skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral across units.

1. Explain the function of character.
2. Explain the function of setting.
3. Explain the function of plot and structure.
4. Explain the function of the narrator or speaker.
5. Explain the function of word choice, imagery, and symbols.
6. Explain the function of comparison.
7. Develop textually substantiated arguments about interpretations of part or all of a text.

BIG IDEAS

Big ideas spiral across units.

- CHR Character
- SET Setting
- STR Structure
- NAR Narration
- FIG Figurative Language
- LAN Literary Argumentation

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

NOTE: Partial versions of the free-response questions are provided to prepare students for more complex, full questions that they will encounter on the AP Exam.

UNIT 1 Short Fiction I

~10 Class Periods

CHR 1	1.A	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
SET 2	2.A	Identify and describe specific textual details that convey or reveal a setting.
STR 3	3.A	Identify and describe how plot orders events in a narrative.
STR 3	3.B	Explain the function of a particular sequence of events in a plot.
NAR 4	4.A	Identify and describe the narrator or speaker of a text.
NAR 4	4.B	Identify and explain the function of point of view in a narrative.
LAN 7	7.A	Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Personal Progress Check 1

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- Contemporary Prose: short story excerpt or microfiction (partial)

UNIT 2 Poetry I

~10 Class Periods

CHR 1	1.A	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
STR 3	3.C	Explain the function of structure in a text.
STR 3	3.D	Explain the function of contrasts within a text.
FIG 5	5.B	Explain the function of specific words and phrases in a text.
FIG 6	6.A	Identify and explain the function of a simile.
FIG 6	6.B	Identify and explain the function of a metaphor.
LAN 7	7.A	Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Personal Progress Check 2

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 passages with shorter task

- 20th-Century/Contemporary Poetry (partial)

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UNIT 3 Longer Fiction or Drama I

~17 Class Periods

- CHR 1 — **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- CHR 1 — **1.B** Explain the function of a character changing or remaining unchanged.
- SET 2 — **2.A** Identify and describe specific textual details that convey or reveal a setting.
- STR 3 — **3.E** Explain the function of a significant event or related set of significant events in a plot.
- STR 3 — **3.F** Explain the function of conflict in a text.
- LAN 7 — **7.A** Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7 — **7.E** Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 3

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 2 questions

- 20th-Century/Contemporary Prose (partial)
- Literary Argument

UNIT 4 Short Fiction II

~17 Class Periods

- CHR 1 — **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- CHR 1 — **1.C** Explain the function of contrasting characters.
- CHR 1 — **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- SET 2 — **2.B** Explain the function of setting in a narrative.
- SET 2 — **2.C** Describe the relationship between a character and a setting.
- STR 3 — **3.A** Identify and describe how plot orders events in a narrative.
- STR 3 — **3.D** Explain the function of contrasts within a text.
- NAR 4 — **4.A** Identify and describe the narrator or speaker of a text.
- NAR 4 — **4.B** Identify and explain the function of point of view in a narrative.
- NAR 4 — **4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7 — **7.E** Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 4

ONLINE ONLY

Multiple-choice: ~30 questions

ONLINE OR PAPER

Free-response: 1 question

- 20th-Century/Contemporary Prose (partial)

UNIT 5 Poetry II

~17 Class Periods

- STR 3 — **3.C** Explain the function of structure in a text.
- FIG 5 — **5.A** Distinguish between the literal and figurative meanings of words and phrases.
- FIG 5 — **5.B** Explain the function of specific words and phrases in a text.
- FIG 5 — **5.D** Identify and explain the function of an image or imagery.
- FIG 6 — **6.B** Identify and explain the function of a metaphor.
- FIG 6 — **6.C** Identify and explain the function of personification.
- FIG 6 — **6.D** Identify and explain the function of an allusion.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7 — **7.E** Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 5

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 1 question

- Pre-20th-Century Poetry

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UNIT 6 Longer Fiction or Drama II

~17 Class Periods

- CHR 1 — **1.A** Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
- CHR 1 — **1.C** Explain the function of contrasting characters.
- CHR 1 — **1.E** Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
- STR 3 — **3.A** Identify and describe how plot orders events in a narrative.
- STR 3 — **3.B** Explain the function of a particular sequence of events in a plot.
- STR 3 — **3.D** Explain the function of contrasts within a text.
- NAR 4 — **4.C** Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
- NAR 4 — **4.D** Explain how a narrator's reliability affects a narrative.
- FIG 5 — **5.C** Identify and explain the function of a symbol.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7 — **7.E** Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 6

ONLINE ONLY

Multiple-choice: ~25 questions

ONLINE OR PAPER

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

UNIT 7 Short Fiction III

~17 Class Periods

- CHR 1 — **1.B** Explain the function of a character changing or remaining unchanged.
- CHR 1 — **1.D** Describe how textual details reveal nuances and complexities in characters' relationships with one another.
- SET 2 — **2.B** Explain the function of setting in a narrative.
- SET 2 — **2.C** Describe the relationship between a character and a setting.
- STR 3 — **3.A** Identify and describe how plot orders events in a narrative.
- STR 3 — **3.B** Explain the function of a particular sequence of events in a plot.
- NAR 4 — **4.D** Explain how a narrator's reliability affects a narrative.
- FIG 5 — **5.C** Identify and explain the function of a symbol.
- FIG 5 — **5.D** Identify and explain the function of an image or imagery.
- FIG 6 — **6.A** Identify and explain the function of a simile.
- FIG 6 — **6.C** Identify and explain the function of personification.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 7

ONLINE ONLY

Multiple-choice: ~35 questions

ONLINE OR PAPER

Free-response: 1 question

- Contemporary Prose

UNIT 8 Poetry III

~17 Class Periods

- STR 3 — **3.C** Explain the function of structure in a text.
- STR 3 — **3.D** Explain the function of contrasts within a text.
- FIG 5 — **5.B** Explain the function of specific words and phrases in a text.
- FIG 5 — **5.C** Identify and explain the function of a symbol.
- FIG 6 — **6.B** Identify and explain the function of a metaphor.
- FIG 6 — **6.D** Identify and explain the function of an allusion.
- LAN 7 — **7.B** Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
- LAN 7 — **7.C** Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
- LAN 7 — **7.D** Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
- LAN 7 — **7.E** Demonstrate control over the elements of composition to communicate clearly.

Personal Progress Check 8

ONLINE ONLY

Multiple-choice: ~20 questions

ONLINE OR PAPER

Free-response: 1 question

- Metaphysical Poem

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UNIT 9 Longer Fiction or Drama III

~17 Class Periods

CHR 1	**1.B**	Explain the function of a character changing or remaining unchanged.
CHR 1	**1.E**	Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
STR 3	**3.E**	Explain the function of a significant event or related set of significant events in a plot.
STR 3	**3.F**	Explain the function of conflict in a text.
NAR 4	**4.C**	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
LAN 7	**7.B**	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN 7	**7.C**	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN 7	**7.D**	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Personal Progress Check 9

ONLINE ONLY

Multiple-choice: ~15 questions

ONLINE OR PAPER

Free-response: 2 questions

- Pre-20th-Century Prose
- Literary Argument

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