

AP Language and Composition – 2026-27

Course Information and Syllabus

Mrs. Malinowski

Room 904

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My Schedule

My Schedule: Semester 1

Period 1(8:45 - 10:20)	ED1400/ED2400
Period 2(10:26 - 11:56)	AP Language
Period 3(12:02 - 2:10)	Planning
Period 4(2:16 - 3:45)	Early Childhood Ed H

My Schedule: Semester 2

Period 1(8:45 - 10:20)	ED1500/ED2500
Period 2(10:26 - 11:56)	AP Language
Period 3(12:02 - 2:10)	AP Language
Period 4(2:16 - 3:45)	Planning

Course Description

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

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
- Claims and Evidence
- Reasoning and Organization
- Style

(Compiled from, Advanced Placement English Language and Composition Course Description. The College Board (2024)).

Class Activities and Assignments

Writing

- Students will regularly follow the writing process of: pre-writing, drafting, composing, revising and reflecting.
- Reflective, informal writings will provide regular and frequent opportunities to engage in exploratory writing. Students will engage in informal exploratory writing. Students will respond to prompts related to class reading. These responses will also provide opportunities for students to analyze and reflect on quotations from literature.
- Writing Workshops throughout the year will enable students to practice rhetorical strategies, sentence combination, subordination/coordination, paragraph organization, and the use of balancing generalization and specific illustrative detail and incorporating direct quotes. These components will also be reinforced in regular peer-revision activities.
- Students will write formal analytical, argumentative essays in which students will focus on how the author's purpose is conveyed through literary and rhetorical techniques. At least one essay will focus on how the literary work comments on social, historical and cultural values.
- Students will write several essays each quarter. These essays will include synthesis, rhetorical analysis and argument. Some of these essays will be timed, in-class essays. At least one essay per quarter will be revised following peer-editing and instructor feedback. All timed, in-class essays will be scored using the general AP rubric.
- Students will write one formal, MLA-format research paper.

Class Discussions

- Students will participate in Socratic Seminars throughout the year. Discussions will focus on critical analysis strategies applied to current reading.

Projects

- Students will occasionally prepare projects and presentations to enhance class experience and foster greater appreciation of reading selections and their historical, social, and cultural significance. Students are encouraged to incorporate technology (powerpoint presentations, digital photography, and digital video) and art (illustration, music, and dramatic performance) into projects when appropriate.

Vocabulary

- Students will be given relevant literary terms and words commonly appearing on AP and SAT exams. These lists will be the basis for vocabulary quizzes.
- Students will be expected to use appropriate word choice and correct use of vocabulary in written assignments.
- Students will be given a quiz over literary terms on a weekly basis.

Grading

Grades will be computed on a 100-point scale and are divided into two categories:

- Quizzes: 40% -- This category consists of reading checks and daily quizzes. It also includes class work, homework, and short writing assignments.
- Major grades: 60% -- This category consists of tests, essays (both in-class and at-home), major papers, projects, and at least one cultural event critique.
- Essays written in class will be graded on a 6 point AP scale with 6=100, 5=90, 4= 80, 3 = 70, 2 = 60, and 1 = 50

You will be writing 40-55 minute timed essays (rhetorical analysis, synthesis, argument) in class every two to three weeks. All essays will be written in class - essays earning scores of 1-2 (D or F) must be rewritten based on instructor feedback. The rewrite grade then replaces the original grade.

Required Text

The Language of Composition: Essential Voices, Essential Skills for the AP Course

Recommended Texts

5 Steps to a 5 AP English Language and Composition Workbook

After School Tutoring

Tutoring is available Tuesday at 3:45 p.m. Students need to make an appointment with me. It is the responsibility of the student to let me know if he/she cannot make it to a scheduled appointment. Students will be expected to be on-time for all appointments scheduled.

Here are a few of my expectations for your performance:

- Regular attendance and active participation in all activities (No Sleeping!)
- Wise use of class time.
- Always be prepared with materials.
- Be respectful of the teacher and fellow classmates.
- No food.
- Keep the desk and floor clean – throw all trash in the appropriate receptacle.
- All school rules and policies apply.

Papers written in this class should be headed in the following manner:

Full Name

Instructor's Name (Mrs. Malinowski)

Course Title

Date

This information should appear in the upper left hand corner. Information should be double-spaced.

