Course Syllabus: AP Literature and Composition 2020-2021

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Miami Beach Senior High School

The instructor has reviewed and is familiar with the most recent *AP English Course Description*, available from the CollegeBoard at apcentral.collegeboard.com.

This syllabus is modeled on the various requirements set forth by CollegeBoard and follows the national standards set by the CollegeBoard to assure equity and access throughout the varied AP programs.

**Course Description:** AP English Literature and Composition is a rigorous course that includes intensive writing, study of a variety of literary genres and works, and careful and deliberate reading for multiple levels of meaning. We will be examining forms of literature from poetry and short stories to drama and novels of greater length. Many of the works in the class will fall under the World Literature category in compliance with the district standards for senior English. The expectation of this course is that the students will dig deeper, look closer, and ask questions as they read and examine literature. While we learn how to be precise readers, we will also learn to be concise and illuminating writers.

**The AP Course and Exam:** All students taking AP Literature and Composition should be willing to take on the challenge of a rigorous course and need to be prepared for intensive study. However, we will not limit any student who has the desire to take AP Literature from taking this course.

Each member of the class is expected to take the cumulative AP Literature Exam in May. Highly competitive colleges and universities look for AP scores and will expect that a student who takes an AP course has also taken the AP test that concurs with that course. A passing score on the AP exam is a 3. All students, whether they take the test or not, will be prepared to take the exam after taking the course. **(Note this format is pending quarantining from the world pandemic)**

The AP exam consists of 2 parts: Multiple choice and Essays.

* -45% of the test is multiple choice. The passages consist of both prose and poetry and test on elements such as point of view, character, symbolism, style, diction, syntax, tone, theme, figurative language, and irony. The number of questions generally ranges between 52 and 60. 60 minutes are allotted for this section.
* -55% of the test is essay. There are three analytical essay prompts given. One will most likely consist of a comparison and contrast, one will be a response to a passage, and a third is an open-ended question. The open-ended question can be answered using evidence from any number of works of literary merit. It is this question that demands AP Literature students read several novels, plays, short stories, and poems. 120 minutes are allotted for this section.

**Essential materials: (The notebook may be maintained digitally)**

* An interactive notebook (a plain notebook of at least 70 pages, college-ruled)
* A 1-inch binder, or section of a larger binder, for class handouts.
* A pink, green and yellow highlighter, highlighting tape, post-it flags, or other materials for annotating texts
* Pens (black or blue for essays) and perhaps white out or white out tape
* Loose lined (college ruled) paper for essay practice
* Correcting Pen (Red, green, purple)
* Note cards (for novel notes when studying for the Exam)
* A G-mail account for Turnitin.com, contacts through Google Groups, Teams, Edmodo, and any new district platform established.
* A flash/ jump/ thumb drive that is clear of viruses
* Copies of required novels whether purchased physically or digitally.

**Course Goals:**

* To improve critical thinking and analytical skills to be measured through writing practice and studying literary analysis.
* To expand vocabulary to better describe and understand the literary works studied, using college vocabulary.
* To dig further into the meanings of language, diction, imagery, use of details, style, and structure.
* To develop the skills and knowledge necessary to score well (at least a 3) on the AP exam in the spring.
* To promote imagination and improve abilities to respond to all literature.
* To evaluate the historical, cultural, social, economic, political, religious, psychological, and philosophical influences on the author and his or her work.
* To analyze the literary and social impact of the work.
* To foster an appreciation for literature and the arts
* To build a sense of empathy for humanity

**The essential question:**

Literature, and the study of literature, would be a waste if we were to not learn something about human nature, thus learning about ourselves, while reading and analyzing. Hence the essential question of the course mirrors the essential questions we ask ourselves throughout life, but especially as students embarking on a journey of self-discovery. Therefore, as we travel through literature, time, and the world, we will continually ask **“Where do I have to go and what do I have to experience to discover myself.”** This is the search for personal identity. Every novel we study will guide us in finding the answers.

