

Mrs. Samantha Winters, Instructor

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Room F105

Office Hours:

M&F (by appointment)

Designated Tutoring Day: TBA



AP English Language and Composition

2025-2026

Greetings Cobras! I am so excited to be working with you this year as you embark upon your literary journey! Please familiarize yourself with this document as we will refer to it throughout our time together.

Course Description

The Advanced Placement (AP) Program in English Language and Composition is a rigorous college level course. In collaboration with secondary schools, colleges, and the College Board, the Program enables students to take college level courses and exams, and to earn college credit or placement, while still in high school. Each student enrolled in AP English will be required to take the AP Exam, a culminating assessment, in May. College credit may be awarded for a minimum score of 3 on the exam (College Board). The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments.

AP Access and Equity Statement

Our school encourages all students to participate in the rigorous AP curriculum. College Board “encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally unrepresented in the AP program” (College Board).

Course Policies

- **Learning is compulsory.** For this reason, all essays must be turned in to measure proficiency of course objectives - no exceptions. If absent, you will have to arrange a time to make up work completed in class within 48 hours of the absence. **Assessments must be made up 48 hours** of the absence as well. 50% deduction for late papers or extensive assignments (only accepted one day late, 0 after that). Email homework/submit on Google classroom on time if you are absent when the work is due. **No late homework / assignments accepted.**
- **If students are absent on the day an assignment is due in class or online, it is recommended that students submit the assignment electronically.**
- **Make-up in person classwork is the sole responsibility of the student and must be picked up or scheduled within 48 hrs of the absence.** * Students will still receive the number of days absent to complete all assignments.
- Cheating and plagiarizing are serious offenses and will not be tolerated. Defined simply, cheating is using another’s individual work as if it is one’s own or giving another one’s individual work to use as his/her own. Plagiarizing is using source material in one’s work without citing the original author(s). **Plagiarism will result in a 0 for the assignment or the college course.**
- AI Policy: Kirkwood High School Artificial Intelligence (AI) Policy: At Kirkwood High, we want your learning to reflect your own thinking, effort, and growth. To make sure everyone has a fair chance to succeed, using AI tools, such as ChatGPT, Grammarly, or any other AI that helps write, research, solve, or analyze, is not allowed for schoolwork.
- Here is what that means for you:
- Homework and Assignments: All assignments should be your own original work. You cannot use AI tools to write essays, answer questions, help you research or generate any part of your homework.
- Class Discussions and Presentations: When you speak in class or give a presentation, your ideas should come from you, not from an AI tool. This includes preparing your notes and/or slides.
- Projects and Group Work: Whether you are working solo or in a group, don’t use AI to plan, research, or create any part of the project. Everyone in a group is responsible for keeping things “AI-free.”

Cheating, Plagiarism, Forgery, and unapproved use of Artificial Intelligence (AI)

*Advanced Placement and Dual Enrollment: To maintain alignment with college and university standards, the following consequences will apply:

- **Range of Consequences:**

- 1st Offense Range of Consequences: A zero will be assigned for the plagiarized assignment and will be referred to administration, and the incident will be documented.
- 2nd and Subsequent Offenses: A zero will be issued for the assignment and a second referral to administration will occur. The student may be dismissed from the AP or Dual Enrollment course and will be ineligible to enroll in any AP or Dual Enrollment course for the remainder of the academic year.

Teacher Availability

Students are encouraged to come in for extra help, particularly with writing. Every effort will be made to accommodate students. I am usually available to help students before or after school and by appointment. Virtual conferencing is also available.

Essay Requirements

Students plan, draft, and assess AP essays – frequently. Students must write TWO FULL pages to earn above a 3 on a 6 point scale. More isn't necessarily better; however, a well-developed essay is at least two pages. Students also write one MLA formatted research paper during the spring semester.

Daily grades, quizzes, and tests

Students will have numerous other daily grades, quizzes or tests, points ranging from 5-100.

CMCSS Grading Scale

90-100	A
80-89	B
70-79	C
60-69	D
59	below F

AP essay exam: 6= A, 5=B, 4=C, 3=D, 2-1=F

Grade Set Up

Class work (in class assignments, small assignments, and participation grade): 30%

Quizzes: 25%

Core Assignments (Essays, Projects, Tests): 45%

Materials

- **Textbook and Launchpad**
- Post-it notes
- College Ruled Composition Book
- Bound journal, binder, or folder
- Loose leaf paper
- Printer Paper
- Highlighter, pen, and pencil
- GermX, tissue, or disinfecting wipes are greatly appreciated! 😊

Course Text

Shea, Renee, Scanlon, Lawrence, Aufses, Robin, *The Language of Composition*. 3rd ed.

