



Fairfield Ludlowe High School - Fairfield Warde High School

AP LITERATURE AND COMPOSITION

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

The overarching theme of this course is The Search for Meaning: Text and Context. Each unit explores how the intersection of text (the words on the page, images on the screen, etc.) and context (the historical, socio-political, cultural, etc. situation in which the text was created and/or in which it is experienced) affects meaning. This course is for students with a keen interest in literature who want to be challenged with college-level coursework. It is designed for students who can read complex texts independently and who are ready for advanced inquiry, research, writing, and multimodal performance tasks.

As they prepare for the AP Literature and Composition exam, students will analyze and interpret complex works of literature, including novels, plays, short stories, and poetry from various time periods. They will also engage with relevant supplemental materials including, but not limited to, essays, film, visual art, articles, and other media. The class is run as a seminar and studio in writing and multimodal composition. As such, seminar discussion, studio time, peer collaboration, research, and writing conferences are integral components of the class. Completion of the summer reading, writing, and viewing is a requirement of this course. Students are encouraged to take the AP Literature and Composition exam in May. This course 2024-2-13 BoE Approved– AP Literature (Implementation 24-25) 2 is part of the UCONN ECE (Early College Experience) Program. Students can apply for 4 college credits, ENGL 1007: The Seminar and Studio in Writing & Multimodal Composition.

COURSE OBJECTIVES

UCONN ECE English 1007: The Seminar and Studio in Writing & Multimodal Composition:

- Students will demonstrate metacognitive awareness of the ways in which the “writing moves,” seminar discussion, and studio collaboration affect the development of literacy skills.
- Students will understand and be able to communicate that there are various types and degrees of power (such as political, social, economic, and personal) that affect the behavior, development, and psychology of characters.
- Students will understand and be able to communicate how authors manipulate time and incorporate supernatural elements in their works in order to create meaning.
- Students will understand and be able to communicate how comedy and tragedy speak to the human quest for meaning.
- Students will understand and be able to communicate how artists, particularly literary artists, employ aesthetics to reflect and inform human experience.

AP Literature and Composition (taken directly from College Board):

- CHARACTER (CHR) Enduring Understanding CHR-1: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. 2024-2-13 BoE Approved– AP Literature (Implementation 24-25) 3
- SETTING (SET) Enduring Understanding SET-1: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
- STRUCTURE (STR) Enduring Understanding STR-1: The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.
- NARRATION (NAR) Enduring Understanding NAR-1: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.
- FIGURATIVE LANGUAGE (FIG) Enduring Understanding FIG-1: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
- LITERARY ARGUMENTATION (LAN) Enduring Understanding LAN-1: Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
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UNITS OF STUDY

- The Portfolio: The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.
- Unit 1: Power and Perspectives
- Unit 2: The Metaphysically Present Past
- Unit 3: Tragedy, Comedy, and Meaning in the Human Experience
- Unit 4: Art and Life

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior
(See FPS BOE [Policy 6154.1AR.](#))
- 90% will be based on assessments

End-of-the-Year Grade:

- 80% of the overall course grade will reflect the student’s mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.

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- 10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment
 - 10% of the End-of-the-Year course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the "Writing Conference" App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.