

## Course Syllabus for AP American Literature, 2025-2026

Dr. Ike Thompson – Room 2416

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### Course Description

This class will cover various works of American Literature from the Colonial Period through Postmodern literature. Selected works will be read from major writers included in the textbook. This course also incorporates several modes of writing, such as argumentative, explanatory, narrative, and analysis. Students will work to become proficient in both reading and analyzing American literature and writing in response to prescribed prompts. Our promise in teaching this course is that all students will come away better writers, thinkers, and communicators. The curriculum is selected in correlation with objectives of the Georgia Standards of Excellence for American Literature and Composition. These standards can be found at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>.

### Assigned Text

As a student of this course, you will be required to complete assigned reading and tasks from the listed text(s).

**Beers, Hougen, Jago, McBride, Palmer, & Stack. *Into Literature*. Houghton Mifflin Harcourt, 2021.**

You must have uninterrupted access to the text's material. We offer the assigned text in both digital and hardcopy formats. You may choose not to request a hardcopy and in doing so fully understand it is your responsibility to maintain digital access to the text's material. If at any time you or your teacher feel you cannot guarantee this, a hardcopy will be issued to you. If the hardcopy text becomes damaged or lost, you will be responsible for the cost of replacement (as set by HCBOE).

### Classroom Library

Reading is a skill. The only way to get better at reading is to read—this holds true for excellent readers as well as reluctant readers. To show mastery in this course you will read assigned and self-selected works with a goal of reaching one million words by the completion of this course. For the average student, two million words a year translate to forty minutes of reading every day. I will do my best to motivate you to read academically as well as for fun. Some of the reading will be assigned, but you will have opportunities to select your own books to be read in literature circles and independently.

To help you reach the one-million-word goal, I have in my classroom a classroom library. This library is available to any student who wants to choose a book to be read recreationally. Furthermore, students have access to the literacy center that hosts 100s of titles for use in literature circles. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students, who read more, read better. I have found that having my own classroom library has dramatically increased the amount of reading my students do.

I want you to know I am sensitive to having appropriate reading material in my classroom library. That said, what is considered "appropriate" may vary from one parent to another. Some parents do not mind their child reading Stephen King; other parents object to the horror genre. Please be aware that the selections in my classroom library and in the literacy center, just like any other public library or school library, range from elementary-level to university-level reading material. Students and their parents are asked to be aware throughout the year of the books your chosen to read and assist in gauging appropriateness. *Rest assured the books in my classroom library and literacy center are never assigned. They are checked out on a voluntary basis only.* Some students use my library often; others find books elsewhere. **Any student who borrows a book from the classroom library is required to share the title with a parent/guardian to help monitor for individual appropriateness. By checking the box "yes" and signing at the end of this document, you agree to the library expectations and therefore may borrow as many books as you'd like, one book at a time. For any lost or damaged title, the replacement fee is \$5.**

### Recorded Footage

As part of my collaboration and professional development with other educators, I may record footage to highlight the great things we do and share for instructional and professional development purposes. With permission you may be shown in the video. You will not be identified by name. This video would be viewed only by other educators and/or VHS students taking the same course. All information would be kept private and secure and will not be used for publication. By acknowledge permission by checking the box and providing your parent/guardian's signature at the end of the syllabus.

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### Chromebooks

All students are issued a district-provided Chromebook for instructional purposes, student engagement, and student learning. Chromebook use is at direction and discretion of the classroom teacher. Likewise, the teacher will monitor use during instructional time and all students are expected to be logged in as designed.

### Other Electronic Devices

Use of BYOD is strictly prohibited in this course.

### Canvas

We will use the Canvas platform as a way of extending our teaching and learning. As a student of this course, you are therefore expected to monitor Canvas frequently for schedule and course updates, assigned tasks, extended learning opportunities, additional resources, etc.

### Communicating in a digital space

Always be aware of your audience. You are a student of college-level writing, surrounded by students of college-level writing. I am an English teacher. Hit send or publish only after you are sure of your tone and presentation.

### Cyberbullying

As defined by Dictionary.com, “the act of harassing someone online by sending or posting mean messages.”

Please keep in mind that the Edmodo communication system is designed to work as an extension of the classroom, therefore, anything done on the site through the access of my course group code will be treated the same as if it were said aloud in the classroom. This means, if it’s inappropriate for the classroom, it’s inappropriate for our digital platform.

### Course Pacing Guide

Fall Semester	Spring Semester
<b>Unit One: Identifying and Describing the Rhetorical Situation</b> <i>Everything’s an Argument</i> —Chapter One <i>Into Literature</i> Unit One — “Foundations and Encounters” Duration: 4-5 weeks	<b>Unit Four: Strengthening our Arguments</b> <i>Into Literature</i> Unit Four “The Quest for Freedom” Duration: 4-5 weeks
<b>Unit Two: Claims and Evidence</b> <i>Everything’s an Argument</i> — “Structuring Arguments” <i>Into Literature</i> Unit Two “Building a Democracy” Duration: 4-5 weeks	<b>Unit Five: Understanding Nuance and Complexity</b> <i>Into Literature</i> Unit Five “America Transformed” Duration: 4-5 weeks
<b>Unit Three: Writer Exigence and Modes of Development</b> <i>Into Literature</i> Unit Three— “The Individual and Society” Duration: 4-5 weeks	<b>Unit 6: Mastering the Argument</b> <i>Into Literature</i> Unit Six— “Modern Voices” Arthur Miller’s <i>The Crucible</i> Fitzgerald’s <i>The Great Gatsby</i> Duration: 7-8 weeks

### Composition

Analysis of poetry, short essays, articles, images, novels, critiques, and plays will generally take four forms: (1) timed in-class essays that require students to either read and analyze rhetorical devices used in a short piece of literature and construct a response – or analyze a longer work through the lens of a specific prompt, (2) revisions of in-class writing

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assignments (much discussion will accompany this practice), (3) impromptu discussion based writing tasks (4) asynchronous responses to discussion prompts.