Boston: Bedford/St. Martin's, 2020.

Course Content and Grading

Each nine-week unit of study will focus on a specific nonfiction genre and different rhetorical mode(s) of writing.

Unit 1: The Art of Composition

Unit 2: The Composition of Self-Exploration

Unit 3: The Power of Persuasion

Unit 4: Recording Time

Book lists can change- Parents and/or students with a concern or a question about any reading assignment should email me as soon as possible.

Supplementary Works

I strongly encourage you to buy your own copies of these works so you can highlight and annotate them. If necessary, some copies will be provided by the school:

⇒ *Of Mice and Men* John Steinbeck

⇒ *Into the Wild*, Jon Krakauer

⇒ *The Crucible*, Arthur Miller

⇒ *The Great Gatsby*, F. Scott Fitzgerald

⇒ *The Immortal Life of Henrietta Lacks*, Rebecca Skloot

⇒ *Student Choice Memoirs--A Long Way Gone, The Other Wes*

Moore, Men We Reaped, Brain on Fire, The Glass Castle, Hunger for Memory, Between the World and Me

Unit 1: The Art of Composition

Shea, Scanlon, and Aufeses' *The Language of Composition* <Textbook>

"American Gothic"

Kate Chopin, "The Story of an Hour"

Edwin Arlington Robinson, "Richard Cory"

T.S. Eliot "The Love Song of J. Alfred Prufrock"

John Steinbeck *Of Mice and Men* <fictional study of linguistic and rhetorical devices>

Letters Unit: Benjamin Banneker, Letter from Sullivan Ballou, Letter from Jefferson to his Daughter <Non-Fiction>

Introduction to rhetorical analysis through small excerpts from narrative non-fiction works

Unit 2: The Composition of Self-Exploration

Jon Krakauer, *Into the Wild* < Fiction-outside reading>

Ralph Waldo Emerson, *Self-Reliance* <Non-Fiction>

Henry David Thoreau & *Walden* <Non-Fiction>

The Fireside Poets Selected Poetry <Fiction ~ rhetorical devices>

Arthur Miller *The Crucible* <Fiction ~ outside reading>

Margaret Atwood, "Half Hanged Mary"

Vocabulary development for each literature piece will utilize the Frayer Model with the four-square paradigm for providing a definition, an example, a picture, and a sentence for vocabulary words. Pre and post tests will be given.

Unit 3: The Power of Words

Rebecca Skloot's *The Immortal Life of Henrietta Lacks*;

George W. Bush's Address to the Nation after the 9/11 attacks on the World Trade Center

Michelle Obama's Speech to the Democratic Convention

Anne Romney's Speech to the Republican Convention

Article response notebook Selected persuasive/ argumentative articles

from *The Washington Post*, *The New York*

Times, *USA Today*, and so on <Non-Fiction>

John Stuart Mill excerpts from *The Basic Writings of John Stuart*

Mill: On Liberty, The Subjection of Women, and

Utilitarianism <Non-Fiction>

Olive Gilbert *The Narrative of Sojourner Truth* <Non-Fiction>

Memoir Unit Using student choice and literary circles: *A Long Way Gone, The Other Wes*

Moore, Men We Reaped, Brain on Fire, The Glass Castle, Hunger of Memory

Vocabulary development will center on the elements of language, specifically the craft of careful word choice and use of specific, illustrative detail. The more students read professional models of analysis, the better their own writing becomes. Students will have both Pre and Post-tests on vocabulary from the selected readings.

Additional Text Options :

Rachel Carson *excerpts from Silent Spring* <Non-Fiction>

Lynne Truss *Eats Shoots & Leaves* <Non-Fiction>

Lorraine Hansberry *A Raisin in the Sun* <Fiction ~ Linguistic study>

Ntozake Shange *See No Evil: Prefaces and Essays* <Non-Fiction>

Rebecca Skloot *The Immortal Life of Henrietta Lacks* <Non-Fiction> <Outside Reading>

Unit 4: Synthesizing Sources/ Test Preparation

Sara Rimer “Gatsby’s Green Light Beckons a New Set of Strivers” <Non-Fiction>

F. Scott Fitzgerald *The Great Gatsby* <Fiction>

Mary Roach *Stiff: The Curious Lives of Human Cadavers* <Non-Fiction> <Outside Reading>

Vocabulary development will center on the elements of language, specifically the craft of careful word choice and use of specific, illustrative detail. The more students read professional models of analysis, the better their own writing becomes. Students will have both Pre and Post-tests on vocabulary from the selected readings.

