

AP Literature & Composition

Mr. Edward Bandera-Duplantier
2025-2026

ebandera-duplantier@west-fargo.k12.nd.us

Classroom: 206H

English Office: 205H

701.356.2050 ext. 9317



AP Literature & Composition Syllabus

AP Literature & Composition Course Overview

Advanced Placement English Literature and Composition is a challenging, multi-disciplined class which means we will read, speak, and write about literature. We will study various genres of literature by a wide range of esteemed authors to examine the interrelationships of each genre's elements, to evaluate author's purpose. You will be focusing on these seven essential skills: (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.

Each day in this course, whether here or online, you will read, think, write, listen, and speak, and learn! These are the skills expected of you and yes, they will be assessed! Careful reading, analysis, and organization of all material in both your oral and written work are essential. Come prepared to contribute every day. The purpose is to prepare you to pass the AP test in the spring and to teach you to think about and understand literature at a college level.

As a member of this course, you will be expected to be a citizen of this class and the school community. *Preparation and engagement are essential.* In this class you are expected to **listen, speak, and act with integrity.** You are also expected to honor all individuals in this classroom. Every voice matters and deserves to be treated with respect.

AP Literature & Composition Course Units

The College Board/AP Central has established a series of nine units in alignment with the skills necessary to meet college level Language Arts requirements as well as to help you with success on the test. These nine units will be covered throughout the entire year, and they build in intensity and difficulty. Poetry units are ongoing and intermingled with fiction units. The literary titles for each unit were chosen from the College Board suggested reading as well as from a list of the works which most often appear on the AP test. Due to time constraints, we may not read all titles, and we may supplement others. This is a **COLLEGE LEVEL** class. As a student in this course, you must have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. You must regard the reading material and subsequent class discussions with an open mind.

Unit 1 Short Fiction I	Unit 2 Poetry I	Unit 3 Longer Fiction or Drama I	Unit 4 Short Fiction II	Unit 5 Poetry II
Short Stories and <i>The Metamorphosis</i> by Franz Kafka	Variety of poets	Literature Circle Unit	<i>Sing, Unburied, Sing</i> by Jesmyn Ward	Variety of poets

Unit 6 Longer Fiction or Drama II	Unit 7 Short Fiction III	Unit 8 Poetry III	Unit 9 Long Fiction or Drama III	
<i>Hamlet</i> by Shakespeare	<i>The Great Gatsby</i> by F. Scott Fitzgerald	Variety of poets, analyzing and prewriting to previous test prompts	<i>The Kite Runner</i> by Khaled Hosseini	

Advanced Placement Literature and Composition Examination

- It is an expectation that all students take the AP exam. Financial assistance is available. **The 2026 exam date is Wednesday, May 6th, 2026.**

Exam Overview:

- Multiple Choice** - 55 Questions (weighted 45%)
- Free-response Questions** – 3 Questions (weighted 55%)

Genres Tested:

- Short fiction (49% of the test)
- Poetry (36-45% of the test)
- Novels and Plays (15-18% of the test)

Weight of Skills Tested:

- Character Development (16-20%)
- Function of Setting (3-6%)
- Plot and Structure (16-20%)
- Function of Narrator (21-26%)
- Word Choice, Imagery, and Symbolism (10-13%)
- Figurative Language (10-13%)
- Writing Argument Supporting an Interpretation (10-13%)

Multiple Perspectives and Interdisciplinary Connections

“As the AP Program engages students in college-level work, [this] course may include perspectives that could be considered controversial, including references to ethnicity, nationality, religion, politics, race, dialect, sexuality, gender, or class. [This course] requires students to have the level of maturity and skill to thoughtfully consider and analyze diverse perspectives. The inclusion of topics, readings, texts, and other source material is not intended as an endorsement by College Board of the content, ideas, or values expressed in the material” (College Board). Furthermore, the inclusion of topics, readings, texts, and other source material is not intended as an endorsement by Mr. Bandera-Duplantier or West Fargo High School.

What AP Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

- **AP stands for clarity and transparency.** Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
- **AP is an unflinching encounter with evidence.** AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
- **AP opposes censorship.** AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
- **AP opposes indoctrination.** AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.

- **AP courses foster an open-minded approach to the histories and cultures of different peoples.** The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
- **Every AP student who engages with evidence is listened to and respected.** Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
- **AP is a choice for parents and students.** Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

"What AP Stands for." *AP Central*, College Board, 2022, apcentral.collegeboard.org/about-ap/what-ap-stands-for. Accessed 22 Aug. 2022.