We concentrate on three forms of the essay: Argument, Rhetorical Analysis, and Synthesis. College Board rubrics for these essays can be found here: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf>

### **Essay Scoring: 1-6 Scale**

5-6: Exemplary

4: Proficient

3: Satisfactory

1-2: Emerging

0: Unsatisfactory

**Note:** As we write and begin to score essays, you'll receive training over the analytical rubrics used to score your response. At that time, we'll go over how the scores above are reflected in Infinite Campus.

### **Revision**

It is expected that all writers write in collaboration. Along with writing personal drafted essays, you will participate in writing and revision as pairs/teams. **Expectations** for members of successful and respectful collaborative writing groups:

- Each student will maintain a positive attitude about writing and responding to writing.
- Each student will actively participate in each writing workshop as a writer and a reader.
- Each student will treat every writer with respect.
- Each student will help to maintain a safe, friendly environment that is conducive to learning.
- Each student will use the language of the rubric when discussing feedback.

### **Revision and Scoring**

All students will have opportunities to earn a better score for in-class, timed essays. This may occur, though not limited to, in the following forms:

- Essay revision. At times students will be required to attend a SOAR session, after school tutoring, or work with a Warhawk Workshop collaborator to revise the original draft before submitting for final scoring.
- Reflection. At times students will be required to complete reflection tasks associated with the writing assessment. This reflection will contribute to the overall assessment score.
- A similar prompt. At times students may be required to write a response to a similar prompt, and that draft score contributes to the overall assessment score.

### **Course Score Calculation**

Grades will be placed in one of the following categories, depending on the expectation and the rigor of the task:

A. Summative Assessments	45%	(5)
B. Formative Assessments	20%	(8)
C. Daily Work	15%	(15-20)
D. Course Summative	20%	(first semester)

### **College Board Advanced Placement Exam**

Students will have the opportunity of earning college credit for a comparable course (Ex: Eng. 101) by taking the AP exam in May and earning a qualifying score. I will assist in getting registered for the exam and provide you with ample opportunity for preparedness. Here are some important dates related to the exam.

- 8/22/2025—Deadline for student to electronically join all AP classes on College Board website. I will provide you with a join code prior to this deadline.

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- 10/24/25—Deadline for students to register for the AP Lang and Comp exam on the College Board website. You can register once you've joined the AP class.
- 5/13/26—AP Language and Composition exam

\*Students must fix College Board login issues. This cannot be done by teachers or school administration. Help line for students and parents is 1-888-225-5427

School Policy regarding registration and testing participation are as follows:

- I understand that I, as an advanced placement student, am responsible for registering online for my exams. Failure to do so will mean that I am unable to participate in AP testing for this course during the current school year.
- The school is responsible for meeting College Board deadlines regarding testing registration. Once I have chosen to test/not test and submitted my registration through the College Board website, I am responsible for any fees incurred should I later change my decision.

### **Course Materials**

For this course, you are required to have the following materials:

- a. Chromebook
- b. Pens (blue or black ink)
- c. Pencils (for Scantron tests/quizzes)
- d. Three-ring binder with dividers

### **Classroom Rules**

1. Be cool
2. Don't steal thunder
3. Follow all rules outlined in the Student Handbook.

### **Attendance**

Time on task is the number one contributing factor in preparedness for the AP exam, per the research of the National Math and Science Initiative. Your attendance is fundamental to your success in this course. When here, be here. When not here, know what's happening.

Expectations when absent from class:

- a. Check the Canvas feed for a weekly schedule and necessary documents.
- b. All NI absences should have all assigned work completed upon return to class.

### **Pass Policy**

- You will be required to use *Smart Pass* when leaving the classroom. AP Lang students may request twice a semester for a pass to leave class for nonacademic reasons, such as the restroom.

### **Academic Guidelines**

- Late work is accepted with a 20% deduction before scoring, for each day late.
- Plagiarism will not be tolerated on any assignment. If you use information that is not your own, cite it. Any uninstructed use of Artificial Intelligence to complete course work will be treated as plagiarism.

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**Your task:** Have your parent/guardian check yes below if you are interested in use of our classroom library and permission to video for instructional purposes. Then, sign and return by **Friday, August 1, 2025**.

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*Please read the following and check yes to give permission.*

- ☐ Yes, I have read the section about Dr. Thompson's library and literacy center and understand that it is my responsibility to review all novels with my son/daughter that he/she reads for class. I give permission for my son/daughter to check out books from Dr. Thompson's library.
- ☐ Yes, I have read the section about Dr. Thompson's use of video footage for the use of professional learning and I hereby give permission to video my son/daughter for the above mentioned purposes.

*Please sign, acknowledging that you and your parent/guardian have read, agree to, and understand the content and expectations of this course.*

\_\_\_\_\_  
*Student's Name – Printed*

\_\_\_\_\_  
*Parent/Guardian Name-Printed*

\_\_\_\_\_  
*Signature of Student      Date*

\_\_\_\_\_  
*Signature of Parent/Guardian – Date*

\_\_\_\_\_  
*Parent Email Address*