

AP English Literature and Composition Syllabus



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Introduction: *A Note about Literature from Mr. Moon*

Literature—and, more broadly, storytelling—is one of the most advanced technologies we have ever thought up. While science may help us to better understand the vast community of creatures with which we share this planet and the complex natural forces that govern our reality, and while reasoning may help us to communicate critical perspectives, win arguments, and chart the path forward, literature allows us to explore the very nature of our individual and collective experience. It enables us to peer into the minds of cultures and characters that we would otherwise never encounter, confront unfamiliar or even otherworldly problems of morality and ethics, survey futures yet unseen, and test the bounds of empathy and connection—a truly wondrous technology we have fashioned for ourselves.

This class explores the tools and techniques through which literature explores the human experience. By delving into poetry, short fiction, and long fiction, you will better understand the power of literature and the themes that it tackles while also building the skills to find your own voice.

I implore you to treat this class as more than just a potential source of college credit. Instead, treat it as a fleeting opportunity to aim your focus on the most challenging questions and scenarios, to share in that challenge with your fellow students, and to hone your own craft of storytelling. If you do, the odds say that you will have harnessed a power that will give you lift through many chapters for a lifetime to come.

So, welcome to AP English Literature and Composition. Read a story, understand a story, and tell your own.

Course Description

College Board defines AP English Literature and Composition as an introductory college-level literary analysis course. Students read, discuss, and write about imaginative literature - short fiction, poetry, novels, and drama - while examining how authors use character, setting, structure, narration, figurative language, comparison, and other elements to create meaning. Students develop textually supported interpretations through close reading, college-level discussion, analytical writing, and AP-style assessment.

This course follows the current AP English Literature and Composition Course and Exam Description (CED). Rather than isolating genres, the course spirals repeatedly through short fiction, poetry, and longer fiction or drama so that students practice the College Board skills throughout the year. The course also prepares students for the sustained reading, writing, discussion, and independent study expected in college humanities courses.

The Benefits of AP Language and Composition

AP Literature develops careful reading, interpretive independence, academic discussion, evidence-based writing, and the ability to work with complex and ambiguous texts. Across higher education, AP classes are recognized for rigorous in-person instruction that fosters daily interaction, rich discussion, and personalized guidance—experiences often missing in online course settings. Additionally, achieving a qualifying AP score (usually a 3 or higher) on the AP Language exam can earn students college credit or enable them to place out of introductory English courses, helping them save both time and tuition.

AP Exam: Wednesday, May 5, 2027

Students will normally learn approximately eight high-utility literary terms each instructional week. Terms will be introduced immediately before they become useful in the assigned reading and will include fiction, poetry, drama, symbolism, rhetoric, narrative structure, genre, critical lenses, and pattern vocabulary. Short cumulative checks will occur about every two instructional weeks, with passage-based application tasks at the end of major units.

Course Learning and Production Structure

This course follows the AP English Literature and Composition Course and Exam Description (CED) and uses several core resources:

- **AP Course and Exam Description (CED):** Guides course skills, content, and exam expectations.
- **AP Classroom:** Used primarily for instructional videos, practice, and AP-style assessments.
- **Literature & Composition:** Primary textbook for close reading, literary analysis, and writing instruction.
- **The Norton Introduction to Literature:** Supports fiction, poetry, drama, literary terminology, and critical approaches.
- **How to Read Literature Like a Professor:** Used in short selections throughout the year to build awareness of recurring literary patterns, symbols, and allusions.
- **Additional Texts and Resources:** Anchor works, poetry, short fiction, literature-circle selections, articles, lectures, and relevant audio/visual materials.

A year-long scope and sequence outlining major readings, units, skills, and assessments will be posted on Google Classroom. Plans may be adjusted throughout the year to reflect student progress, scheduling, or instructional needs; significant changes will be communicated and updated on Google Classroom.

