

# AP LITERATURE AND COMPOSITION

## 25-26 SYLLABUS



Instructor: Neil Clement

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### Note to Parents

Welcome to AP Literature and Composition! Although a rigorous course, your student will have the opportunity to share perspectives on pieces of literature through class discussions and through written analysis. This course will be lively! Your student will leave this course with new skills and confidence in analyzing, writing, and discussion.

Thank you,

*Neil Clement*

### Course Description:

The AP English Literature and Composition course is intended to give students the experience of a typical introductory college-level literature course. It includes intensive study of representative works from various genres, periods, and cultures. Skills you'll learn: how to read a text closely and draw conclusions from details; how to identify the techniques used by an author and their effects; how to develop an interpretation of a text; and how to present your interpretation and make an argument for it in writing. Summer reading and summer reading assignment is required. The summer reading list is provided in the Spring Semester. This course fulfills the English 12 core requirement. Participation in the national AP test is a mandatory component of this course.

- The College Board AP Literature Course Guide can be found here:  
<https://apcentral.collegeboard.org/courses/ap-english-literature-and-composition>
- The Alabama Course of Study Guide is found here:  
<https://www.alabamaachieves.org/acad-stand/>

### Course Objectives:

- Students will gain a deeper understanding of literature through analysis of devices and elements by means of class discussions and writing assignments.
- Students will learn to incorporate primary and secondary sources seamlessly into their writing as a means of support for their own ideas.

### Classroom Management Plan:

#### Disciplinary issues will be addressed as follows:

- Verbal reprimand
- Conference with student with parent contact
- Withdrawal of privilege(s) with parent contact
- Other consequences determined to be reasonable and appropriate by the school administration.
- Excessively disruptive or dangerous behavior may result in immediate removal from the classroom and/or referral to administration.

#### Cell Phones

Per state law and district policy, communication devices, including cell phones, must be stored off the student's person during the school day. Phones and earbuds/headphones will be put away in a location designated by the teacher or school administration and placed in silent mode. Failure to comply with the policy may result in confiscation of the device or immediate referral to administration.

- Classroom Expectations:*** Jets are Resourceful, Respectful, Responsible, and Reliable.
- Resourceful: Students are expected to use resources appropriately; be prepared and ready to learn every day.
  - Respectful: Students are expected to be respectful to the teachers, peers, and the learning environment.
  - Responsible: Students are to be responsible for their own ideas, materials, and work.
  - Reliable: Students consistently show that they are trustworthy and dependable.

\*Follow all classroom procedures, JCHS policies, and the Madison City School Handbook.\*

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***Make-up Work Policy:*** If a student misses a major or minor grade, it is up to the student to contact the teacher and make arrangements for a make-up date/time. The absences must be excused in order to schedule a make-up date/time. Failure to do so will result in a 0 for that major or minor grade. Late work will be accepted for 1 week after the assignment due date for a 20% penalty. After one week, the grade will remain 0.

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- Supplies and Required Reading:***
- Necessary Supplies:
- Assigned novels - No digital copies (See required literature listed below)
  - Binder with loose-leaf paper and 5 dividers
  - Pencils, pens (blue or black), highlighters
  - 3x3 Sticky notes (for organization, formative assessment, and annotations)

Texts/Required Readings:

- *1984* (Orwell)
- *How to Read Literature Like a Professor* (Thomas C. Foster)
- *The Awakening* (Chopin)
- *Frankenstein* 1831 edition (Shelley)
- *The Importance of Being Earnest* (Wilde)

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***Grading Policy:*** Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The final exam counts for 20% of the final grade.

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- Academic Integrity:*** Plagiarism will not be tolerated. It is unethical and against school rules. Offenses include:
- Copying the work of another (including copying/pasting from internet sources).
  - Allowing someone else to copy your work.
  - Giving, receiving, or seeking any unauthorized help on any assignment.
  - Presenting someone else's ideas as your own.
  - Failing to properly cite sources.
  - For online tests, having another tab open.
  - Unauthorized use of AI or LLM-assisted writing tools. [See Mr. Clement's AI Policy.](#)
- Cheating and plagiarism will result in a grade of 0% on the assignment for all parties involved. Students may reattempt the assignment (except tests and quizzes, which will remain a 0%) after the first instance of plagiarism for reduced credit (-30%). Future infractions will result in an automatic 0% with no retake and possible referral to administration.
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***Laptops*** **Concerning laptop utilization:** 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Students must use an MCS issued chromebook for classwork, quizzes, and tests.

<b>18 Week Plan*</b> * This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.	
<b>Summer Reading</b> Weeks 1-2	<b>Texts</b> <i>1984</i> <i>How To Read Literature Like a Professor</i>
<b>Short Fiction I</b> Week 3	<b>Texts</b> “The Flowers” “Miss Brill” <i>How to Read Literature Like a Professor</i>
<b>Poetry I</b> Weeks 4-5	<b>Topics</b> denotation/connotation, imagery, figurative language: simile, metaphor, personification, apostrophe, metonymy
<b>Long Fiction/Drama I</b> Weeks 6-7	<b>Texts</b> <i>The Awakening</i>
<b>Short Fiction II</b> Week 8	<b>Texts</b> “Story of an Hour” OR “Once Upon a Time” “A Rose for Emily”
<b>Poetry II</b> Weeks 9-10	<b>Topics</b> symbol, allegory, paradox, over/understatement, irony, allusion
<b>Long Fiction/Drama II</b> Weeks 11-13	<b>Texts</b> <i>Frankenstein</i> (1831 edition)
<b>Short Fiction + Poetry III</b> Weeks 14-15	<b>Topics</b> College Board FRQs (cold reads)
<b>Long Fiction/Drama III</b> Weeks 16-17	<b>Texts</b> <i>The Importance of Being Earnest</i>
<b>Exam Review</b> Week 18	