General Policies and Procedures:

Course Logistics & Communication

- Lesson plans, due dates, and assignment submission drop-boxes will all be available on Schoology.
- Emails will only be answered during standard school hours. On Mondays—Fridays, I will be available from 7:50 a.m.-3:40 p.m. Emails received over the weekend and/or holidays will not be responded to until the work week resumes.
- Email is the preferred and easiest mode of communication when you need help or clarification.
 - Email: ebandera-duplantier@west-fargo.k12.nd.us
- It is the expectation that you are checking Schoology daily for all course updates.

Materials:

- **Daily:**
 - WFPS issued iPad (and charging accessories)
 - WFPS issued Logitech crayon
 - Books
 - Writing utensils/organizational materials/planner
 - Make sure you know your College Board login. We will be using AP Central!

Grading Policy

Grading Scale: AP Literature will use the standard West Fargo grading scale. Grades will be updated weekly. AP Literature is a “weighted” course. My goal is to always keep grades updated on a weekly basis. Larger projects and writing assignments may take me longer to grade (I usually communicate that to learners).

- **A** 90-100%
- **B** 80-89%
- **C** 70-79%
- **D** 60-69%
- **F** 0-59%

Missing Work/Late Work Policy

- Homework will be marked as “missing” and entered as a zero until it has been completed. Due to the length of certain units, “blackout dates” will be assigned throughout it. A “blackout date” indicates that an assignment is no longer worth credit after that date and will remain a zero. These dates will be communicated early and often.
- If you are submitting an assignment late before the “blackout date,” you **must** communicate via email to me **and** parent/guardian that you have submitted your assignment and a plan of action of how to avoid a late submission in the future. Your assignment will **not** be graded until you have sent this email to me with your parent/guardian included on the same email.
- Any planned absence, whether personal or school-related, must be communicated to me ahead of time. Please send me an email with the dates that you will be gone, and I will work with you to get you the necessary resources and materials ahead of your absence.

Additional notes about grading:

- If an assignment is marked with a late indicator (red) – it was turned in late.
- If an assignment is marked with a missing indicator (orange) – I’m missing it and it needs to be turned in. I’ll clear the indicator soon after you have sent the required email (please see above) and submitted the assignment.

WFHS English Department Cheating and Plagiarism Policy

The cheating policy follows the WFHS student handbook. This includes a zero for the assignment, a PACK referral, and notification of the parent/guardian and administrator/counselor.

If caught cheating on a critical and/or common assessment, the critical and/or common assessment still must be successfully completed in order to have the opportunity to pass the class for the semester. In this instance, a zero will be given for the work; however, the work must be successfully completed in order for the teacher to evaluate the student's skills and readiness to move onto the next course. The timeline for successful completion will be arranged between the student and teacher and will be communicated with the parent/guardian and administrator/counselor.

If caught accidentally plagiarizing an assignment (i.e. an essay or research paper), the student will have the opportunity to learn from the mistakes and receive credit for the assessment. Should accidental plagiarism occur, the critical and/or common assessment will be returned to the student for resubmission. The critical and/or common assessment will not be graded until the student has made the appropriate revisions. The timeline for successfully resubmitting the assessment and demonstrating mastery of the skills will be arranged between the student and teacher and will be communicated with the parent/guardian and administrator/counselor. Failure to successfully resubmit the assignment and demonstrate skill mastery will result in a percentage deduction.

The English department recognizes a difference between intentional cheating and accidental plagiarism. Our common definition includes:

- Cheating is the intentional use of someone else's work being presented as one's own work (i.e. submitting another student's essay).
- Accidental plagiarism is the misrepresentation of another's work as one's own (i.e. forgetting a works cited page; not attributing a quotation to the author; not understanding the correct method of paraphrasing a quotation).
- With regard to cheating, school policy will be enforced. Remember that cheating is as much a character issue as it is a policy issue.

AI Policy

AI (artificial intelligence) is an evolving and growing space as I type this. I recognize the tools available to us right now will evolve as the school year progresses. And, I fully recognize that it's ridiculous for teachers to believe technology like this won't be available to people in the future.

However, and this is the important part here, the students in my classroom still need to understand the *why* and *how* behind grammatical structures, spelling, sentence variety, and the myriad of other things real writing does. This happens by *doing the work* and getting "messy" with writing, drafting, and revising.