Additional Text Options:

Olaudah Equiano *The Interesting Narrative of a Slave* <Non-Fiction>

Olaudah Equiano <Non-Fiction>

Arthur Miller *Death of a Salesman* <Fiction ~ Rhetorical Devices>

Alex Haley *The Autobiography of Malcolm X* <Non-Fiction>

August Wilson *The Piano Lesson* <Fiction ~ Linguistic Study>

Composition

During each grading period, students will compose at least one formal essay in a specified rhetorical mode. Students will take each essay through the writing process, and meet with a peer and teacher to discuss strengths, weaknesses and potential changes before publishing. Students will participate in editing assignments that focus on varying sentence structure, appropriate evidence and appropriate rhetoric. After the final published essay is assessed, students will meet with the teacher again for feedback.

* Logical organizational patterns for essays will be taught through explicit instruction, and feedback will be given for student writings both before and after revision of their essays.

* Rhetorical structures will be utilized in each unit by having students work individually as well as in collaborative groups or with partners for generating ideas by brainstorming, clustering, free writing, and webbing. Explicit instruction will develop techniques for sound sentence structure, transitions, and emphasis of ideas.

* Organizational patterns will also include the use of “Attack Plans” with a Title, Thesis, and Three Key Points. Following a review of the attack plan through conferencing, students will develop the introduction for an essay

* Conferencing will take place on each major writing assignment both before and after writing is completed. The

pre-conference will focus on the development of ideas as outlines in an

“Attack Plan,” and the development of an introduction for the essay. This will set clear expectations for learners. Post

conference meetings with individual students will review the patterns of writing and areas for improvement as detailed in the grading rubric.

* Modeling will provide supportive evidence on the necessary patterns, modes, and designs for written essays. Models of sample essays as well as non-fiction reading selections will prompt insightful direction for achieving tone and appropriate voice to the writer’s audience. The model essays will develop expressive essays from learners.

Possible Course Outline—this is subject to change

Unit 1: The Art of Composition

Narration Essay – Personal reflection “Where I Stand” Essay

Rhetorical Analysis—

Students will define the process of the written word, paying special attention to rhetorical modes/strategies. In addition to writing a narrative and definition, students will read short non-fiction essays from the Holocaust and compare the accounts to pictures from the Holocaust. Students will evaluate how the photographs enhance the writing and how they “are worth 1000 words” alone.

Unit 2: The Composition of Self-Exploration

Argument Essay—

The argument essay will build upon the example essay with an analysis of the arguments, claims, and appeals writers use in non-fiction works. Through analysis of articles from *The New York Times*, *The Washington Post*, and *USA Today*, students will identify rhetorical devices and examine the connections between the writers and their audience, specifically in the use of tone and voice.

Unit 3: The Power of Persuasion

Synthesis Essay—

Students will write argumentative essays based on readings from fiction, nonfiction, current events and personal experiences. Students will write an essay supporting or refuting that “perseverance” is all that is needed to graduate high school. Students should use credible sources to support their claim, and synthesize the information into their essay.

Unit 4: Synthesizing Sources

Synthesis

Research

Utilizing both reading and writing goals, the yearlong writing project will analyze the theme “The Quest for Freedom.” Through writing and research, students will fill in the gaps of their reading of notable American literature, to develop a thesis only after they have read several texts. The yearlong research project allows students to more naturally develop a thesis, modeling a practice of good research in general, including demonstrated understanding of source quality and the appropriate use of primary and secondary sources. As students become more proficient in their research skills, they will be guided in evaluating, using, and citing primary and secondary sources as a natural synthesis and blending of material into their writing. Learners will also use the information gathered to present their research findings to the class, using PowerPoint to display visual images as well as well-composed prose. These formal essay compositions must be word-processed, strictly adhering to MLA style, and will be assessed using the assigned rubrics. Throughout the grading period, students will write additional compositions: minor, informal essay responses; portions of formal essays; timed writings; cooperative writings; analytical writings. These writing assignments will be assessed using a variety of rubrics: the TN Ready writing assessment rubric, the AP Exam Essay rubric.