**Texts (you will be made aware of when you need the appropriate text) Not in any particular order and some titles may be removed with prior notice.**

Ken Kesey's *One Flew Over the Cuckoo’s Nest*

Herman Hesse's, *Siddhartha*

Arthur Miller’s *The Crucible*

Christopher Marlowe’s *Doctor Faustus*

Mary Shelley’s *Frankenstein*

Richard Wright’s, *Native Son*

William Shakespeare's, *Othello*

CLASS TEXT: (provided and referenced) *The Norton Introduction to Literature*

Poetry-as selected from Norton and various electronic sources

Short stories- as selected from Norton and various electronic sources

Critical essays and literary criticism- as selected from various sources such as the Cambridge Companion to Dante and the Bedford Companion to Shakespeare.

**Course Outline of Assignments (Scope and Sequence):**

With every novel we study, you will be expected to complete writing assignments that will analyze the novels in one of three ways: for style (syntax, diction, mechanics, figurative language), for meaning, and for the social and historical aspects the work embodies. We will look at literature through a variety of literary lenses, or theories. We will also extensively review rhetorical and literary devices that we will encounter in literature. Some of these writing assignments will be informal as a part of your reading journal to collect quotes and reflections, and some will be formal, extensive papers. Along with literary analysis, there are also opportunities built in for creative writing and functional writing to prepare you for college.

**Writing Assignments:**

All formal written assignments NOT completed in class must be submitted to Turnitin.com to receive credit. Information about the class key and password will be given out prior to the first written assignment’s due date and available on Edmodo and my Beach High webpage on our new site. (miamibeachseniorhigh.com)

***Quarter 1:***

A. Your first major writing assignment is a portfolio you will be creating to assist with your college application preparation. You will include the following written documents in this portfolio:

1. A formal resume
2. A personal essay for a specific or general college application
3. You may utilize the common app’s requirements as well.

GRADING: Your personal essay will be graded on word choice, sentence fluency, and effective use of rhetoric, especially the establishment of an appropriate voice. Your formal resume will be graded on structure and conciseness.

B. Your second major writing assignment is a timed response paper on *Native Son* by Richard Wright that will take place the second week of school to follow up with your summer reading requirement. You will be analyzing this novel for examples of figurative language and how the author’s use of the language contributes to a theme of the novels, namely the idea clashing cultures, predestination, and racial prejudices.

GRADING: Your response paper will be graded on your balance of generalization and specific detail, your sentence structure and variety, and logical organization including appropriate transitions and emphasis on topic and not placement in the reading or heavy summarization.

C. You will be writing an in-class timed essay using past AP Literature Exam prompts (SEVERAL)

GRADING: All in-class timed-writings will be graded using the Corrections and Commendations Guide supplied for you at the beginning of the school year. This guide includes 40 comments, both negative and positive, that focus on what is expected in an AP level essay. As you get your timed essays and other papers back, you will be asked to reflect upon your own writing to actively stop making the same mistakes again and again. You will fill out a reflection form for EACH essay.

D. The final major writing assignment for the quarter is a poetry evaluation essay. You will be choosing a poem that we have studied (from in class activities/AP central practice pieces) or one that you find to be interesting, warranting literary merit. You will examine the poem for various elements of poetic style, from rhyme scheme and rhythm to metaphor and personification, for example. You must focus your essay around a precise thesis but will want to showcase your knowledge of poetry by including numerous examples of poetic elements in your essay. Elements such as imagery, symbolism, and tone should be taken into consideration while writing this paper.

GRADING: This paper will be graded using the AP 6-point scale, but because it is a take-home paper, will also be graded for proper MLA format and citations of text. Using in-text citations to support your ideas, as well as your ideas and analysis of content will be the focus of the grade.

***Quarter 2:***

A. You will be completing a written analysis of our 18th century British or European work (**Mary Shelley’s *Frankenstein,* Shakespeare's *Othello, or* Christopher Marlowe's *Doctor Faustus***) at home as part of your outside reading novel. This analysis will look closely at a portion of the text and dissect the language for style and effect of diction, syntax, and tone. This written assessment will accompany an artistic or creative response, to be completed with one or more partners. Several guides will be provided for you as well as in depth analyses of the time period and characters.

GRADING: There is a rubric for the creative response, and the written analysis will be graded using the AP 6-point rubric.

B: You will be writing a creative piece replicating the style and structure of Ken Kesey’s *One Flew Over the Cuckoo’s Nest* in response to reading this text. You will use the elements of characterization, imagery, sarcasm, irony, and allusion, that Kesey weaves into his novel, as well as put a creative and modern spin on the content of his classic novel. A satirical approach is highly welcomed.