Unit	Time	Thematic Focus / Anchor Text	Primary AP Work
Boot Camp	Sept.-Oct.	How Literary Analysis Works <i>Long Fiction: Selected Novellas</i>	Foundations of poetry, prose, and literary argument
1	Oct.	Identity, Society, and Autonomy <i>Long Fiction: A Thousand Splendid Suns</i>	Character, setting, context, symbolism, and prose analysis
2	Nov.	Voice, Independence, and the Gothic Self <i>Long Fiction: Jane Eyre</i>	Narration, Gothic conventions, symbolism, and critical lenses
3	Dec.	Power, Performance, and Tragedy <i>Drama: Macbeth and Hamlet</i>	Drama, tragedy, performance, rhetoric, and literary argument
4	Jan.	Creation, Responsibility, and the Monstrous <i>Long Fiction: Frankenstein</i>	Narrative structure, perspective, ambiguity, Interpretation
5	Feb.	War, Consciousness, and Storytelling <i>Long Fiction: The Things They Carried</i>	Metafiction, memory, nonlinear structure, and narrative truth
6	Mar.	Collapse, Art, and Memory <i>Long Fiction: Station Eleven</i>	Intertextuality, symbolism, speculative fiction, and structural synthesis
Review	Apr.-May	Two weeks of cumulative exam review	
Post-Exam	May-June	Literary synthesis, independent reading, and course reflection	Transfer, presentation, or final application

Anchor and Choice Reading: Shared Works + Extended Literature Circles

All students will read the four shared anchors. Students will also complete two extended, light literature-circle cycles: one beginning in the fall and one beginning in the winter. Choice texts will come from a teacher-approved list including, but not limited to, *Jane Eyre*, *Their Eyes Were Watching God*, *Beloved*, *Slaughterhouse-Five*, *The Left Hand of Darkness*, and *Never Let Me Go*. Additional appropriate selections may be added.

Literary Terminology: Active Vocabulary for Analysis

Students will normally learn approximately eight high-utility literary terms each instructional week. Terms will be introduced immediately before they become useful in the assigned reading and will include fiction, poetry, drama, symbolism, rhetoric, narrative structure, genre, critical lenses, and pattern vocabulary. Short cumulative checks will occur about every two instructional weeks, with passage-based application tasks at the end of major units.

Average Unit Structure

Assignment	Points
Anchor-Text Reading, Annotation, and Discussion	20
Literature-Circle Reading and Discussion	20
Poetry and Short-Fiction Analysis	20
Literary Terminology and Cumulative Checks	20
AP Classroom / Multiple-Choice Practice	20
Multiple Choice Unit Test	50
Free Response Unit Test	50
Total	200

College Level Rigor: Homework and Studying Beyond Class

This course is designed to mirror the expectations of an introductory college literature course. Students should expect approximately 60-120 pages of reading, or about 3-5 hours of reading and preparation outside class during a typical week. Workload will vary by text: Shakespeare and highly complex prose require more time per page, while shortened weeks, major assessment weeks, and scheduled reading breaks will require less.

Outside work may include anchor and literature-circle reading, annotation, Foster chapters, terminology review, preparation of passages and questions for discussion, unfinished writing, AP Classroom practice, and studying. Students are expected to plan ahead, maintain reading schedules, review feedback, and complete ungraded practice when assigned.

Process Focused: Academic Integrity and Artificial Intelligence (AI) Usage

To protect academic integrity and emphasize the importance of the reading and writing process, most assessments will be completed in class. Initial analytical thinking, annotations, generative writing, outlines, planning, and preliminary drafts may be required by hand and completed during class. Process-based materials may be assessed and incorporated into final rubrics.

Use of artificial intelligence tools is allowed only when express written permission appears in the assignment directions. Any unapproved AI use will be treated as plagiarism and addressed according to Trout Lake School policy. All work is expected to be the student's own and completed for this class. Help or information from a book, article, website, video, AI tool, or another person must be acknowledged when required. Students who are unsure whether a source or tool is permitted should ask before using it.

Read	Discuss	Write	Revise
Annotate complex poetry, short fiction, drama, and novels with attention to craft and context.	Develop, test, and refine interpretations through evidence-based seminar and literature-circle conversation.	Compose poetry analysis, prose fiction analysis, and literary arguments in timed and process-based settings.	Use handwritten feedback, AP rubrics, rereading, and reflection to strengthen reasoning and commentary.

Work Submission

Final products for major written assessments must be typed, double-spaced, formatted according to MLA guidelines, printed single-sided, stapled, and placed in the classroom submission basket by the end of the assigned class period or due date. Google Classroom submission may also be required when directed, but a digital submission is not sufficient unless the assignment directions explicitly state otherwise. Email is never an approved method of submitting coursework.

