

AP Literature and Composition
Richmond Hill High School
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The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum and 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. -- *from College Board Course Description*

Required Reading

Students are expected to read all assigned literature. Reading in an AP course is both wide and deep. This reading includes works from the English Renaissance to the present. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation. The following literary works are the *basis* of the units in this course. *Students will also be assigned various short stories and poems* that have either been included on past exams or are suggested by the College Board. These literary works are noteworthy classics **and** modern works by Pulitzer Prize, Booker Prize, Pen Faulker, and Nobel Literature winning authors. Poetry from the Poetry Foundation, The Academy of American Poets, and by current and past Poet Laureates are also included.

Required reading will consist of **5 works chosen from the following list**:

The Poisonwood Bible by Barbara Kingsolver

The Kite Runner by Khalad Hosseini

Jane Eyre by Charlotte Bronte

Othello by William Shakespeare

Poetry Collections:

Native Guard by Natasha Threathaway

Deaf Republic by Ilya Kaminsky

Fences by August Wilson


As I Lay Dying by William Faulkner

Song of Solomon by Toni Morrison

The Importance of Being Earnest by Oscar Wilde

Counting Descent by Clint Smith

The Wild Iris by Louise Gluck

Link to Summer Reading:  [AP Literature and Composition Summer Reading](#)

In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Literature Development Committee considers and includes diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender or class, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, the AP English Literature and Composition Exam depends on a level of maturity consistent with the age of 12th-grade students who have engaged in thoughtful analysis of literary texts. The best response to a controversial detail or idea in a literary work might well be a question about the larger meaning, purpose or overall effect of the detail or idea in context. AP students should have the maturity, the skill and the will to seek the larger meaning through thoughtful research. Such thoughtfulness is both fair and owed to the art and to the author. Still, recognizing the universal value of literary art that probes difficult and harsh life . -- *From College Board Course Description Material*

Topics/Course Outline For 2025-2026 School Year

| Topics/Course Outline For 2020-2020 School Year | | | | | | |
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| Unit Alignment With College Board Curriculum Guide | SKILL CATEGORIES Skill categories spiral across units. | Writing Focus | | Major Literary Work | | |
| Units 1,2 August | 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 a text. | Prose Fiction Analysis Essay Literary Argument Essay | | <i>The Poisonwood Bible</i> By Barbara Kingsolver (summer reading) <i>Deaf Republic: Poems</i> <i>Native Guard : Poems</i> <i>The Wild Iris: Poems</i> | | |
| Unit 3 September | | Prose Analysis Essay Literary Argument Essay | | <i>The Kite Runner</i> By Khaled Hosseini | | |
| Unit 4,5 October | | Prose Analysis Essay Literary Argument | | <i>Jane Eyre</i> By Charlotte Bronte | | |
| Units 6,7 November/December | | Poetry Analysis Essay Literary Argument | | <i>Fences</i> By August Wilson <i>Counting Descent</i> By Clint Smith | | |
| Unit 8 January/February | | Poetry Analysis Essay Literary Argument | | <i>Song of Solomon</i> By Toni Morrison | | |
| Unit 9 March/April Exam -first week of May | | Poetry, Prose, Literary Argument Essays | | <i>Choice Book Groups:</i> <i>Othello, As I Lay Dying, The Importance of Being Earnest, The Nickel Boys (if you didn't read it for summer reading)</i> | | |
| Enduring Understandings and Big Ideas spiral across units. | | | | | | |
| Character Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. | Setting Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. | Structure The arrangement of the parts/ sections of a text, the relationship of the parts to each other, the sequence in which the text reveals are all structural choices made by a writer that contribute to the interpretation. | Narrator A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text. | Figurative Language Comparisons, representations, associations shift meaning from the literal to the figurative and invite readers to interpret a text. | Literary Argumentation Readers establish and communicate their interpretations of literature through arguments supported by textual evidence. | |

Course Grading

70%—Summative Assessments: In class timed essays, AP multiple choice tests

30%—Formative Assessments: reading check quizzes, multiple choice practice, class work, vocabulary quizzes, mini-projects, graded socratic seminars and discussions, bell-ringers/warm up exercises

Communication

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|------------------------|
| Google Classroom Codes |
| A Day: 3qmaskjz |
| B Day: azrpt43z |

State/National Mandated Assessments:

All students enrolled in AP courses are expected to register for and take the associated AP Exam. Students who register for and sit for the exam will automatically be exempted from the course exam in May.

AP Exam Date: TBA

AP Exam Description from the [AP Website](#)

Time: 8:00 AM- you will need to arrive earlier

Cell Phones steal focus and distract students from learning. Students will be required to place cell phones in the wall pocket at the beginning of class to remain there until the class ends. If a student does not follow this requirement, the disciplinary actions set forth in the student handbook will be taken.

Headphones and In-Ear Headphones Students should not wear headphones or in-ear headphones during class at any time. These should be kept in the student's book bag during class. If a student does not follow this requirement, the disciplinary actions set forth in the student handbook will be taken.

Discipline – All students are expected to follow the rules set forth in the student handbook. In the event of disciplinary infractions, the following steps will be taken to correct the behaviors:

- Warning, student/teacher conference
- Phone call to parent
- Parent/Teacher conference
- Referral to administrator

Supplies: One three ring binder, one composition notebook, loose leaf paper (college ruled). blue or black ink pens, pencils, highlighters.

Late or Missing Work: Students have 3 days to make up assessments and work for excused absences, otherwise 10 points per day will be deducted. In the case of multiple absences due to a long illness or extenuating circumstance, with guidance from the school the teacher and student will work to create a reasonable timeline for completing and submitting missing work. Students who do not make a reasonable attempt, as determined by the teacher, to complete an assignment/assessment will receive a zero.