C. You will have 3 in-class timed essays using past AP Literature Exam prompts.

GRADING: See previous quarter

D. The informal responses for this quarter are to be included in your reading journal and will respond to one of the British works referenced above. There are 3 journals with multiple reflections in each. Your journal reflections will either look for textual details that support a given theme or tone, an explanation of annotated quotations, or a free response to a topic or issue that arises from the text.

***Quarter 3:***

A. Your major writing assignment is a researched literary analysis on your outside reading novels. (**You must select your title from the list we will cover for the Free Response Writing prompts**) This analysis requires that you develop a thesis, find evidence within the text to support your thesis, and then research literary criticisms to find secondary source evidence to support your thesis. Therefore, you will learn to structure an argument in your essay with supporting evidence from reliable sources that either refute or support your own ideas.

GRADING: You will be graded on your ability to develop an extended explanation of your thesis using appropriate and adequate amounts of textual evidence and explanation accordingly. Your points will come from incorporating a wide range of vocabulary, a variety of sentence structures, your use of appropriate organizational techniques, and an effective use of diction and voice.

B. Along with the major writing assignment, you will have 4 in-class timed essays using past AP Literature Exam prompts.

GRADING: See quarter one

C. The informal responses for this quarter are to be included in your reading journal and will respond to Ken Kesey's *One flew over the Cuckoo's Nest.* There are five reflections included in this assignment. The reflections will be brought into Socratic Seminars held in class where everyone will be expected to participate and share their answers. Your responses will be included as an assessment grade. Coming to class prepared is essential.

***Quarter 4:***

A. Your first major writing assignment of the quarter is an *Othello* analysis, which will be structured as a comparison or contrast between two themes within *Othello*, between *Othello* and another work by William Shakespeare, or between *Othello* and a modern literary work containing similar or contrasting themes, characters, plots, or settings.

GRADING: Your *Othello* paper will be graded on your ability to explain a theme drawing upon textual details to support your interpretation of *Othello* along with the other work you choose.

B. Along with the major writing assignments, you will be writing 5 in-class timed essays to prepare for the AP exam. These will be sample open-ended prompts from previous AP Literature Exams and will aid you in reviewing novels you will be prepared to write about on the actual AP Literature Exam.

GRADING: See quarters one through three

C. Your informal responses will continue this quarter and will focus on AP Prompt dissection as well as an *Othello* reading journal with personal responses and free write responses to thoughtful prompts.

D. Quarter 4 also includes your major senior project (project outlines your future, etc. – detailed information will be provided) presentation for class. This is a multimedia presentation incorporating reflection on your senior project, background information on your topic and inspiration, and a connection to your future. As you leave Miami Beach Senior High School, I want you to realize the impact you’ve made, but also the impact this school has made on you.

GRADING: See Senior Project Rubric guidelines, which include both a presentation component (Listening and Speaking Standards) and a grade for the effort and impact of the action.

**Revisions:**

You are permitted and encouraged to rewrite your essays and to use the in-class written reflections to evaluate your own writing. Learning from your own errors and seeking to fix them is the best way to assure you are learning to improve as a writer. You will receive enrichment points for revision.

**Major Reading Assignments:**

The following novels, short stories, and poems are all part of our course of study for the year. It is imperative that you complete all reading assignments prior to their due dates to effectively discuss and analyze them in class. It will be obvious when you have not done the reading. Reading checks will be done on days when a writing assignment is not due and will also occur at random to assure that all are completing reading assignments. Along with your reading response journals (that include quotes from all texts we cover), you should be annotating your text using either post-it notes or writing utensils depending on if you own the text or are using a school copy.

The following outline may change at any given time, given the depth of class discussion as well as other outside factors.

***QUARTER 1***

Unit 1: Imperialism and Africa, or **Harlem Renaissance**, identity through family and isolation

Summer Reading, Weeks 1-4

Richard Wright, *Native Son*

We will analyze the relationships in the novels, the clash of cultures, the figurative language and styles Wright uses for his protagonist/antagonist, and the symbolism that infiltrates the novel.

**Weeks 1-3**

Hermann Hesse, *Siddhartha*

This novella will examine similar themes and issues as Wright’s *Native Son* so we may study them concurrently. We will look at personal identity as a struggle for individuals throughout history and literature. The novels are from different cultures, yet all have similar conflicts and consequences. This novel also encompasses the essential question. Your follow-up essay may include or focus on either source.