 Learning Environment	Class Norms
<p>Our classroom will support close reading, thoughtful interpretation, respectful disagreement, and the expression of ideas grounded in evidence. Students will encounter works shaped by different historical periods, cultures, identities, beliefs, and experiences. Students should read each work within its literary and historical context while also considering how their own perspectives influence interpretation. We will evaluate ideas, evidence, and literary choices - not one another.</p>	<p>Mutual Respect: Treat classmates, their experiences, identities, and backgrounds with care and respect.</p> <p>Attentive Listening: Seek to understand and clarify before responding.</p> <p>Evidence-Based Discussion: Support interpretations with the text.</p> <p>Preparation: Arrive ready to read, write, discuss, and contribute to discussion and activities.</p> <p>Professionalism: Be prompt, positive, polite, productive, and open to revision.</p>
 AP Rubrics	Grading and Corrections
<p>This course will use the standard Trout Lake School grading scale. All AP-style free response practice writing will be scored using the College Board's 6-point rubric and then converted into a standard letter grade.</p> <p>The conversion scale is as follows: 6 = 100% (A+), 5 = 90% (A), 4 = 80% (B), 3 = 70% (C), 2 = 60% (D), and 0–1 = 0–55% (F).</p>	<p>My goal is to provide grades and feedback as quickly as possible. Under normal circumstances, work completed or submitted by Friday will be entered in the Gradebook by the following Friday. Larger essays or unusually heavy grading periods may require additional time. Students should check grades regularly, read handwritten feedback and rubric scores, and ask questions when clarification is needed. Approved corrections earn one-half of the points missed, which are added to the original score.</p>

Communication

Office Hours: I make an effort to be available via email or phone for communications with students and parents on school days from 7:30 - 4:30 . I usually respond to all communications within 1 school day.

Absences and Late Work	
<p>Absences: For every day a student is absent, the student has that many school days to make up work without a late penalty. Students who know they will be absent should request work beforehand when possible, either in person or by email.</p> <p>In-Class Assessments: Students are responsible for arranging a make-up time for missed quizzes, tests, timed writing, seminars, or other supervised assessments.</p>	<p>In-Class Lecture Notes: Some course instruction, literary context, and analytical guidance will be delivered through in-class lectures and discussion and may not always be posted online. Students who are absent are responsible for obtaining missed notes from a classmate and following up with Mr. Moon as needed.</p> <p>Reading and Discussion: Because literature-circle and seminar work depends on timely participation, missed discussions may require an alternate written response.</p>
<p>Late Work: Late reading journals, or other reading checks are NOT accepted and receive a 0/2 in the grade book. All other late is decreasing maximum grade for every school day late (1 day late: max (90%), 2 days late: max (80%), 3 days late: max (70%), 4 days late: max (60%), 5+ days late: max (50%).</p>	

Acknowledgment Summary

- ☐ The student is expected to complete sustained reading and preparation outside class.
- ☐ The student is expected to register for and take the May 5, 2027 AP exam.
- ☐ Student work must follow the academic-integrity and approved-AI-use rules in this syllabus.
- ☐ The family will review unit outlines and contact Mr. Moon promptly with specific questions or concerns.

Student and Parent Signatures

AP Alignment and College-Level Text Selection

AP guidelines require students to read a variety of short fiction, poetry, longer fiction, and drama by diverse authors and from multiple literary periods, including pre-20th-century and 20th/21st-century works. Literary selections are chosen for literary merit, complexity, historical range, genre variety, and usefulness in developing AP skills.

Students are not asked to endorse the political, cultural, religious, or social viewpoint of an author, narrator, speaker, character, or teacher. They are expected to analyze perspectives that may differ from their own and to explain the meaning, purpose, and effect of those perspectives within the literary work as a whole. Discussion and writing will focus on textual evidence and authorial craft.

I acknowledge the college-level nature and range of the assigned literature. **Parent/Guardian Initials:** _____

Film, Television, and Video Permission

The course may include full or partial film adaptations, recorded dramatic performances, television excerpts, documentaries, author interviews, lectures, and other video resources connected to approved course texts and concepts. Unit information will identify major planned texts and media. By signing this syllabus, the parent/guardian grants permission for the student to view these course-related resources.

Families with a specific concern should contact Mr. Moon promptly after receiving the relevant unit information so the concern can be discussed before viewing. In rare circumstances, an alternate arrangement may be considered when appropriate.

I acknowledge the college-level nature and range of the assigned literature. **Parent/Guardian Initials:** _____

By signing below, we acknowledge that we have read and understand the course description, AP exam expectation, academic-integrity requirements, work-submission procedures, text acknowledgment, media permission, and classroom expectations. We understand that the published scope and sequence and unit outlines may be updated and that significant changes will be communicated.

Student Name (printed)

Signature

Date

Parent Name (printed)

Signature

Date