# 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. The course provides opportunities for students to write argumentative essays that synthesize information from a variety of sources (textual, visual, and multimedia). 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.

#### **Unit 1:** Introduction to Rhetoric Texts/ Materials: Truth & Forgiveness Shea, Scanlon, Aufses, Harowitz: The Language of Composition ch 1 • Close Reading and Annotation Clinton Speech Rhetorical Situation President Biden Apology to Indigenous Peoples • ASPECTS: Audience, Speaker, Exigence, Prime Minister Justin Trudeau Apology to Indigenous Peoples Context, The Message, Strategies Excerpt from Pride and Prejudice Note-taking Rhetorical Precision Video Terminology Elie Wiesel Perils of Indifference Speech Rhetorical Precision Henry David Thoreau's Civil Disobedience **Review Concepts** TBD Current Event Article of the Week **Introduce CHORES** Daily Skill Video Notes Writing/ Assessments: Skills: 4.A Develop a paragraph that includes a claim and evidence supporting the claim. • 2010 FRQ Banneker Prompt: Draft, Released Samples, Revision, Peer 1.A Identify and describe components of the rhetorical situation: the Evaluation, Final Submission, Teacher Conference exigence, audience, writer, purpose, context, and message. 3.A Identify and explain claims and evidence within an argument. Apology Letter Writing: Students have to craft their own apology letters and explain which rhetorical devices they would be using and why Essential Question: How do you use rhetorical Personal Progress Check 1 MCQ and Timed FRQ devices to write an effective apology?

Unit 2: Introduction to Argument	Texts/ Materials:
American Dream vs. American Reality	The Language of Composition ch 2

- Argumentative Structures (Classical)
- Toulmin's Frame
- Types of Claims
- Daily Skill Video Notes
- 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 Thesis Statements
  - Barack Obama's "A More Perfect Union" Speech

Douglass' "What to the Slave is the Fourth of July?" p.289-262

- 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

John F Kennedy Inaugural Address

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.

**Essential Ouestion:** How does the ideal of the "American Dream" compare to the American reality?

#### Written:

- Rights of Man (1791) FRQ3 2011: Thesis + Choices to use + evidence to support
- IFK Inaugural Address Argument Essay (with current event research, Childish Gambino's "This is America" Music Video analysis, Barack Obama's 2004 Keynotes Address at Boston Democratic National Convention https://www.voutubeeducation.com/watch?v=ueMNgdB1QIE, Black Lives Matter movement, and Thomas Paine's excerpt from Rights of Man as evidence)
- Personal Progress Check 2 MCQ and Timed FRQ

## **Unit 3:** Synthesis

Transcendentalism and The Power of Nature

- Rhetorical Faculties
- Thesis Statements
- Establishing a Line of Reasoning
- Properly Embedding Evidence (Citations, MLA Formatting, and Academic Integrity)
- Thorough paragraphs: Topic sentences,

- 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
- Emerson's "Self-Reliance" + "Nature"
- Henry David Thoreau's Walden excerpt Chapter 5 Solitude
- Choose 1 Article regarding POC at Walden Pond:

# transitions, evidence, commentary, and concluding sentences

• Daily Skill Video Notes

- The Forgotten History of Walden Pond | Appalachian Mountain Club (AMC)
- o Black Walden | National Endowment for the Humanities
- Remembering The Forgotten People Of Walden | WBUR Up Next
- 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

**Skills:** 3A Identify and explain claims and evidence within an argument.

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim.
- $6.\dot{A}$  Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.C Use appropriate methods of development to advance an argument.

**Essential Question:** How have writers used depictions of the natural world to argue for broader social, ethical, or environmental change?

