



**2025-2026**  
**AP 12 LITERATURE AND COMPOSITION**

Teacher Name: Leslie Hughes  
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<b>Course Description:</b>	AP 12 English Literature and Composition is intended to be the equivalent of an introductory college-level literary analysis course. This course emphasizes the development and use of critical thinking skills through in-depth analysis of various forms of literature. Students will explore concepts like character, setting, perspective, and figurative language within the context of literary works.
<b>Course Objectives:</b>	AP 12 English Literature and Composition's course objectives are primarily focused on college preparedness as well as performing well on the AP course exam. Students who actively participate in this course will be prepared to plan out and craft college-level papers.
<b>Classroom Expectations:</b>	You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.
<b>Cell Phone Expectations</b>	<b>ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets, and personal computers (school issued laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your device to school, it MUST be placed in your bookbag. It cannot be on your person.</b>
<b>Tardy Policy</b>	<b>Students late to ANY class, without a pass, will report to a tardy scanning station. You will input your identification number on the pin pad. A tardy slip will be printed for you to report to class. Parent email will be sent for every tardy. Discipline will be as follows: 3 total tardies will result in 1 day of ISS; 6 total tardies will result in 2 days of ISS; Progressive discipline to follow.</b>
<b>Grading Policy:</b>	<b>Grades are based on a 100 point scale. We have two types of grades: daily grades (30% of final grade) and tests (70% of final grade). The percentage based 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.</b>
	<b>Cheating/plagiarizing will be handled by the teacher at teacher discretion.</b>

**Exam Exemption Policy** Any student in grades 9-12 are eligible to earn an exam exemption for the 2025-2026



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**Exams for each class IF they have earned an 85% or higher as the final grade for that course. Any of the following will EXCLUDE a student from exempting for that class:**

- **More than five EXCUSED absences**
- **Any UNEXCUSED absence**
- **In School Suspension (ISS) for 3 days or more**
- **Out of School Suspension (OSS)**
- **One or more days of Alternative School placement**
- **Not participating in the state standardized assessment for their grade level (10th PreACT, 11th ACT with Writing, 12th WorkKeys, and AP exams)**

**Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.**

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**Make-up Work Policy:**

Make-up tests will only be given to a student who has an excused absence. The student must make arrangements with the teacher to take a make-up test. Tests may be taken during Patriot Path with prior arrangement from each teacher. A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.

**Homework/Classwork:** Students who are absent for excused reasons will be permitted to make up missed work. It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence. Grades of zero will be assigned for assignments missed because of unexcused absences.

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**Text and Other Required Reading:**

***Literature & Composition: Essential Voices, Essential Skills*** by Bedford, Freeman and Worth (Textbook)

***Frankenstein*** by Mary Shelley \*(summer reading)

***How to Read Literature Like a Professor*** by Thomas Foster \*(summer reading)

***Hamlet*** by William Shakespeare

***The Stranger*** by Albert Camus

There will be additional short stories, essays, and poetry throughout the semester.

**\*\*\*Optional Student Resource** (recommended but optional): ***5 Steps to a 5: AP Literature 2025***



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**Materials and Supplies Needed:**

Summer reading novels  
A notebook - preferably a binder- for handouts and assignments  
School laptop

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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.

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**Turnitin Notice (English Courses)**

The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

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**Accommodations**

Requests for accommodations for this course or any school event are welcomed from students and parents.

WEEK	UNIT OVERVIEW	MAJOR WORK
1 -4	Gothic Romanticism: <i>Of Monsters and Men</i>	SUMMER READING: <i>Frankenstein</i> & <i>How to Read Literature Like a Professor</i>
5-6	Research Fundamentals	Turning the <i>Frankenstein</i> literary analysis essay into a Critical Literary Analysis (a research paper)
7-10	Grief, Identity, and Revenge	<i>Hamlet</i> by William Shakespeare
11-14	Home and Family	Short Story Unit
15-16	Existentialism	<i>The Stranger</i> by Albert Camus
17 - 18	The Absurd (if time allows)	<i>Rosencrantz and Guildenstern Are Dead</i>
19 & Finals	<b>Note: Wednesday, May 6th AP Literature Exam @ 8 am</b>	

\*This is a tentative plan and may change at the discretion of the teacher.



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**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.

1. **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.
2. **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.
3. **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.
4. **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."
5. **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.
6. **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.
7. **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.

Information located here: <https://apcentral.collegeboard.org/about-ap/what-ap-stands-for>



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**Plagiarism Contract: Your Responsibility as a Student** **Name \_\_\_\_\_**

All too often students are submitting work that is not truly theirs, but are submitting it as such. It is important that you cite all sources used for anything you write, whether that is a research paper, a poetry response or an essay. If you are submitting a paper as your own creation and research, then you have a responsibility to present your **own** findings. Too often, student writers essentially piece together the ideas of others, documented or not, and call it done. This is when plagiarism becomes a real dilemma because without proper citations you are basically committing theft of someone else's work/ideas, which is potentially theft of intellectual property, copyright infringement and cheating.

**How to Avoid Plagiarism: DOCUMENTING YOUR SOURCES**

You owe it to your sources, your readers, and yourself to give credit for the ideas you borrow in your research, unless the ideas are common knowledge or widely accepted. Failure to do so will result in **plagiarism**, the act of presenting someone else's ideas as your own. In essence, plagiarism is a form of intellectual thievery carried out, intentionally or unintentionally, by researchers who fail to do their own mind work.

**These different acts are considered plagiarism:**

1. Failing to cite quotations and borrowed ideas.
2. Failing to enclose borrowed language in quotation marks (even if you have parenthetical documentation).
3. Failing to put summaries and paraphrases in your own words.
4. **Sharing homework written or digital**
5. Purchase of pre-written papers

**STUDENTS AND PLAGIARISM**

As a student you are learning to write a quality paper. You are researching, gathering facts, evaluating and selecting from many ideas, developing and defending a thesis, and honing your writing skills. But one of the most important things you are learning is the most basic element in the history of ideas—the protection of intellectual property.

**PENALTIES FOR PLAGIARISM**

Most institutions have very strict penalties for plagiarism that may have far reaching effects on a student's future. Aside from the personal embarrassment, **penalties are as follows:**

1. **Disciplinary referral for cheating**
2. **Teacher detention**
3. **Failing grade for the paper/assignment**
4. **Placed in student's permanent record**
5. **Loss of honor society membership**

**Consequences may also include:**

6. Failure of the course.
7. Loss of academic credit.
8. Less than favorable recommendation from teacher and/or school counselor to a university or scholarship committee

What statement has the student made about his or her character? Are these penalties worth the failure to meet rigorous academic and publishing standards?

**A NOTE ON AI USE:**

If a student has been tasked with creating an original assignment and has NOT been given express permission to use AI then the unapproved use of AI will be penalized in the same manner as plagiarism. Seek permission BEFORE using AI.

**I have read and understood this material on plagiarism. I am aware that intentional or unintentional plagiarism will result in a zero for the entirety of the assignment. I will honor the intellectual property of others by citing all material, whether summarized, paraphrased, or quoted, that I use from any outside source.**

**Please sign/complete below to acknowledge that you have received, read, and understood the syllabus and the class plagiarism contract.**

Student Name:	Parent Name:
Student Signature:	Parent Signature:



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