Therefore, the use of AI in my courses will be considered cheating and will have the same consequences as listed above. I am here to help you to be successful in my class and am happy to meet with you to discuss any course assignments, study strategies, and other academic matters. I want you to be able to think critically, be analytical, and be creative in your work in my class. Since the goal is for you to develop your critical thinking skills, ideas, and critical perspectives on the class materials, the use of any artificial intelligence (AI) content creation tool/system (e.g. Jasper, ChatGPT, Bard, etc.) is not permitted. If you have difficulty with an assignment, please do not hesitate to contact me.

This AI/ChatGPT policy is new territory and is evolving. It may change to align with English Department, WFHS, and/or WFPS policies. Any changes will be announced.

West Fargo High School Cell Phone Policy

Beginning with the 2025–2026 school year, West Fargo Public Schools will implement a new procedure regarding student use of wireless personal communication devices during the school day in compliance with [Senate Bill 2354](#). This state law requires all school districts to adopt policies that prohibit the use of personal electronic devices—including cell phones, smartwatches, tablets, and laptops, etc. during instructional hours. This restriction applies from the start of the school day to its conclusion and includes common areas such as hallways, the lunchroom, and other shared spaces. **To summarize, students will not have access to cell phones, smartwatches, and other personal devices from the start of the school day to the end of the school day, including lunch time and passing time between classes. This is now a state law.**

- Learner cell phones, smart watches, and all other personal devices that can send and receive messages are OUT-OF-SIGHT and OUT-OF-USE from 8:25a until 3:35p.
- Devices CANNOT be kept on your person (in a pocket, etc.). They must, at a bare minimum, be kept in a CLOSED backpack pocket. Devices can also be left in your car, at home, etc.
- Devices CANNOT be utilized or checked during passing times, lunch time, or Open Campus if you chose to remain on campus.
- If you choose to leave the classroom to visit the nurse, go to the bathroom, etc., your backpack (with your phone inside) STAYS IN THE CLASSROOM.
- It is the student’s responsibility to secure their electronic devices to show care for their technology devices and personal information. The school is not responsible for lost or stolen items or individual service plan charges related to use of electronic devices.
- Students are expected to respect the network and adhere to the Acceptable Use Policy (AUP) when using school-issued devices. Students will be expected to access the district’s Wi-Fi network via their iPad during designated school activities unless connections are unavailable.
- Photographing or recording of another person should be used for educational purposes as defined by the teacher. Any use of an electronic device for other than educational purposes will result in a consequence. Messages and photos on an electronic device are subject to viewing by administration given reasonable suspicion of a crime or school infraction.

West Fargo High School Cell Phone Procedure

- *First Offense:* The device is brought to the Main Office, picked up by the student at the end of the student’s day
- *Second Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student’s day
- *Third Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student’s day, behavior plan assigned to the student
- *Fourth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student’s day, 1 day ISS
- *Fifth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience, not to be returned to the student until the end of the student’s day, 1 day OSS
- *Sixth Offense:* The device is brought to the Main Office, picked up by the parent/guardian at their earliest convenience not to be returned to the student until the end of the student’s day, transition to Virtual Program for the at least the remainder of the semester

Additional Technology Policy

- Headphones/ear buds are not allowed during classroom discussions, direct instruction, or exam prep. The course and your peers require your full attention during these times. However, headphones/ear buds are permitted during independent work time or independent reading time.

West Fargo High School Food and Drink Policy

- No food in hallways
- This includes all lunches (purchased from school, brought from home, fast food, take-out, etc.)
- Food in classrooms must be provided by teacher(s)
- All drinks must be in a container with non-spill lid

- Food or drinks NOT in a non-spill lid will be directed to be thrown away

West Fargo High School Attendance Policy

Visit this link [WFPS Attendance Policy](#) for a detailed policy.

- **Absences**

- Automatic alerts at the end of the period for each UV to families
- Automatic alerts sent at 5 and 7 absences
- Family contact by admin when nearing 10 absences to discuss contract
- Will involve teachers if the student is passing most classes
- Take daily, accurate attendance
- Administrator is following up with call down list daily

- **Tardies**

- Tardy is defined by the teachers in the classroom. In Mr. Bandera-Duplantier's classroom, you must be in the classroom and ready to learn when the bell rings at the start of the period.
- Every fifth tardy is recorded as a UV in PowerSchool.
- After 20 minutes have passed since the start of class, the student will be marked UV in PowerSchool.