Required Materials for Class

- Chromebook: charged
- NOTEBOOK PAPER-College Ruled
- Pencils; Blue or Black Ink Pens
- Colored Pencils (To revise essays)
- Highlighters of various colors
- Post-it® 1-1/2" x 2" (To annotate texts **throughout the school year**)
- Index Cards-100 Count (To complete a research-based major grade)

****If a student has an issue with collecting all of his/her materials, please have the student see me **before or after school**. Students should have all materials by the **start of class on August 17**.**

Bell Work

Each day there will be instructions displayed on the Promethean Board. You are expected to be working on the assignment when the bell rings and as I take attendance. I will collect your notebook periodically to check your work. Points will be earned for completed assignments.

Hall Passes

- Students are required to use the SMARTPass system.
- Students must take the appropriate lanyard and return it upon entering the classroom.
- Passes are to be used at the beginning of class or near the end of class. Do not interrupt the class in the middle of a lesson to ask for a pass, unless it is an emergency.
- Only one student out of the room at a time.
- Students must have permission to leave the room.

J.L. Mann Late Work Policy:

If a student is present in the classroom and the assignment is not completed the chart below will be followed for the first 2 - 4 days.

	<u>Major & Minor Assignments</u> (excluding tests and quizzes)	<u>Homework Assignments</u>
AP Courses	Class period 1 = -15 points Class period 2 = -10 points No late work accepted after class period 2	No Late Work Accepted
Honors/CP Courses	Class period 1 = -15 points Class period 2 = -10 points Class period 3 = -10 points Class period 4 = -10 points No late work accepted after class period 4	No Late Work Accepted

Class Late Work Policy for Absences: If absent when a major/minor assignment is due, students have the same number of days absent to turn in the assignment. (Example: If absent for two days, students have two days to turn in assignments counting the first day back to school.)

*Being a competitor or club member with long practice hours and late night activities DOES NOT relieve one of the responsibilities of being at school on time, attending classes, turning in assignments on time and taking tests when scheduled.

- It is the **student's responsibility** to obtain missing work including notes and/or handouts.
- I will not remind students to turn in or complete work.

Google Classroom

- All work will be uploaded to Google Classroom.

Extra Credit

- I do not offer extra credit.

Cheating

I do not tolerate cheating! If you are caught cheating (i.e. copying homework, using a “cheat sheet” or AI during a test, helping with answers or accepting answers during a test, using someone else’s paper or work or AI as your own (plagiarism), possession of a cell phone during a test, quiz, or exam, etc.) you will receive a zero on the assignment and an administrator will be notified.

Plagiarism

To avoid plagiarism you will be expected to always provide MLA in-text documentation and a Works Cited page with all research papers and projects (rough draft and final draft). A great website to help with MLA style is *OWL Purdue Online Writing lab* (owl.english.purdue.edu). If you fail to document your sources and provide a Works Cited page you will receive a zero on the assignment and an administrator will be notified.

AI Tools for Students - MagicSchool

This year, students will have access to MagicSchool AI, a generative AI platform built for schools that will help them learn to use the technology safely and responsibly.

With tools like ChatGPT and others being used in the professional world, it’s important that students learn how to use the technology safely. By using MagicSchool in our classes, students will be prepared for the future of technology in the workforce.

While students use MagicSchool tools for purposes such as receiving real time feedback, getting their questions answered, generating images, and in other exciting ways, I will have access to their chats to ensure that it’s used appropriately. Rest assured, MagicSchool does not collect or train on student data.

Be sure to ask your child about how they’re using AI in the classroom and take a look at the engaging ways they’ve utilized the MagicSchool tools to enhance their learning!

For more information, go to www.magicschool.ai or reach out directly with questions.

Attendance and Tardy Policy

My expectation is that you are here and you are on time! Please refer to the attendance and tardy policies in the Student Handbook.

Discipline

Discipline will include verbal warnings, kept after class, phone calls home, conference with student and parent, detentions, referrals, or removal from class.

Course of Study

Students will complete weekly precis activities

Students will complete evidence logs each quarter

Unit 1: Rhetorical Analysis

- The Rhetorical Situation
- Rhetorical Appeals
- Analyzing Rhetoric and Style

Unit 2: Synthesis

- Approaching Sources in Arguments
- Examining Sources in Arguments
- Synthesizing Sources
- Using Sources to Inform an Argument
- Using Sources to Appeal to an Audience

Unit 3: Argument

- Understanding claims
- Understanding and Analyzing Evidence
- Logical Reasoning and Organization: Shaping an Argument

AP EXAM REVIEW

Complete *Five Steps to a Five*

Review writing techniques

Introductions/Conclusions/Thesis Statements