

AP Language and Composition

Instructor: Ms. Victoria Dryden

Mondays and Wednesdays: 8:00-9:30am

Room 306

Fridays: 10:15-10:55am

Room 307

Email: vadsea77@gmail.com



Possible Texts:

Narrative of the Life of an American Slave by Frederick Douglass

Various non-fiction texts and film possible including James Baldwin essays, Ta Nehisi Coates

Between the World and Me, Plat's *Allegory of the Cave*

Course Description:

AP English Language allows students to read challenging texts from different periods and genres while analyzing rhetorical situations, claims and evidence, reasoning and organization, and style. Students read and annotate texts critically to develop well-reasoned essays and personal reflections. The course's central theme is power: *What is power? Who has it? How is it gained and maintained? Who benefits from it?* We will read Frederick Douglass' *Narrative*, Shakespeare's *Othello*, and Bryan Stevenson's *Just Mercy*. Students will also read nonfiction works that extend and deepen the ideas introduced in these required texts.

The textbook for the course is Bedford's *Language of Composition* (4th edition), supplying many of the nonfiction readings for the course. Some materials from *Conversations in American Literature, 50 Essays* by Samuel Cohen and a recent edition of the Norton Reader will also be used. Additional readings come from current events, national publications, and any other resources that seem likely to provide for rigor, depth, and high interest. These supplemental readings will be provided for students.

Skills: The course provides opportunities for students to practice and develop the skills in each of the following Skill Categories:

- Skill Category 1 – Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation.
- Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.
- Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.
- Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.
- Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.
- Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.
- Skill Category 7 – Style (Reading): Explain how writers' stylistic choices contribute to the purpose of an argument.
- Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.

Big Ideas:

Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence: 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: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Course Units: The units below show the general scheduling for the course. Please note that our school year extends to mid-June. My students will complete Unit 9 before the AP Exam.

Unit 1 Intro to Rhetoric & Argument

Unit 2 Advanced Rhetoric & Argument

Unit 3 Rhetorical Analysis

Unit 4 Synthesis, Reasoning, & Development

Unit 5 Introduction to Style

Unit 6 Advanced Style

Unit 7 Claims & Grammar

Unit 8 Audience & Irony

Unit 9 Counterargument

Essay Grading Scale for AP Essays using College Board AP Lang Essay rubrics

Essay Score	Rough AP Exam Grade	Class grade Equivalent
6	5 (A)	A range
5	4 (B)	B range
4	3 (C/C-)	C range
2-3	2 (not passing)	D
0-1	1 (not passing)	F

Weighted Categories:

Writing/Essay: 35-40% For each of the three AP Language and Composition Essay types – students will write rough drafts which will be assessed by me for a rough draft grade. These essays are revisable for a final grade. The rough draft grade is simply to show you which areas need improvement. AP College Board Rubrics are used. Once students have practiced with revisable essays, they will write timed in-class essays which are not revisable and equal a weight of 40%)

Quizzes: Vocabulary/Reading 15%

Multiple Choice AP Style: 25%

Homework/Classwork: 20%

LATE WORK All assignments must be turned in at the beginning of class to receive full credit. Late work will have 10% deducted for every day it is late in a one week grace period (including weekends and holidays). This does not mean that you will only lose points from late penalties, the assignment will be graded and then late penalties applied. After one week, work will no longer be accepted. You have one week to revise work after you receive it back. Work can only be revised if full effort is seen on the first submission and the submission is turned in on time. Incomplete work cannot be revised. You cannot revise tests or quizzes. Late work and revisions may not be turned in the last week of the quarter. Email me if you have extenuating circumstances that prevent you from completing the work on time at least a day before the work is due.

School policy states that students who are absent on the day of a test are required to take the test the day they return to school, unless previous arrangements have been made with the instructor. Make-up quizzes are at the teacher's discretion. Assignments must be made up within a week of return to campus.

REVISION POLICY Because I believe that students only learn how to write well through revision, on most (but not all) assignments, students will have the opportunity to revise and rewrite their work and receive a better grade. I will read the revised text as if it is the student's first try and grade it accordingly. I will make it clear to the class upfront if an assignment will be eligible for this open revision policy. However, this privilege is only available to those who have handed in the completed original assignment on time. Essays and work may only be revised one time, unless otherwise noted. **In-class essays, multiple choice quizzes, and vocabulary quizzes are not revisable.**

HONESTY Cheating and plagiarism are serious academic offenses AND they don't serve you in any way, shape or form. If you are struggling, please see me for help. Any infractions of the school's academic honesty policies will be handled according to the procedures in the student handbook. Your teacher will be reviewing what constitutes plagiarism and the consequences at the beginning of the year. **In addition any use of AI (which is detected on turnitin) will result in a zero for the assignment.**

MASTERY My primary objective is for you to learn the course content and skills to a level that meets or exceeds expectations. Along the way, I am hoping you will be exposed to stimulating ideas, different ways of thinking, and thought-provoking arguments about humanity and life.

INCLUSIVE LEARNING ENVIRONMENT STATEMENT

The best learning environment is one in which all members feel respected while being productively challenged. In this class, we are dedicated to fostering an inclusive atmosphere where all can contribute, explore, and challenge ideas. Everyone will have an active responsibility to foster a climate of intellectual

stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although I will bear primary responsibility for its maintenance.

AP Language Exam
May 2027

Section I: Multiple Choice

45 Questions | 1 Hour | 45% of Exam Score

Questions will be presented in 5 sets, with shorter stimulus passages.

23–25 Reading questions

20–22 Writing questions

Section II: Free Response

3 Free-Response Questions | 2 Hours 15 Minutes (includes a 15-minute reading period) | 55% of Exam Score

1 synthesis question

1 rhetorical analysis question

1 argument question