#### Written:

- <u>Thanksgiving Synthesis Activity</u> 4 images/ cartoon graphics, 3 chart statistics to choose from to determine whether or not Thanksgiving still symbolizes American gratitude.
- 2019 FRQ Wind Turbines- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference
- Pet Synthesis Practice Prompt- Synthesis Dinner party evidence organizer
- Unit 3 Assessment: Synthesis Prompt- <u>Transcendentalism Today</u>- Prewriting <u>hand turkeys</u>, Students will **take a position** on whether Transcendentalist values remain relevant in today's society, **synthesizing at least three sources** (including one non-textual image or chart) and documenting sources in MLA format
- Personal Progress Check 3 MCQ and Timed FRQ

## **Unit 4:** Rhetoric

Humor and Horror- The Power of Tone

- Types of Tone
- Diction
- Introductions & Conclusions

- The Language of Composition ch 1
- The Em Dash Responds to the AI Allegations McSweeney's Internet Tendency
- <u>A Modest Proposal</u> by Jonathan Swift
- CommonLit | Mariah Carey, queen of the American Dream by Darrel Alejandro

•	Daily	Skill	Video	Notes
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#### **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: <u>The Raven</u>
- In Front of Your Nose by George Orwell
- Margaret Atwood on What 'The Handmaid's Tale' Means in the Age of Trump The New York Times
- Commercial Tone Analysis:
  - Heinz Ketchup Hot dog commercial -2016
  - Mothers Against Greg Abbott- Whose Choice
  - o Sandy Hook Promise- Back to School Essentials
- TBD Current Event Article of the Week

#### Skills:

- 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- 6.C Use appropriate methods of development to advance an argument.

**Essential Question:** How do writers manipulate tone and rhetorical strategies to create humor or horror?

#### Written:

- <u>2024 Simu Liu FRO</u>- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference
- Personal Progress Check 4 MCQ and Timed FRQ

## **Unit 5:** Argument

Credibility: The Fine Line of Misinformation & Propaganda

- Logic (Faulty/Fallacy)
- Selecting Evidence
- Coherence
- Daily Skill Video Notes

#### Skills:

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
- 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

## Texts/ Materials:

- 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

#### Written:

- <u>2024 FRO 3 Prompt</u> Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference
- Misinformation Research Presentations
- Personal Progress Check 5 MCQ and Timed FRQ
- <u>Misinformation & Credibility Argument Essay</u> Students will be selecting 3 pieces of
  evidence from their CHORES assignments to support their stance on truth and
  misinformation. Students will have peer feedback prior to final submission

## **Unit 6:** Synthesis

Truth, Trends and Advertising

- CHORES
- Establishing a Line of Reasoning
- Embedding Evidence (Citations)
- Thorough paragraphs: Topic sentences, transitions, evidence, commentary, and concluding sentences
- Daily Skill Video Notes

- The Language of Composition ch 8
- Ta-Nehisi Coates Between the World and Me
- 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 :
  - o "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
- o 1950's advertisements
- Today's Tradwife movement:
  - NPR Article <u>Tradwife life isn't as good as it looks on TikTok just ask</u> former tradwives
  - o <u>Is the 'tradwife' life for you?</u>- Fox 11 Los Angeles
- TBD Current Event Article of the Week

Skills: 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.
- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 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.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

#### Written:

• Truth & Advertising Argumentative Synthesis Essay:

Students will write an argumentative essay in which they take a position on the ethical responsibilities of advertisers in shaping cultural trends and truth. They must synthesize material from at least **three sources**, including **one visual or non-textual source** (e.g., commercial video, advertisement, or chart/graph). Students will be required to cite their sources in **MLA format** and include commentary that connects the evidence to their line of reasoning.

- Sources include: the "Got Milk?" campaigns, the Kendall Jenner Pepsi commercial analysis, NPR's *Tradwife* article, and at least one 1950s or modern ad image.
- Process: Prewriting organizer → Draft → Peer Review → Final MLA submission.
- 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

#### **Unit 7:** Rhetoric

Indigenous past & Indigenous present

- Rhetorical Situation
- ASPECTS: Audience, Speaker, Exigence, Context, The Message, Strategies
- Daily Skill Video Notes

## **Texts/ Materials:**

- 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
  - How Twilight Perpetuated Harmful Stereotypes About Native Americans | Teen Vogue
  - o Disney: Pocahontas, Peter Pan
  - o Telling Our Twisted Histories Podcast episode Pocahontas
  - o Reservations dogs episode
  - Tik Tok analysis
- TBD Current Event Article of the Week

**Skills:** 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

- 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

#### Written:

- David Treuer's <u>2025 FRO</u>- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference
- Personal Progress Check 7 MCQ and Timed FRQ

8.B Write sentences that clearly convey ideas and arguments.