**Weeks 4-8**

Unit 2: Class conflict and social and economic issues- when identity is challenged.

Arthur Miller’s The Crucible

This play will serve as an introductory piece to study literary drama, AP-level close reading of passage, literary analysis in writing through practice, and incorporating the themes of the quarter.

***QUARTER 2***

Unit 3: The struggle for non-conformity

Weeks 1-4

Ken Kesey, One Flew Over the Cuckoo’s Nest

This novel is powerful and intense, it is full of rich imagery and symbolism. It deals with a personal journey that results in a moral journey. While reading, we will incorporate discussions of the resistance non-conformist encounter and our human need for individuality and how it still reverberates today. We will look at structure, theme and narration as well.

**Weeks 5-9**

Contemporary Poetry (diverse/varied authors/themes)

We will analyze and study several poems with challenging and diverse themes that speak to the human spirit. Our focus will include figurative language techniques, voice, style, structure, diction, and an assortment of other techniques you will uncover and create yourself for varied audiences.

***SEMESTER 2: QUARTER 3***

**Unit 4**: Early to modern satire and identity through protest

**Weeks 1-3**

Christopher Marlowe, *Doctor Faustus*

Various modern satirical works, by authors such as Tom Stoppard and Ray Bradbury, as well as popular sources such as television and *The Onion* (online).

We will examine the elements of satire and compare the work with modern forms of satire. We will compare and contrast the themes and styles as well as the various literary techniques used in the genre. Students will not be asked to read each tale but will present in groups the various tales using PowerPoint.

**Unit 5:** Satire in our modern world, and Technology and its impact on Human Identity

**Weeks 4-8**

Arthur Miller, *The Crucible*

We will once again examine the satirical elements of irony, symbolism, and understatement but will go further into our examination and exploration of the themes and topics found in modern ironies and legal manipulations. We will learn about the McCarthy era and how the witch hunts became synonymous with communism.

**Weeks 9-10**

Contemporary Poetry (diverse/varied authors/themes)

We will return to analyze and study more poems from earlier centuries including sonnets with challenging and diverse themes that speak to the human spirit. Our focus will include figurative language techniques, voice, style, structure, diction, and an assortment of other techniques you will uncover and create yourself for varied audiences. This look will be more in-depth and focus heavily on author’s craft.

Along with this study, each student will be working on their individual research paper, which includes reading a variety of literary criticism on everyone’s author and novels. This is the outside reading requirement for second and third quarters. (Mary Shelley’s Frankenstein)

***QUARTER 4***

**Unit 6:** Drama and tragedy in English Literature

**Weeks 1-4**

William Shakespeare, Othello

Othello encompasses many different aspects of modern literature, from the concept of a tragedy to the language used today. We will look closely at Othello and will study the figurative language used in the play as well as the structure of iambic pentameter. Being that Shakespeare is the founder of the modern use of the language, we will examine the cultural and historical values of the work as well as its impact on us today. We will answer questions about human emotion, motivation, and power as well look at how we see these themes in our world today.

**Weeks 4-6**

Completion of Othello, including the *Othello* paper

Various Renaissance poems by William Shakespeare, Ben Johnson, and Christopher Marlowe

The sonnet form and function

Modern drama to accompany Othello from the *Norton Introduction to Literature*.

**AP EXAM FALLS SOMEWHERE CLOSE TO HERE!**

Hopefully – universe or God willing we will have returned to our old normal at this point!!

After the exam we will be focusing on your senior graduation projects and your own examination of self… complete with personal narratives and technology with visual aids in your 10-minute presentation.

\*Most of the reading for the above assignments will be done out of class. Along with the daily reading from the novels, we will be examining various short stories, poems, and prose pieces that correspond to our novels, either thematically or structurally, as well as looking at literary criticism that discusses our novels to better understand them.

\*Each novel will be accompanied by its own calendar (I will work diligently to remain true to it and update it) that will outline the reading assignments and due dates. I will not tell you when there will be quizzes other than saying that there will be quizzes to check for reading and comprehension. I will also be doing writing checks for your reading journals for completion and will choose anywhere from 3 to 5 assignments to grade for substance at random from these journals each quarter.

