

2025 AP Lang & Composition Syllabus

Major Works to be Read:

- Shea, Renée, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. Boston: Bedford/St. Martin's. Fourth Edition.
- Satrapi, Marjane. *Persepolis*. Pantheon Books, 2004.
- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.

Visual Rhetoric: Throughout the course of study, students will view various forms of media including photographs, commercials, advertisements, films, film-clips, documentaries, or educational programming directly correlated to the study of visual rhetoric.

Course Objectives and Skill Categories: This course develops the reading, writing, and rhetorical skills outlined in the College Board AP English Language and Composition Course and Exam Description (CED). This course is designed to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” and “focuses on effective reading and writing practices, emphasizing depth of knowledge over breadth” (85). The course follows the framework outlined by the College Board, emphasizing the development of skills in the following areas:

- Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation.
- Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.
- Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.
- Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.
- Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.
- Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.
- Style (Reading): Explain how writers’ stylistic choices contribute to the purpose of an argument.
- Style (Writing): Select words and use elements of composition to advance an argument.

Students will practice frequent writing, both informal (journal responses, rhetorical precis, quick writes, timed in-class essays) and formal (multi-draft essays). Students also engage in frequent low-stakes writing for learning, such as discussion board posts, annotations, and reading responses. Writing assignments will include all three modes required by the AP Exam: rhetorical analysis, argument, and synthesis. Students will also complete a major research-based synthesis project, locating and evaluating their own sources, integrating evidence effectively, and citing in MLA format while adhering to standards of academic integrity.

Throughout the course, students will study both shorter texts and full-length works of nonfiction, including Marjane Satrapi’s *Persepolis* and Ta-Nehisi Coates’ *Between the World and Me*, alongside a wide range of essays, speeches, journalism, satire, visual texts, and contemporary media. Readings are drawn from a variety of disciplines (literature, history, politics, science, and the arts) and from multiple time periods to give students a broad base of rhetorical practice. To reinforce the sentiment that writing is a process, students will be expected to revise major essays after receiving feedback from both peers and the teacher. Peer review workshops, teacher conferences, and self-reflection activities will help students refine their rhetorical awareness and strengthen their writing over

time. By the end of the year, students will have developed the analytical reading and effective writing skills needed not only for success on the AP English Language and Composition Exam, but also for college-level work across the disciplines and in their personal and civic lives.

Units of Study

Students have chosen to take this college-level course and are expected to read and discuss texts that explore a diverse range of issues. AP students are expected to have the maturity to engage thoughtfully and critically with a variety of texts that may occasionally include controversial language or ideas.

<p>Unit 1: Introduction to Rhetoric Truth & Forgiveness</p> <ul style="list-style-type: none"> • Close Reading and Annotation • Rhetorical Situation • ASPECTS: Audience, Speaker, Exigence, Context, The Message, Strategies • Note-taking • Terminology • Rhetorical Precision • Review Concepts • Introduce CHORES • Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> • Shea, Scanlon, Aufses, Harowitz: The Language of Composition ch 1 • Clinton Speech • President Biden Apology to Indigenous Peoples • Prime Minister Justin Trudeau Apology to Indigenous Peoples • Excerpt from <i>Pride and Prejudice</i> • Rhetorical Precision Video • Elie Wiesel Perils of Indifference Speech • Henry David Thoreau's <i>Civil Disobedience</i> • TBD Current Event Article of the Week
<p>Skills: 4.A Develop a paragraph that includes a claim and evidence supporting the claim. 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 3.A Identify and explain claims and evidence within an argument.</p>	<p>Writing/ Assessments:</p> <ul style="list-style-type: none"> • 2010 FRQ Banneker Prompt: Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference • Apology Letter Writing: Students have to craft their own apology letters and explain which rhetorical devices they would be using and why • Personal Progress Check 1 MCQ and Timed FRQ
<p>Unit 2: Introduction to Argument American Dream vs. American Reality</p> <ul style="list-style-type: none"> • Argumentative Structures (Classical) • Toulmin's Frame 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> • The Language of Composition ch 2 • John F Kennedy Inaugural Address • Douglass' "What to the Slave is the Fourth of July?" p.289-262