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

## **Unit 8:** Argument

The State of Education: Todays students tomorrows leaders

- Tone + Diction
- Mechanics
- Exigence
- Structure + Syntax
- Daily Skill Video Notes

- 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
- <u>Chadwick Boseman's Speech at Howard University 2018 Commencement (Full Transcript) The Singju Post</u>
- Optional in-class selections:
  - o Conan O'Brian (2011) Dartmouth
  - o 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)
  - o Howard Schultz (2017) Arizona State
  - o Matt Damon (2016) MIT
  - Neil deGrasse Tyson (2013) Rice University
  - Ken Burns (2015) Washington University in St. Louis
  - o Walter Isaacson (2013) Pomona
  - o Stephen Colbert (2013) University of Virginia
  - o J.K. Rowling (2011) Harvard
  - o Dick Costolo (2013) University of Michigan
  - Julie Andrews (2013) Colorado University
  - o Tom Hanks (2011) Yale
  - o Ellen Degeneres (2009) Tulane
  - Salman Khan (2012) Rice University
  - o Linda Greenlaw (2013) Gould Academy
  - o Steve Ballmer (2014) USC

<ul> <li>Neil deGrasse Tyson - (2012) Western New Engla</li> </ul>	and University
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- Ed Helm (2015) University of Virginia
- o Robert deNiro (2015) NYU Tisch School of the Arts
- o Oprah Winfrey (2013) Harvard University
- o Peter Dinklage (2012) Bennington College
- o Ken Burns (2016) Stanford University
- o Stephen Colbert (2015) Wake Forest University
- o Jay Leno (2014) Emerson College
- Steven Spielberg (2016) Harvard
- Katherine Johnson (2017) Hampton University
- o 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

**Skills:** 1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

- 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
  2.B Demonstrate an understanding of an audience's beliefs, values, or needs.
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- 8.B Write sentences that clearly convey ideas and arguments.

#### Written:

- <u>Commencement Speech Rita Dove FRO 2023</u>- 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
- <u>Abby Zwerner Case</u> Students have to select evidence from a bank of provided articles, video, and social media sources. They must take a position either in the prosecution or defense, as we host a mock trial in class.

<ul> <li>Unit 9: Synthesis</li> <li>State of Wellness: Are we really healthy &amp; happy?</li> <li>CHORES</li> <li>Establishing a Line of Reasoning</li> <li>Embedding Evidence (Citations)</li> <li>Daily Skill Video Notes</li> </ul>	<ul> <li>Texts/ Materials:</li> <li>The Language of Composition ch 7</li> <li>Robert D. Putnam- Health and Happiness</li> <li>Ted Closson- Graphic Essay: A GoFundMe Campaign is Not Health Insurance</li> <li>Luigi Mangione Case Updates</li> <li>A 1970 Law Led to the Mass Sterilization of Native American Women. That History Still Matters</li> <li>Tennessee woman denied prenatal care for being unmarried - Nashville Banner</li> <li>Simone Biles exclusive on mental health: What a difference three years make</li> <li>Anabolic Steroids and Sports: Winning at any Cost</li> <li>TBD Current Event Article of the Week</li> </ul>
<b>Skills:</b> 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.	<ul> <li>Written:         <ul> <li>Naomi Osaka 2025 FRQ- Draft, Released Samples, Revision, Peer Evaluation, Final Submission, Teacher Conference</li> <li>Personal Progress Check 9 MCQ and Timed FRQ</li> </ul> </li> </ul>

## **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 <u>required</u> 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 <u>school-use only</u> 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:

Student Name:

Parent Signature:		Date:	
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