Vocabulary Development

While students are learning to develop a reading of a text on their own, they are also learning how major critics use and discuss the elements of language, specifically the craft of careful word choice and use of specific, illustrative detail. The more students read professional models of analysis, the better their own writing becomes.

Compositions

Late papers will be dropped ten points for every day past due. Papers that exceed four days past due will be able to earn up to a 50%, provided they are turned in within the nine-weeks quarter they were assigned. In other words, it is in your best interest to turn in all assignments, even those overdue.

Study Aids

Though not required, you find these works useful to have at home and in college:

- College-level dictionary
- *The Synonym Finder* (or another thesaurus)
- *The Elements of Style*, Strunk and White
- *Mythology*, Edith Hamilton
- *The M.L.A. Handbook*

Performance Assessments

All performance-based assessments submitted for credit will be assessed by rubric. The focus of these assignments will be vocabulary, research, and visual literacy development. Additionally, you will have two required outside reading assignments one at the beginning of the year and one at the end of the year. These are mandatory, core assignments.

Exams

The format of all exams will closely resemble the format of the AP Exam: there will be a multiple-choice section and an essay section. The essays on the exams will be assessed using the AP Essay rubric.

Interactive Journal

The journal will be a collection of responses to various writing prompts completed both during and out of class.

Classroom Expectations

Behavior & Conduct: Students will follow the CMCSS Code of Conduct and the rules outlined in the Kirkwood High School Student Handbook at all times. The Student Code of Conduct for the 2025-2026 school year has been revised; make sure you review it and are familiar with the revisions. Behaviors that interfere with the learning process, our academic environment, or show a lack of respect for others will not be tolerated.

Tardies: Students are expected to be across the threshold of the class room prior to the *end* of the bell. If a student is late, it will be documented in Powerschool. After three tardies, the student will be referred.

Positive Classroom Procedures – Rules and Consequences:

- ☞ Enter the classroom with all required materials.
- ☞ Respect your classmates in your words and actions.
- ☞ Always listen when someone else is speaking.
- ☞ Speak at appropriate times, using appropriate language.
- ☞ Follow the teacher's directions and requests.

Consequences for behavior will be handled according to the KiHS& CMCSS handbook. **ANY MAJOR VIOLATIONS WILL WARRANT AN IMMEDIATE REFERRAL.**

Grading Policies:

- Your overall grade will be calculated using percentages.
- All missing work will be entered in Power School as a zero.
- Late work will not be accepted for a grade; however, I may choose to enter a “completed” grade in Power School if quality late work is completed within a reasonable time (no more than one week late).

Make-up Work Due to Absences:

- **Email me if you are going to be absent more than one day. **It really is best to reach out to all of your instructors if you are going to be absent.**
- Check Google Classroom.
- You are responsible for getting and making up notes and classwork you may have missed. Please do not disrupt class in doing so.
- Make arrangements before or after school to complete missed tests or quizzes.
- All make-up work must be completed in a timely manner (must be scheduled the day you return).

Late work

- Late work is not accepted for a grade. See “Grading Policies” above.

Google Classroom

Google classroom is utilized daily for activities, classwork, and announcements.

AP English Language & Composition Acknowledgement Page

“Education is the ability to listen to almost anything without losing your temper [your personal convictions] or your self-confidence.” – Robert Frost

I read and understand the objectives for the course. I understand this is a college-level course with challenging and complex content and themes. The selected texts have been used on the College Board AP English Language and Composition Exam and are considered works of literary merit. Literature presents ideas and experiences subject to analysis. Discussion may reflect on the human experience, but it is neither our role to agree or disagree with the literature. The student’s role is to critically analyze and persuasively argue the literary and thematic characteristics in a text. No alternative texts are permitted.

I agree to borrow or purchase the required books and will pay the fee for the AP Exam and take the test to the best of my ability.

Course Policies from Syllabus

- **Learning is compulsory.** For this reason, all essays must be turned in to measure proficiency of course objectives - no exceptions. If absent, you will have to arrange a time to make up work within 48 hours of the absence. **Assessments must be made up 48 hours** of the absence as well. 50% deduction for late papers or extensive assignments (only accepted one day late, 0 after that). **No late homework / assignments accepted.**
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Signing below indicates that you have read and agree to the attached general description and classroom policies for AP English Language and Composition.

Print Student Name, Student Signature, and Email

Date

Print Parent Name, Parent Signature, and Email

Date