It is strongly suggested that students obtain a copy of the novels for annotation purposes and to start their own literary library. The school provides copies for students who need or want them either from the English department (possibly) or through the school library. Many of the works can also be accessed online in full-text form for **FREE!!!!!** I will provide links when available through Edmodo!!

**Other Resources and Lessons:**

As we move through the year, you will be given various handouts to aid you in your analysis of literature as well as your writing. Many of these are resources from the CollegeBoard that have been proven to improve scores and abilities. You will compile all these handouts in your AP Literature Survival Guide. The following are examples of some of the resources you will encounter:

* Critical reading strategies: **SOAPSTone, TPCASTT**, DIDLS
* AP Lit rubric 6 point scale
* Writing strategies
* Thoughts on writing good papers: Compiled list of common errors found in actual student essays
* The Cubed Approach to analyzing literature
* A sample annotation guide for annotating texts
* The Corrections and Commendations Guide
* Student self-reflection logs for writing
* 1,2, 3 step Introductions – don’t delay your beginnings!
* Syntactical/grammatical mini-lesson activities
* Ways to analyze a poem
* A list of rhetorical terms
* A list of poetic terms
* An index of novels and authors listed on the AP Literature Exam open-ended question
* Various examples of literary theory and criticism, from feminism to Marxism

All these items will accompany explanation and in-class practice to assure that all students are prepared to use the items given to them. I expect to see much wear and tear in your Survival Guides by the end of the year, and that you will take the contents with you to help in college.

Materials will be used all year, so try to purchase quality materials that won’t break, and purchase enough pens that you will not lose them all, because coming to class prepared is essential to success. All materials are available in the classroom to borrow for emergencies, however various drug stores/dollar stores will have them available for minimal costs. (no shade)

**Grading**

Your grades will be distributed as follows:

**Written Assignments** (essays and papers): 45%

**Formal Assessments** (tests and quizzes, projects): 30%

**Practice such as reading checks, class discussion, homework**: 15%

**Senior/Junior Project**: 10%

Although grades are an unfortunate necessity of education, this course is more about learning to love to read and analyze literature, and not just about what grades you get. It will not be easy to earn an A without significant effort on your part to get all work completed and to improve your writing. If you do not use your writing reflections as a tool to help your writing improve, you will not see the results in your writing grades. If you do not complete the homework and reading assignments, you will not be participating in class as much and this, too, will impact your grade.

Semester grades are calculated using points. Each quarter is worth 40% and the final semester exam is worth 20% towards the overall semester grade.

* Grades will be calculated using the standard grade scale:

\*100-90% A

\*89-80 B

\*79-70 C

\*69-60 D

\*59-50 F

**Diversity Statement**

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Miami Beach Senior High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student’s race, gender, ethnicity, religious preference, disability or sexual orientation. Please reference the Miami Beach Senior High Integrity Policy provided to you separately this week.

**Policy and Procedure**

*Classroom Environment*: All students need to treat each other with respect and dignity. This includes using language that is positive and appropriate to the school environment. Using vulgar, racist, or hurtful language is permitted under no circumstances.

-Defacing school property, such as desks, books, or walls will not be tolerated.

-Side conversations that distract from student learning are not respectful.

*Electronic devices:* iPad, Cell Phones, laptops, and other electronic devices are not to be used during the class time. Please keep them stored away to prevent distraction or temptation. If I need to take away a device, the first time it may be turned into the office for parent pick up. If the problem persists, further discussion of repercussions will occur, including but not limited to parent contact and office referral for defiance of authority.

*Food and Drink:* Food and drink are permitted as long as your garbage is discarded, and it is not a disruption to our learning environment.

*Plagiarism*: Copying some or all any other person’s work is inexcusable. Trust your own brilliant mind. Cite sources to give credit where and when it is due. The first offense for plagiarism is a conference with students, parents, and administration, as well as to redo the assignment. After the first offense, it is expected that the students will not plagiarize again.

**Failure to meet these classroom expectations will result in 1. a documented verbal warning, 2. a phone call conference with parent, and 3. an administration referral. The severity of the offense may escalate the consequences.**

*Conference period* will be on Tuesdays and Thursdays from 6:00am - 6:30am and/or the same days from 2:30pm – 3:30pm.