<ul style="list-style-type: none"> • Types of Claims • Thesis Statements • Daily Skill Video Notes 	<ul style="list-style-type: none"> • What Slaves Are Taught To Think of The North by Harriet Ann Jacobs • The Bill of Rights in a Changing America by Ben Slivnick CommonLit • Abigail Adams Prompt (WG) (Rhet Sit Review) • Opinion "Oppenheimer," My Uncle and the Secrets America Doesn't Want to Tell - The New York Times • 'Horrible History': Mass Grave of Indigenous Children Reported in Canada - The New York Times • Telling our Twisted Histories Podcast • TBD Current Event Article of the Week
<p>Skills: 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. 3A Identify and explain claims and evidence within an argument. 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 2.B Demonstrate an understanding of an audience's beliefs, values, or needs. 4.A Develop a paragraph that includes a claim and evidence supporting the claim. 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p>	<p>Written:</p> <ul style="list-style-type: none"> • Rights of Man (1791) FRO3 2011: Thesis + Choices to use + evidence to support • Personal Progress Check 2 MCQ and Timed FRQ
<p>Unit 3: Synthesis Transcendentalism and The Power of Nature</p> <ul style="list-style-type: none"> • Rhetorical Faculties • Thesis Statements • Establishing a Line of Reasoning • Properly Embedding Evidence (Citations, MLA Formatting, and Academic Integrity) • Thorough paragraphs: Topic sentences, transitions, evidence, commentary, and concluding sentences • Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> • The Language of Composition ch 3 • They say/ I say by Gerald Graff and Cathy Birkenstein • Walt Whitman's poem: When I heard the learn'd Astronomer • LINE OF REASONING Intro and practice (Marco Learning) • Emerson's "Self-Reliance" + "Nature" • Henry David Thoreau's <i>Walden</i> excerpt Chapter 5 Solitude • Choose 1 Article regarding POC at Walden Pond: <ul style="list-style-type: none"> ○ The Forgotten History of Walden Pond Appalachian Mountain Club (AMC) ○ Black Walden National Endowment for the Humanities ○ Remembering The Forgotten People Of Walden WBUR Up Next

	<ul style="list-style-type: none"> ○ Opinion At Walden, Thoreau Wasn't Really Alone With Nature - The New York Times ○ The Black people who lived in Walden Woods long before Henry David Thoreau ● Robin Wall Kimmerer: Greed Does Not Have to Define Our Relationship to Land: On Choosing to Belong to A Place ● TBD Current Event Article of the Week
<p>Skills: 3A Identify and explain claims and evidence within an argument.</p> <p>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>6.C Use appropriate methods of development to advance an argument.</p>	<p>Written:</p> <ul style="list-style-type: none"> ● Thanksgiving Synthesis Activity - Prewriting hand turkeys + develop a paragraph for ONE claim to support thesis (using at least 2 pieces of evidence) ● 2019 FRQ Wind Turbines- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference ● Pet Synthesis Practice Prompt ● Unit 3 Assessment: Synthesis Prompt- Transcendentalism Today ● Personal Progress Check 3 MCQ and Timed FRQ

