

2025-2026 AP English Language & Composition Syllabus

Ms. Henshaw

AP Lang & AP Lang D, Academic Decathlon Coach, UIL Assistant Coordinator & Coach
chelsea.henshaw@midlandisd.net **Room 204**

Overview-

As expressed in the AP English Language and Composition Course and Exam Description manual, AP English Language and Composition aims to enable juniors to develop content understanding and the skills outlined within the course framework. This course is constructed to honor those guidelines. By employing close readings and focused written assignments, students become more mindful of rhetorical strategies and the purposeful use of language. Students will also develop the skills needed to analyze visuals (photographs, paintings, sculptures, political cartoons, advertisements, etc.) with the same critical lens used with traditional printed texts. The expectations for students are set to the standard of a college introductory-level course, challenging them to reach their full potential.

Course Credit-

Per the Midland ISD Student Handbook, a student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged, and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, they will be granted credit for only half a semester with a passing grade.

Communication-

Communication will be through Skyward, Blackboard emails, and Class Dojo. Access to Class Dojo and Google Classroom is available for all parents.

AP Language & Composition Dual Credit Students

Please be aware that your grades in Google Classroom for AP **MAY NOT** be the same as your Dual Credit course.

Late Work Policy-

Midland ISD policy states that students will lose credit for late work. If work is turned in more than five days late, teachers are not required to take it. This policy is in place to ensure that students understand the importance of meeting deadlines and to prepare them for the expectations of college-level courses.

- 1 Day = 10-point deduction
- 2 Days = 20-point deduction
- 3-5 Days = 30-point deduction
- 5+ Days = 0 points

Makeup work will be offered during tutorials. The maximum amount of points awarded will be 70%.

Academic Integrity and Dishonesty-

Academic integrity is a fundamental principle of our educational community. All students are expected to complete their work honestly and independently unless otherwise instructed. Academic dishonesty will not be tolerated and includes, but is not limited to:

- Cheating: Using unauthorized materials, information, or devices during an exam or assignment.

- Plagiarism: Submitting work that is not your own or failing to credit sources appropriately. This includes copying text, ideas, or data without proper citation.
- Collusion: Unauthorized collaboration with others on assignments or exams.
- Fabrication: Falsifying or inventing any information, data, or citation in an academic exercise.
- Use of Unauthorized AI Tools: Students are strictly prohibited from using artificial intelligence tools, such as ChatGPT or similar technologies, to complete assignments, write essays, or generate responses without explicit permission from the instructor. Students are expected to produce original work that reflects their understanding and skills.

Consequences-

- First Offense: A failing grade on the assignment and a conference with your parent
- Second Offense: A failing grade for the course and a report to school administration may result in further disciplinary action.

If you are still determining whether a particular action constitutes academic dishonesty, please consult the instructor before submitting your work. It is always better to ask than to risk violating this policy.

Maintaining academic integrity ensures that your achievements truly reflect your knowledge and effort, which is essential for your success in this course and beyond.

High School Cell Phone Usage-

Students are NOT permitted to have cell phones out during school hours. Devices must be turned off and stored away in all educational settings, including during passing periods, lunch, and after school. If a cell phone is confiscated on campus, a fee of \$15.00 will be collected. The student or the student's parent/guardian may retrieve the device after paying the fee.

Big Ideas-

- Rhetorical Situation (RHS): Students will write about a particular situation and then utilize strategic writing choices based on that specific situation.
- Claims and Evidence (CLE): Students will make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and acknowledge or respond to other, possibly opposing, arguments.
- Reasoning and Organization (REO): Students are guided to understand the text's lines of reasoning and claims through that text's organization and integration of evidence.
- Style (STL): The rhetorical situation informs writers' strategic stylistic choices.

Strategies-

Notebooks- Students must maintain a notebook dedicated to the AP English course.

1. Maintain warm-up activities that strengthen vocabulary, grammar, and language development methods.
2. Notes will be taken through guided notes or longhand.

Vocabulary- College Board requires that students develop a “wide-ranging vocabulary used appropriately and effectively.” The SAT vocabulary will provide students with high-level diction words. Students will also need to become familiar with and proficient in rhetorical strategies and language to pass the AP Exam.

Timed Writing- During the year, students will complete timed essay questions. They will first be graded on the 9-point rubric used for the actual exam. This will familiarize students with the expectations of the AP exam, building both skills and confidence. Students will be provided opportunities to rewrite timed essays after receiving feedback on the original essay. The purpose of a rewrite opportunity is to encourage students to examine essay feedback and improve their writing skills. The revised essay will then be scored based on the points assigned to the grade book.

Student Writing- Students must complete two major assignments and at least four minor ones each cycle. The process for completing these assignments will include drafting, revision, and rewriting. Rough drafts must be peer-reviewed and edited before final submission. All papers will help students develop the following skills:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Style and Mechanics- A firm grasp of language is necessary for success in the AP Language and Composition course. Students read ‘The Things They Carried’ over the summer to prepare for the course’s first writing assignment. Individual areas of weakness and small goals toward overall improvement will be identified throughout the course. Students will receive instruction in core areas of purposeful, grammatically correct language:

- Phrase Usage
- Parallel Structure
- Appropriate Tone and Diction
- Varied Sentence Structure
- Logical Organization

In-Class Focus-

Close Reading:

- Close Reading of Texts
- Annotation of Texts
- Developing Commentary
- Analyze the following:
 - Author’s Style
 - Purpose
 - Tone
 - Ironies
 - Symbolism

Writing:

Overview of introduction to modes of discourse, focusing on analysis in the following areas:

Persuasion

Narration

Exposition

Reading & Writing

Critical stances, especially with summer reading, are used to analyze a piece of fiction rhetorically.

Controversial Textual Content-

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and people may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course requires a level of maturity consistent with that of high school students who have engaged in thoughtful analyses of various texts. The best response to controversial language or ideas in a text is to question the more significant meaning, purpose, or overall effect of the language or idea in context. AP students should possess the maturity, skill, and will to seek the deeper meaning of a text or issue through thoughtful research.

Required Materials for Class-

1.5” Binder

Pens

Highlighters

Pencils

AP Scores-

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

AP Test Breakdown-

The AP Exam will be on **Wednesday, May 13, 2025, at 8 AM.**

Multiple Choice

45 Questions	1 Hour	45% of Exam Score	23–25 Reading questions that ask students to read and analyze nonfiction texts. 20–22 Writing questions that ask students to “read like a writer” and consider revisions to stimulus texts.
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Free Response

3 Questions	2 Hours 15 Minutes (15 Minutes of Pre-Reading)	55% of Exam Score	Synthesis Question: After reading six texts about a topic (including visual and quantitative sources), students will compose an argument that combines and cites at least 3 of the sources to support their thesis. Rhetorical Analysis: Students will read a nonfiction text and analyze how the writer’s language choices contribute to its intended meaning and purpose. Argument: Students will create an evidence-based argument that responds to a given topic.
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Units-

- Unit 1: The Power of Perspective: The Author and the Audience
- Unit 2: The Power of Evidence: Claim, Evidence, and Commentary (Audience and Thesis)
- Unit 3: The Power of Controversy: Argument and Storytelling
- Unit 4: The Power of Nature: Analysis 101
- Unit 5: The Power of Influence: Research, Claims, and Citing Sources
- Unit 6: The Power of Education: Claims and Evidence, Style
- Unit 7: The Power of the Written Word: Diction, Style, Mechanics, and Structure
- Unit 8: The Power of Beauty: Visual Rhetoric
- Unit 9: The Power of Winning

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Date: _____