**Homework Policies**

This class relies heavily upon electronic communication and resources. Access to a computer is beneficial, and if not available at home, there are labs on campus as well as the library computers. Edmodo, Teams, new district platform, and Turnitin.com are also platforms for assignments and notifications. It is therefore essential to have a G-mail account that you can check regularly for updates and information. I will NOT be making copies of all assignments, as all will be accessible online. Stay on top of your missing work and of the class calendars.

-Papers and essays will be graded using the AP Literature 6-point scale. My conversion follows:

6- 90-100%

5- 80-89%

 4- 70-79%

3- 60-69%

2- 50-59%

1- 0-49%

-Papers written at home will be turned in to Turnitin.com or Edmodo.com, usually by midnight on the due date of the paper. No credit will be given for papers not submitted online.

-Papers written in class must be written in ink, black or blue, and double-spaced for grading comments.

-Late papers and projects will result in an automatic 10% deduction after the first day (one day penalty grace period). No credit given if turned in two days late. A weekend counts for a day. Please talk with me if you have an emergency, you have an excused absence on a due date, or you know in advance you will be gone on a due date. It is essential that you do not fall behind.

- “My computer crashed”, “my printer is out of ink”, or “my internet was down” are NOT acceptable excuses for not turning in work. Please plan and BACKUP EVERYTHING. If you wait until the last minute to do the assignment, and then technology fails, you have put yourself in a problematic position.

-You will be expected to include all your written homework assignments in your English-only notebook. Please neatly label and date each assignment and leave adequate space between assignments. We will set up the notebook for class during the beginning of quarter 1

-Please save electronic documents, such as Word, PowerPoint, Pages in pdfs, .doc or .ppt formats for proper conversion on school computers.

**Attendance**

* Attendance is an integral part of being successful in this class. **Be aware that students may be dropped from the class after ten absences following an administrative review.**
* After 7 absences, I will contact parents to inform them that the students only have 3 days left for the semester before conferencing with administrators about remaining in the class.
* Students have one week from the date of an excused absence to arrange for a make-up test or essay, and one week to make up other assignments assigned on the day of the absence.

**\*\*\***It is the student’s responsibility to see me about make-up work/tests after an absence occurs. Show responsibility; arrange for someone to take notes and collect handouts during an absence.

**Tardy Policy**

During each semester, the first two tardies may be used as emergencies if you can’t get to class on time. Any work missed such as quizzes or warm-ups will need to be made up after school on the same day for credit. See me to make arrangements. The third tardy will result in a 30 minute after school detention with Coach Adkins in the Tardy Center. The forth tardy with result in an administration referral with more significant consequences.

**Enrichment Points**

 If you would like to earn back missed points for class, your first option is to participate in our perpetual Socratic Seminars for each novel we read and analyze to enrich your grade. Another option is to complete an enrichment activity that enhances your learning experience. These activities will teach you more about the cultures we read about, more about the historical background of literature, or will help in your appreciation of the arts and education. Example enrichment activities include:

-Researching a topic that was not thoroughly discussed in class and sharing your findings with the class.

-Attending Beach High cultural activities, such as concerts, Hi-Tide open mic nights, plays, tributes, academic programs, and sometimes athletic events. Actively participating in the high school culture, such as dressing up for spirit days, can also earn you enrichment points.

-Writing up information about a cultural experience you had that relates to class, such as attending a live performance of a play we read or reading a sequel.

-Finding allusions to literature in articles you read, cartoons you see, or in advertisements and bringing the original source in to share.

Enrichment activities and enrichment points are not required; however, they are an opportunity to enhance your educational experience and bring cultural awareness to class.

### Positive Outlook

* I will **always** work with every student to help him/her have success in my class.
* Every student has the opportunity to pass English. Every student can earn an A or B if he/she tries and **cares**.
* Earning a score of 4 or 5 will provide you the opportunity to override your grade for the year.

**Office Hours**

**\*See above for Tuesday and Thursday mornings and afternoons.**

I am available after school on scheduled days, unless I am in a prescheduled meeting that conflicts. You can also reach me by e-mail any time with questions, and I will also accept appointments for extra tutoring and homework help. An intense tutoring schedule will begin in February and continues through April. A mock AP Lit/Comp test will be provided at a date closest to the actual exam, you will be informed in a timely manner. 