Instructor: Ms. Brooke Ayres

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Office Hours: Before or after school by appointment

**Course Description**

This course is structured to strengthen the effectiveness of students’ writing through close reading and frequent practice at applying the knowledge and skills universities and colleges typically expect students to demonstrate. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum.

**This course will be taken for Advanced Placement credit by taking the AP Literature and Language exam in May.** This course was traditionally AP credit, meaning your chosen college or university could accept credit for this class if their criteria are met.A sitting fee is allotted for the exam ($75). This fee will be paid by the district

**Course Objectives**

* Adopt appropriate tone, voice, and level of formality.
* Respond to the needs of different audiences.
* Understand how genres shape reading and writing.
* Be aware that it usually takes multiple drafts to complete a successful text.
* Understand the social and collaborative aspects of the writing process.
* Learn to critique their own as well as others’.
* Control such surface features as syntax, grammar, punctuation, and spelling.
* Conduct college-level research using a variety of sources, both online and print
* Discern bias in multiple media sources.
* Critique literary works for purpose, evidence, and effectiveness
* Construct literary arguments supported by evidence and analysis.

**Texts and Instructional Materials**

**Overview**

Students will analyze short fiction passages from the primary texts and short stories as well as novellas and graphic novels. Additionally, students will analyze poetry from a range of literary periods. Also, students will choose one (1) novel from a provided list for their yearlong independent study project. Some students or parents may find the texts controversial from a specific cultural viewpoint, “…including depictions of nationalities, religions, ethnicities, dialects, gender, or class” (CED 117). According to the College Board, “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” (CED 117). Readings or discussions in class concerning controversial topics are sensitively handled and restricted to appropriate academic discussions. Parents are encouraged to contact me with any concerns.

**Primary Texts**

Units focus on novels, short stories, poetry, or plays that align with specific themes, skill development, and stylistic characteristics of a literary period. Titles of comparable complexity from the same literary period may be added by me or suggested by a students for independent study.

**First Semester In Class Readings**

* Epic Poetry
  + *The Iliad*
  + Excerpts from *Paradise Lost*
* Excerpts from *The Canterbury Tales*
* *Doctor Faustus* by Chrisopher Marlowe
* The Romantic Period
  + *Rime of the Ancient Mariner* and *Kubla Khan* by Samuel Taylor Coleridge
  + *Goblin Market* by Christina Rossetti
  + *The Tyger* and *The Lamb* by William Blake
  + *Ode to a Grecian Urn* by John Keats
  + *Ozymandias* by Percy Bysshe Shelley
* Transcendentalists
  + Forward from *Leaves of Grass*
  + Excerpts from *Walden*

**Second Semester In Class Readings (more may be added Spring 2026)**

* The Works of Edgar Alan Poe
  + *Masque of the Red Death*
  + *The Bells*
  + *The Cask of Amontillado*
* The Harlem Renaissance
  + *If We Must Die* by Claude McKay
  + *Heritage* by Countee Cullen
  + *The Gilded Six-Bits* by Zora Neale Hurston
  + *The Negro Speaks of Rivers* and *Harlem* by Langston Hughes
* Heart of Darkness by Joseph Conrad
* Watchmen by Alan Moore

**Independent Novel Study Project**

Students will be required to choose one (1) novel from the list below for a yearlong independent study project culminating in a final paper utilizing one of the literary analysis methodologies discussed in class. Alternative novels **MUST** be approved by me. No exceptions.

* Their Eyes Were Watching God by Zora Neale Hurston
* Dracula by Bram Stoker
* World War Z by Max Brooks
* The Scarlet Letter by Nathaniel Hawthorne
* The Killing Joke by Alan Moore
* The Awakening by Kate Chopin
* As I Lay Dying by William Faulkner
* One Hundred Years of Solitude by Gabriel García Márquez

**Course Policies**

**Course Participation**

To get the most out of this course, you will need to be an active participant and learner. The content of this course will be accelerated to address all the course goals and objectives. Being prepared and engaging in the coursework is essential.

**Attendance and Grading**

AP Lit is designed as a college level course. Meaning, it is fast paced with a significantly heavier workload than other high school courses. Failure to attend class **WILL** negatively impact your grade. Class discussions (such as Socratic Seminars) are heavily incorporated into your grade and require your attendance for credit. Missing these days will drop your grade significantly as you will be unable to make up the assignment. **HOWEVER**, there are **SOME** legitimate extenuating circumstances that necessitate extensions and/or exemptions. These will be evaluated by me on a case-by-case basis, and are not guaranteed, so please talk to me as soon as possible. Sidenote: Extracurricular activities and job responsibilities **DO NOT** warrant extensions/exemptions.

**Submitting Work**

Coursework must be submitted electronically via TEAMS or in writing. Assignments will not be graded on completion, but rather on the level of mastery reflected. Grades received on all assignments are reflections of student’s comprehension and mastery.

**Late Work Submission**

All assignments must be completed and submitted by the designated due date (two weeks from the date work is assigned). You will have one extra week to turn in assignments after the designated due date for 50% credit. Late work will not be accepted nor graded after the assignment closes (three weeks from date work is assigned). Please be sure to observe ALL the assignment details provided in TEAMS.

**Papers, Projects, & Presentations**

Papers, projects, and presentations consist of analytical essays, independent novel studies, and PPT. Students will have multiple opportunities to write and rewrite drafts before turning in their final essays. Students will submit outlines and drafts to me for comments as well as participate in peer review sessions. Final independent novel papers will be revised at least once. Through the drafting process, I will provide explicit instruction and feedback on how to develop appropriate, effective analysis, and logical organization, while balancing evidence and commentary. All papers, projects, and presentations will be graded using rubrics provided to the students prior to submission.

**Plagiarism**

We all know AI exists; however, AI is just a resource. It does not replace individual thought or inspire new ideas. Do your own work. Submitting work that is not yours will result in a zero as well as a mark of academic dishonesty on your academic record. I would rather work that is imperfect, but reflects who you are and your own thoughts, than perfect work with no soul.

**Grade Composition**

Independent Study Project 40%

Socratic Seminars / In Class Assignments 15%

Quizzes 15%

Papers, Projects, & Presentations 30%