

AP English Language & Composition Syllabus

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Featured authors include but are not limited to Florence Kelley, Jason Reynolds, Abraham Lincoln, Queen Elizabeth II, Mary Roach, Sherman Alexie, John and Abigail Adams, Mark Twain, Moises Kaufman, and even William Shakespeare! Besides reading extensively, students also analyze several visual representations such as paintings, cartoons, graphic novels and movies, as well as regularly read up on current events. Students frequently work together and conference about their own writing. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

Central course textbooks include, but are not limited to: *The Language of Composition: Reading, Writing Rhetoric* (Bedford/Saint Martin's; 2018), *Everything's an Argument* (Bedford Books; 2012) and *50 Essays—A Portable Anthology* (Bedford/Saint Martin's; 2010)

Course reading and writing activities should help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. By early May of the school year, students will have nearly completed a course in close reading and purposeful writing. Students will have a clear understanding of analyzing an argument, as well as using sources and citations to synthesize information and create their own arguments. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of nonfiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for a rigorous study of language, rhetoric, and argument. All major writing assignments will go through a combination of self, peer and teacher editing and revising.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of three to four hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

The course is constructed in accordance with the guidelines described in the *AP English Course Description*.

Big Ideas & Enduring Understandings

The big ideas serve as the foundation of the AP English Language and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course, and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the big ideas of the course, along with the enduring understanding associated with each one:

Rhetorical Situation (RHS)

Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence (CLE)

Enduring Understanding CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Reasoning and Organization (REO)Enduring Understanding REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Style (STL)

Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Course Outline

Below is a general map of the main concepts we'll be touching on during the year. Although these elements are categorized separately, they don't operate in isolation from one another.

[AP Language and Composition Writing Rubrics](#)

Unit 1: Foundations of rhetoric: analysis of the rhetorical situation and claims

Unit 2: Foundations of argument: analysis of an author's choices in appeals and evidence

Unit 3: Confluence: synthesis of multiple sources in argumentation

Unit 4: Reasoning: analysis of argument from introduction to conclusion

Unit 5: Commentary and analysis: analysis of complex argument and intentional rhetoric

Unit 6: Rhetorical risks: analysis of multiple perspectives, bias, and shifts with new evidence

Unit 7: Complex argumentation

Unit 8: Style

Unit 9: Craft

Supply List

- 2 subject notebook
 - Standard blue or black pens (only)
- **Students must bring their **charged** Chromebooks every day

The AP Exam

The AP English Language and Composition Exam assesses student understanding of the skills and essential knowledge outlined in the course framework. The exam is 3 hours and 15 minutes long and includes 45 multiple-choice questions and 3 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

SECTION	QUESTION TYPE	NUMBER OF QUESTIONS	EXAM WEIGHTING	TIMING
I	Multiple Choice Questions	45	45%	60 Minutes
	● Reading Questions	● 23-25		
	● Writing Questions	● 20-22		
II	Free Response Questions	3	55%	2 hours, 15 minutes (includes one 15-minute reading period)
	● Question 1: Synthesis (6 points)	40 minutes recommended per essay		
	● Question 2: Rhetorical Analysis (6 points)			
	● Question 3: Argument (6 points)			

AP Language & Composition 2025-2026

Section I: Multiple-Choice

The eight AP English Language and Composition skill categories are assessed in the multiple-choice section, with the following weighting:

Skill Category/Exam Weighting
1: Rhetorical Situation – Reading 11–14%
2: Rhetorical Situation – Writing 11–14%
3: Claims and Evidence – Reading 13–16%
4: Claims and Evidence – Writing 11–14%
5: Reasoning and Organization – Reading 13–16%
6: Reasoning and Organization – Writing 11–14%
7: Style – Reading 11–14%
8: Style – Writing 11–14%

Section II Free-response

Question 1: Synthesis

Free-response question 1 presents students with six to seven sources organized around a specific topic. Two of the provided sources are visual, including at least one quantitative source. The remaining sources are text-based excerpts containing about 500 words per source. Students are asked to write an essay that synthesizes material from at least three of the provided sources and develops their own position on the topic. This question assesses students' ability to do the following:

- § Respond to the prompt with a thesis that presents a defensible position.
- § Select and use evidence from at least 3 of the provided sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase, or summary. Sources may be cited as Source A, Source B, etc., or by using the description in parentheses.
- § Explain how the evidence supports your line of reasoning.
- § Use appropriate grammar and punctuation in communicating your argument.

Question 2: Rhetorical Analysis

Free-response question 2 presents students with a passage of nonfiction prose of approximately 600 to 800 words. Students are asked to write an essay that analyzes the writer's rhetorical choices. This question assesses students' ability to do the following:

- § Respond to the prompt with a thesis that analyzes the writer's rhetorical choices.
- § Select and use evidence to support your line of reasoning.
- § Explain how the evidence supports your line of reasoning.
- § Demonstrate an understanding of the rhetorical situation.
- § Use appropriate grammar and punctuation in communicating your argument.

Question 3: Argument

Free-response question 3 presents students with a literary or rhetorical concept or idea. Students are asked to write an essay that argues their position using evidence. This question assesses students' ability to do the following:

- § Respond to the prompt with a thesis that presents a defensible position.
- § Provide evidence to support your line of reasoning.
- § Explain how the evidence supports your line of reasoning.
- § Use appropriate grammar and punctuation in communicating your argument.

Grading Scale for Class (*Don't trust PowerSchool)

Major Assessments: 50%

Minor Assessments: 35%

Professionalism: 15%

AP Language & Composition 2025-2026

Parents and students can access student grades on PowerSchool; however, I tell students and parents that PowerSchool is fluid and always changing. Do not trust PS! If you have any questions, please contact me.

AP Late Work Policy

The missed work will be entered as a zero throughout the quarter to indicate that it is missing. If the assignment is still missing after the agreed upon deadline, it will remain a zero in PowerSchool.

In-Person Protocols

To ensure success, high school students need to be on time and in class every day. Excessive absences and/or tardiness may lead to missing important information and falling behind in work. This is especially problematic in a fast-paced, rigorous AP course.

Student Daily Procedures

- Arrive on time to class
 - Tardy Policy = Parent phone call on the 2nd tardy; Office referral for each after
 - **Quietly** go to your assigned seat. Turn in any homework that is due.
- Read the board/screen for instructions.
- Begin the Do Now assignment.
- Stay engaged with class activities; enjoy learning and practicing ELA skills

Electronic Devices:

- Students must follow all teacher directions regarding the use of electronic devices.
- Devices being used inappropriately will be confiscated by the administration and a call to parent will be made.

Food/Drink:

- Water bottles are encouraged for all students. However, they must have lids and kept away from electronic devices.
- Please clean up after yourselves.

Communication:

1. Google Classroom: fmkbmo2e
2. Email: karen.robinson@nhps.net
3. AP CLASSROOM: This is one of our main resources for AP Language & Composition practice and assessments.

Teacher's Note To You:

Oh, hi! *August* just ended and our *cruel summer* is over. I am *enchanted* to meet you! It's so nice to see all of your *gorgeous* faces. Remember that *you belong with me* here, in this classroom. Your voice and your story matter to *me*! There is no *bad blood* here and if accidents do happen, we can just *shake it off* and move on. I may just suggest that *you need to calm down* a little. I know *all too well* how scary the new school year can be, but in my class, you can be *fearless*! Take risks, share your ideas, and push through challenges. This is a new year, new class... a *blank space*. You have an opportunity to make your *wildest dreams* come true and bring your own *style* to my class. Are you ...*ready for it*? I can't wait to see how you're going to *make the whole place shimmer*! ✨