<p>Unit 4: Rhetoric</p> <p>Humor and Horror- The Power of Tone</p> <ul style="list-style-type: none"> ● Types of Tone ● Diction ● Introductions & Conclusions ● Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> ● The Language of Composition ch 1 ● The Em Dash Responds to the AI Allegations - McSweeney's Internet Tendency ● A Modest Proposal by Jonathan Swift ● CommonLit Mariah Carey, queen of the American Dream by Darrel Alejandro Holnes ● Should Parents Tell Children the Truth About Santa? - The New York Times ● Rhetorical Analysis: Christmas Commercials ● How Rural America Steals Girls' Futures ● Film Analysis: Jaws ● Select Short stories & Poems from Edgar Allen Poe: The Raven ● In Front of Your Nose by George Orwell ● Margaret Atwood on What 'The Handmaid's Tale' Means in the Age of Trump -
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	<p>The New York Times</p> <ul style="list-style-type: none"> Commercial Tone Analysis: <ul style="list-style-type: none"> Heinz Ketchup Hot dog commercial -2016 Mothers Against Greg Abbott- Whose Choice Sandy Hook Promise- Back to School Essentials TBD Current Event Article of the Week
<p>Skills:</p> <p>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>6.C Use appropriate methods of development to advance an argument.</p>	<p>Written:</p> <ul style="list-style-type: none"> 2024 Simu Liu FRQ- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference Personal Progress Check 4 MCQ and Timed FRQ


<p>Unit 5: Argument</p> <p>Credibility: The Fine Line of Misinformation & Propaganda</p> <ul style="list-style-type: none"> Logic (Faulty/Fallacy) Selecting Evidence Coherence Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> The Language of Composition ch 2 Persepolis by Marjane Satrapi Hack Heaven by Stephen Glass Death by AI- Dave Barry Substack Blog Post Fake News: Examples : Analysis & Fact Checking Politico Article: The Lesson Stalin Could Teach Putin About Invading a Neighbor Film Analysis: Argo TBD Current Event Article of the Week
Skills:	Written:

<p>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<ul style="list-style-type: none"> ● 2024 FRQ 3 Prompt Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference ● Misinformation Research Presentations ● Personal Progress Check 5 MCQ and Timed FRQ
<p>Unit 6: Synthesis Truth, Trends and Advertising</p> <ul style="list-style-type: none"> ● CHORES ● Establishing a Line of Reasoning ● Embedding Evidence (Citations) ● Thorough paragraphs: Topic sentences, transitions, evidence, commentary, and concluding sentences ● Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> ● The Language of Composition ch 8 ● Ta-Nehisi Coates <i>Between the World and Me</i> ● Clint Smith- Playground Elegy ● Alice Walker- In Search of Our Mothers Gardens ● I Lived the #VanLife. It Wasn't Pretty. - The New York Times ● Critical Analysis of Advertisements : <ul style="list-style-type: none"> ○ “Got milk” campaigns ○ An Analysis of the Kendall Jenner Pepsi Commercial- Youth Scholars in Writing ○ The ad campaign that launched a thousand critiques: Sydney Sweeney's jeans : NPR ○ 1950's advertisements ● Today's Tradwife movement: <ul style="list-style-type: none"> ○ NPR Article Tradwife life isn't as good as it looks on TikTok — just ask former tradwives ○ Is the 'tradwife' life for you?- Fox 11 Los Angeles ● TBD Current Event Article of the Week

