

AP Language & Composition - 2025-2026

Steven Bell - Lake Dallas High School

Dear Parents and Guardians,

This syllabus outlines the course plan for your child's class this semester, including key topics, expectations, and how you can support their success. As required by Texas law (Senate Bill 12), this document serves as the instructional plan and is available for your review. I look forward to working with you and your child!

Contact Information

- **Teacher:** Steven Bell
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 - **Best Way to Reach Me:** Email or call the school office. I'll respond within 24 hours on school days.
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Course Overview (Instructional Plan)

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

All units will include formative writing activities, class discussions, and multiple choice quizzes, and a culminating writing task. Each unit will have a set of major texts to assist students in skill acquisition.

Note: *some text selections may change based on student needs and interests. This document will be updated to reflect any changes. When in doubt, refer to the weekly newsletter for the most current record of class readings.*

1. **Unit 1: Rhetorical Situation, Claims & Evidence**
 - Learning objectives: Identify and describe components of the rhetorical situation, identify and explain claims and evidence within an argument.
 - Major Texts: Fared Zakaria, from *In Defense of a Liberal Education*, Frederick Douglass, *The Blessings of Liberty and Education*
 - Culminating Task: Rhetorical Analysis Paragraph
2. **Unit 2: Rhetorical Situation, Claims & Evidence, cont.**
 - Learning objectives: Explain how arguments demonstrate an understanding of the audience, identify and develop thesis statements.
 - Major Texts: James McBride, *Hip Hop Planet*, Mark Twain, *Corn-Pone Opinions*
 - Culminating Task: Thesis Statement with Evidence
3. **Unit 3: Claims & Evidence, Reasoning & Organization**
 - Learning objectives: Analyze and develop argumentative writing that includes claims, evidence, a line of reasoning, and commentary.
 - Major Texts: Rachel Carson, from *Silent Spring*, Ralph Waldo Emerson, from *Nature*
 - Culminating Task: Synthesis Essay
4. **Unit 4: Claims & Evidence, Reasoning & Organization cont.**
 - Learning objectives: Write introductions and conclusions appropriate to the rhetorical purpose, recognize and use methods of development in argument.
 - Major Texts: Martin Luther King Jr., *Letter from Birmingham Jail*, Henry David Thoreau, *Where I Lived, and What I Lived For*
 - Culminating Task: Rhetorical Analysis - Full Length
5. **Unit 5: Reasoning & Organization, Style**
 - Learning objectives: Explain how text organization reflects coherence, and connects to line of reasoning, explain how writing elements contribute to tone and style of a piece.
 - Major Texts: Frances Willard, from *How I Learned to Ride the Bicycle: Reflections of an Influential Nineteenth Century Woman*, Gay Talese, *The Silent Season of a Hero*
 - Culminating Task: Open Argument - Full Length
6. **Unit 6: Claims & Evidence, Style**
 - Learning objectives: Choose relevant evidence, use style to enhance argument.
 - Major Texts: F. Scott Fitzgerald, *The Great Gatsby*
 - Culminating Task: Synthesis Argument
7. **Unit 7: Rhetorical Situation, Claims & Evidence, Style**
 - Learning objectives: Qualify argument, and address counterclaims, connect strategic word and punctuation choice with argument.
 - Major Texts: Alice Walker, *In Search of Our Mothers' Gardens*, Alice Walker, *In Search of Our Mothers' Gardens*
 - Culminating Task: Rhetorical Analysis - Full Length
8. **Unit 8: Rhetorical Situation, Style**
 - Learning objectives: Explain how the author's choices create meaning, identify irony through diction and syntax.
 - Major Texts: Jonathan Swift, *A Modest Proposal*, Truman Capote *In Cold Blood*
 - Culminating Task: Open Argument - Full Length
9. **Unit 9: Claims & Evidence**
 - Learning objectives: Addressing counterarguments, making concessions, providing qualifiers to strengthen arguments.
 - Major Texts: Ta-Nehisi Coates, from *Between the World and Me*, Henry David Thoreau, *On the Duty of Civil Disobedience*
 - Culminating Task: Synthesis Argument

Thank you for supporting your child's education! Feel free to contact me with questions.

Sincerely,
Steven Bell