**Advanced Placement English Literature and Composition**

**Grading Policy, Procedures, and Syllabus 2025-2026**

**“The man who doesn’t read good books has no advantage over the man who can’t read them.” Mark Twain**

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**Website**: http://www.gophslions.com click school staff, click Tom Forrester

**Course Description:** AP English Literature and Composition 12 is a rigorous, **college-level** program similar in **content** and expectations to a university freshman or sophomore literature course. The purpose of this course is to provide high school students the opportunity to study the kinds of challenging, stimulating literary texts enjoyed by college students. This course will enable motivated students to read and understand complex texts spanning the 16th to 21st centuries and to write analytical prose of sufficient richness and complexity.

**Course Objectives:**

* To improve understanding and appreciation of various periods, styles, and genres of literature.
* To develop literary analysis writing styles
* To develop analytical and critical reading techniques used to determine how authors create meaning in complex works of poetry, fiction, and drama
* To evaluate and self-evaluate writing in its various stages
* To prepare students for college study
* To prepare students for the May 2026 College Board exam in English Literature and Composition and thus give them the opportunity to complete college credits in high school
* This course is not designed for you to come away with an immeasurable number of memorized facts. Instead, you should come away with a better understanding of how to critically think about and write about literature and its connections to the world around you.

P**rimary Textbooks (\*Provided by PHS):**

***Literature and Composition: Reading, Writing, and Thinking*** by Jago, Shea, Scanlon, and Aufses

**Secondary Texts (although most are provided by PHS, I strongly encourage you to get your own copies – used or e-readers are just fine. However, everything is tentative, so I will let you know when to purchase the books.)**

* ***Hamlet –*** William Shakespeare
* ***Brave New World***- Aldous Huxley
* ***The Importance of Being Earnest*** – Oscar Wilde
* ***The Handmaid’s Tale***– Margaret Atwood
* ***Dracula***—Bram Stoker
* ***The Kite Runner*** – Khaled Hosseini
* ***Cat’s Cradle*** – Kurt Vonnegut
* ***Homegoing –*** Yaa Gyasi
* **Possibly additional novels for independent reading**

**Course Activities:**

* Thorough and active reading and **re-reading** of poetry, fiction, and drama. Reading includes works we study as a class and limited independent choices; in addition to full class texts, students will read novels or plays independently. Reflection on reading occurs through extensive group and class discussion, writing, and revision.
* Formal writing (both timed in-class essays and take-home essays). We always grade using the College Board’s AP English rubric. Your exam focuses on a poetry analysis, prose analysis, and novel analysis, so that will be our focus throughout the year.
* Informal writing such as journaling, quickwrites, creative writing, and reader responses
* Revision and editing – students are expected to craft their formal writing in several stages and to share their writing with the class on a regular basis. Students are encouraged (and sometimes required) to meet with instructor individually to discuss writing assignments.
* Close reading, annotation, analysis, evaluation, and revision of sample and model essays.

**Grading Factors**

* Essays are graded using the College Board AP English rubric (6=100, 5= 95-91, 4= 90-80, 3= 79-70, 2= 69-50, 1= 49-20). Pluses or minuses will reward or take points away within the set point range.
* **65% of your quarter grade is assessments:** Tests, essays, and/or presentations/projects. Essays are the most significant component of this grade:
* **35% of your quarter grade is** **effort or participation**: Classwork, homework, and daily participation and preparation.
* **Late Work:** Late homework is not accepted. Computer and printer problems are not excuses for late papers. Back up your work, be sure you have extra printer cartridges and paper, and don’t procrastinate. If all else fails, e-mail your assignment to your teacher and to yourself BEFORE class and print it out at school in the Media Center or at the public library ASAP.

**Expectations:**

**I.** Students are to report to class daily and on time.

**A.** Please limit absences. We realize you may need to miss class on occasion, but it is imperative those absences are kept to a minimum and that you stay on task with the course curriculum.

**B.** It is your responsibility to see me about make-up work if you are out. You have five days from an excused absence to complete make-up work. This includes in-class essays.

**C.** If you miss class for a school activity, or another previously planned appointment (college visits, for example), **you must submit any work due that day by the beginning of class and be caught up by the time you return. NO EXCEPTIONS**. If you miss an assessment (a quiz, test or essay), you should take it before your absence or at least later that day. If we allow you to make up the assessment after your absence, it must be the day you return to school. **You will receive a zero for any assessment not made up in the appropriate time frame.**

**D.** Regardless of the reason you were absent, you must keep up with the course. You can e-mail me with any questions about what you missed.

**II.** Students are responsible for tracking their grades through PowerSchool and/or Schoology.

**IV.** Students must follow all school and classroom rules.

**A.** Students must use technology appropriately. No phone or headphone use in class at any time. This is a school policy that will be enforced.

**B.** Students must practice academic honesty at all times. All work on homework, essays, tests, and quizzes must be the student’s own work. Any acts of academic dishonesty will result in a zero for the assignment and possible disciplinary action.

**C.** Literacy is essential. Deliberate ignorance is self-destructive behavior. Each AP Literature student has the right and the responsibility to learn and to contribute to the learning of others.

**D.** Enjoy the course, especially the reading and your classmates! **You get out of this class what you put into it**.

**Communication**

All outside communication this year should be done through the Parent Square / Student Square app. Additionally, feel free to email me at [tom.forrester@acboe.net](mailto:tom.forrester@acboe.net). I check my email frequently, so it is usually a very efficient way to communicate with me.

**Supplementary Reading Program (this is tentative)**

You will all take part in a supplementary reading program to encourage your reading habits. This reading will be made up of books that you choose. You will receive one test grade each quarter for the reading program. More information about the program will be provided to you. Please be aware this program is subject to change or be adjusted based on work load, so I will communicate with you about this throughout the year.

**AP Literature Success**

Many students debate over whether or not to pay for the AP Exam. If you’re in this class, you should plan on taking the exam. We have many purposes, but our primary purpose is to gain college credit and save you some money. Over the last four years, 200 students at PHS have taken the AP Literature and Composition Exam. Out of 200 students, only 13 students did not receive a “passing” score. With a 94% pass rate, **if you put in the work**, you should feel confident in your decision to take the exam.

**One final note**

AP Literature and Composition is a college level course that studies the human condition through literature. In order to achieve the most sincere and encompassing analysis, students will read literature from many time periods and cultures throughout the world. Many of the works we read address mature subjects that could potentially be studied in an undergraduate college literature course. Literature is a reflection of the human condition, and while many things we read are funny, exciting, happy, and amusing, other works may address the more uncomfortable side of the human experience. It is never my intent to read something a student or parent might object to, so please know that my door is always open for discussion. If there are concerns, I am always willing to listen and consider an alternative assignment for a particular student. Direct communication is vital to any successful classroom, so please do not hesitate to directly e-mail me or call. I look forward to working with you throughout the year!

-Mr. Forrester