<p>Skills: 3A Identify and explain claims and evidence within an argument.</p> <p>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>Written:</p> <ul style="list-style-type: none"> • Unit 6 Research-Based Truth & Advertising Synthesis Project- Locating sources, integrating evidence, citing in MLA format, and adhering to standards of academic integrity • Eminent Domain FRQ 2018- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference • FRQ 2008- Corporate Partnerships - Draft, Released Samples, Revision, Peer Evaluation • Personal Progress Check 6 MCQ and Timed FRQ
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<p>Unit 7: Rhetoric</p> <p>Indigenous past & Indigenous present</p> <ul style="list-style-type: none"> • Rhetorical Situation • ASPECTS: Audience, Speaker, Exigence, Context, The Message, Strategies • Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> • Christopher Columbus Journal 1492 • Stereotyping Native Americans - Jim Crow Museum • Excerpts from Soft as Bones • Lori Arviso Alvord- Walking the Path Between Worlds • Sugarcane - National Geographic documentary • standing rock viral photo - Critical Media Project • American Progress by John Gast (1872) • Reservation Residents Pay Higher Food Prices Than Other U.S. Consumers Center on Budget and Policy Priorities • What Indigenous Communities Are Teaching The Rest of Us About Climate Change Video Peril & Promise PBS • Critical Analysis of Indigenous portrayals in media <ul style="list-style-type: none"> ○ Disney: Pocahontas, Peter Pan ○ Telling Our Twisted Histories Podcast episode Pocahontas ○ Reservations dogs episode ○ Tik Tok analysis • TBD Current Event Article of the Week
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<p>Skills: 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p> <p>8.B Write sentences that clearly convey ideas and arguments.</p> <p>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>	<p>Written:</p> <ul style="list-style-type: none"> David Treuer’s 2025 FRQ- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference Personal Progress Check 7 MCQ and Timed FRQ
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<p>Unit 8: Argument</p> <p>The State of Education: Todays students tomorrows leaders</p> <ul style="list-style-type: none"> Tone + Diction Mechanics Exigence Structure + Syntax Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> The Language of Composition ch 9 Toni Morrison-Nobel Lecture Angel B. Perez “Want to Get into College? Learn to Fail.”  Obama Commencement Speech Day 1 Class with Coach Hall AP Lang Chadwick Boseman's Speech at Howard University 2018 Commencement (Full Transcript) - The Singju Post Optional in-class selections: <ul style="list-style-type: none"> Conan O'Brian - (2011) Dartmouth Peyton Manning - (2014) University of Virginia Steve Jobs - (2005) Stanford Sonia Sotomayor (2012) NYU Tim Cook - (2019) Stanford (start 1:09) Bill Clinton - (2016) LMU (start 1:08) Howard Schultz - (2017) Arizona State Matt Damon - (2016) MIT
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- [Neil deGrasse Tyson](#) - (2013) Rice University
- [Ken Burns](#) - (2015) Washington University in St. Louis
- [Walter Isaacson](#) - (2013) Pomona
- [Stephen Colbert](#) - (2013) University of Virginia
- [J.K. Rowling](#) - (2011) Harvard
- [Dick Costolo](#) - (2013) University of Michigan
- [Julie Andrews](#) - (2013) Colorado University
- [Tom Hanks](#) - (2011) Yale
- [Ellen Degeneres](#) - (2009) Tulane
- [Salman Khan](#) - (2012) Rice University
- [Linda Greenlaw](#) - (2013) Gould Academy
- [Steve Ballmer](#) - (2014) USC
- [Neil deGrasse Tyson](#) - (2012) Western New England University
- [Ed Helm](#) - (2015) University of Virginia
- [Robert deNiro](#) - (2015) NYU Tisch School of the Arts
- [Oprah Winfrey](#) - (2013) Harvard University
- [Peter Dinklage](#) - (2012) Bennington College
- [Ken Burns](#) - (2016) Stanford University
- [Stephen Colbert](#) - (2015) Wake Forest University
- [Jay Leno](#) - (2014) Emerson College
- [Steven Spielberg](#) - (2016) Harvard
- [Katherine Johnson](#) (2017) Hampton University
- [Maz Jobrani](#) - (2017) UC Berkeley
- [Taylor Swift](#) (2022) NYU (start 2:50:45)
- Blog Post- [The 1950s Classroom Expectations | Pockets of Chaos](#)
- [Why Plagiarism Doesn't Bother Me At All: A Research-Based Overview of Plagiarism as Educational Opportunity | Teaching & Learning in Higher Ed.](#)
- [ChatGPT's Impact On Our Brains According to an MIT Study | TIME](#)
- [Sales of bulletproof backpacks surged 200% to 300% in the wake of last week's mass shootings, companies say | CNN](#)
- [Today's school children practice running for their lives – but there are better ways to keep students safe from shooters | Clemson News](#)
- [More active shooter drills. Safe rooms. Bulletproof backpacks. The American classroom is changing.](#)
- TBD Current Event Article of the Week

<p>Skills: 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p> <p>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>2.B Demonstrate an understanding of an audience's beliefs, values, or needs.</p> <p>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>8.B Write sentences that clearly convey ideas and arguments.</p>	<p>Written:</p> <ul style="list-style-type: none"> • Commencement Speech Rita Dove FRQ 2023- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference • Michelle Obama 2023 Prompt RA Plagiarism Integrity Argument • Personal Progress Check 8 MCQ and Timed FRQ
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<p>Unit 9: Synthesis</p> <p>State of Wellness: Are we really healthy & happy?</p> <ul style="list-style-type: none"> • CHORES • Establishing a Line of Reasoning • Embedding Evidence (Citations) • Daily Skill Video Notes 	<p>Texts/ Materials:</p> <ul style="list-style-type: none"> • The Language of Composition ch 7 • Robert D. Putnam- Health and Happiness • Ted Closson- Graphic Essay: A GoFundMe Campaign is Not Health Insurance • Luigi Mangione Case Updates • A 1970 Law Led to the Mass Sterilization of Native American Women. That History Still Matters • Tennessee woman denied prenatal care for being unmarried - Nashville Banner • Simone Biles exclusive on mental health: What a difference three years make • Anabolic Steroids and Sports: Winning at any Cost • TBD Current Event Article of the Week
<p>Skills: 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p> <p>4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>	<p>Written:</p> <ul style="list-style-type: none"> • Naomi Osaka 2025 FRQ- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference • Personal Progress Check 9 MCQ and Timed FRQ

AP Exam Preparation

To ensure readiness for the AP English Language and Composition Exam, students will engage in exam-specific practice throughout the year. This includes College Board Personal Progress Checks, timed free-response questions from released exams, and practice

multiple-choice questions embedded in each unit. In the spring, students will complete at least one full-length practice exam under timed conditions, including both the multiple-choice and free-response sections. These activities will provide students with opportunities to apply course skills under exam constraints, receive targeted feedback, and build confidence in preparation for the official AP Exam.

2025 AP STUDENT EXPECTATIONS AGREEMENT

In order to enroll in an Advanced Placement (AP) course both the student and the parent/guardian must read, consent to, and sign this agreement. Signing this agreement indicates a commitment on the part of the student to follow the requirements and demands of this course and make the commitment to remain in the course for the entire school year. It should be understood that AP courses require critical thinking and reading as well as problem solving skills. The rigor of the course models that of a college freshman level curriculum. Students are expected to be dedicated to their studies and should expect to complete assignments and assessments that are geared to high order thinking. AP courses follow a national curriculum designed to prepare students to successfully take and achieve a passing score on the AP exam in May.

All students enrolled in the AP course are required to take the Advanced Placement (AP) exam, which is administered in May, at their own expense. The exam fee is TBD by the College Board (estimated cost around \$94 per exam) and is to be paid to the high school in February. Students who miss the exam due to an emergency illness, must have a doctor's note and submit it the following day to the school and the AP Coordinator, in order to make up the exam at a later date. Otherwise students will take the final exam for the course and receive college prep level credit in lieu of AP credit. For seniors, colleges will be notified about the change on their transcript. **PLEASE NOTE:** The College Board does not require that students enrolled in an AP course take the corresponding AP Exam. This agreement is for school-use only based on AP Exam administration policies established locally by school officials.

My student and I have read the information above and we understand the level of work required and the policies which an AP course entails. We understand that the student is making a commitment to stay in their AP class for the entire school year. Payment for the AP exam is due in February 2025, please plan accordingly. Non completion of this contract does not exempt students from the above

requirements. They are still responsible for all the above if they choose to take an AP course. Please keep a copy of this contract for your records. Signing this also gives Ms. Cournoyer permission to show commercials and movies in class in order to better understand rhetorical situations and tone.

Student Name: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____