

# AP Language and Composition Syllabus 2024-2025

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Welcome to AP Language and Composition! This course is designed to enhance your skills in rhetorical analysis and argumentation while developing a deep understanding of language and its impact. Throughout the year, we will explore a diverse range of texts, including essays, speeches, and literary works, to analyze how authors use language to persuade, inform, and entertain their audiences.

You will engage in close reading, critical thinking, and thoughtful writing to craft well-supported arguments and analyses. In addition to honing your analytical skills, you will work on refining your own writing through multiple drafts and peer reviews, focusing on clarity, coherence, and sophistication.

As per the CollegeBoard, “[t]he 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 (9).” By the end of this course, you will be equipped with the skills necessary to write persuasively and analytically and to critically evaluate the rhetorical strategies used in various forms of communication.

## Content of the Course:

### College Board Course and Exam Description

### Ap Language and Composition At a Glance

Section	Question Type	Number of Questions	Exam Weighting	Timing
<b>I</b>	<b>Multiple-choice questions</b>	<b>45</b>	<b>45%</b>	<b>60 minutes</b>
	Reading questions	23–25		
	Writing questions	20–22		
<b>II</b>	<b>Free-response questions</b>	<b>3</b>	<b>55%</b>	<b>2 hours, 15 minutes (includes one 15-minute reading period)</b>
	Question 1: Synthesis (6 points)			
	Question 2: Rhetorical Analysis (6 points)			40 minutes recommended per essay
	Question 3: Argument (6 points)			

Skill Categories	Description	Exam Weighting (Multiple-Choice Section)
1. Rhetorical Situation: Reading	Explain how writers’ choices reflect the components of the rhetorical situation.	11%–14%
2. Rhetorical Situation: Writing	Make strategic choices in a text to address a rhetorical situation.	11%–14%
3. Claims and Evidence: Reading	Identify and describe the claims and evidence of an argument.	13%–16%
4. Claims and Evidence: Writing	Analyze and select evidence to develop and refine a claim.	11%–14%
5. Reasoning and Organization: Reading	Describe the reasoning, organization, and development of an argument.	13%–16%
6. Reasoning and Organization: Writing	Use organization and commentary to illuminate the line of reasoning in an argument.	11%–14%
7. Style: Reading	Explain how writers’ stylistic choices contribute to the purpose of an argument.	11–14%
8. Style: Writing	Select words and use elements of composition to advance an argument.	11–14%

## Big Ideas of the Course

- 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.

## A Note From the College Board About AP Classes

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school... Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores... While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/ or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities.

To confirm a specific college's AP credit/placement policy, a search engine is available at [apstudent.collegeboard.org/creditandplacement/search-creditalpolicies](https://apstudent.collegeboard.org/creditandplacement/search-creditalpolicies)

**Norms:** It is important that we understand classroom norms in order to make informed choices about our behavior. Behavior that doesn't meet these expectations will result in a consequence that may include: loss of classroom privileges, referral to administration, conference with parent or guardian or administration, and in-school suspension.

- **Cell Phones-** Cell phones are to be put away in the “phone spa” when students walk into the classroom each day.
  - If a student is found to be lying about not having a cellphone or if a student brings more than one cellphone to class, their phone will be confiscated and returned at the end of the school day. If a student refuses to hand over their cellphone, or if cellphone usage becomes a recurring issue, a conference will be called with the student, the parent/guardian, and the school administration.
- **iPads-** Students are expected to bring their iPads to school every day, fully charged. When completing work on their iPads, students should remain on task and avoid distractions, games, or work for other classes.

**Grading:** In this class, we follow the AUC grading policy. Within this policy, there are four grade categories.

- **Homework** (ex: multiple-choice practice, assigned videos, incomplete classwork): **10% of final grade.** Homework is essential for developing self-pacing skills and ensuring you're prepared for class by reinforcing concepts and building the discipline needed for academic success. Homework will be due on Wednesdays at the beginning of the class period.
- **Classwork** (ex: discussions, organizers, skill-building worksheets, participation): **20% of final grade.** Participation builds the college-ready skills of being independently present, attentive, and active during class. The worksheets and organizers in class will provide practice with the skills that will be quizzed and tested throughout the year. Classwork will be graded for completion.
- **Quizzes** (ex: multiple-choice, writing-element checks, and quick-write extensions): **30% of final grade.** Quizzes will provide an opportunity to receive feedback on your progress toward the acquisition of skills and learning objectives that will be tested throughout the year.

- **Tests** (ex: Essays and full-length multiple-choice): **40% of final grade**. This is your opportunity to show your understanding of the skills and concepts that will be tested on the AP Exam. All assessment grades are evaluated using the Collegeboard Rubrics for the AP Language and Composition Exam.

**Grading Scales:** Classwork and assessments will be graded according to the chart below.

Incomplete	Emerging	E/D	Developing	D/P	Proficient	P/A	Advanced
50%	63%	69%	75%	82%	88%	94%	100%

- Quick Writes will be graded on a one-point scale.
  - 1 point if you did it thoughtfully.
  - .5 points if you did it, but barely.
  - 0 points if you didn't do it.
- [AP Language and Composition Scoring Rubrics](#)

**Late Work:** An assignment is late if you are in class on the due date of an assignment and do not turn it in, or if you have an unexcused absence on the due date of an assignment and do not turn it in. If you have an excused absence, and turn in your work upon your return, your work is not late.

- Students with excused absences will have one day for each excused absence to make up the work.
- Late work will be accepted until **5 days after the due date**, however, ten (10) points will be deducted from the grade for each day the assignment is due.

**Plagiarism:** Using or closely imitating someone else's work, including a peer's, without citation and claiming it as your own is one of the most serious academic offenses. It carries strong consequences now and in college. The use of AI-powered tools, such as ChatGPT or similar artificial intelligence platforms, to generate or complete assignments is strictly prohibited. Even if it is claimed to be accidental, plagiarism is not tolerated in our class. Plagiarism and unauthorized use of AI tools will result in the following consequences:

1. First Offense: Student receives no credit for the assignment, but can redo the assignment for credit after a required conference with Ms. Patino.
2. Second Offense: Student receives no credit for the assignment, but can redo the assignment for 50% credit after a required conference with Ms. Patino and a parent/guardian.
3. Third Offense: Student receives no credit for the assignment. Requires a conference with Ms. Patino and Mr. Kertesz.

#### **Teacher/Student/Parent Communication:**

- Teacher-Student communication is done via email, Google Classroom, or in-person.
- Teacher-Parent communication is done via email: [tatiana.patino@archimedean.org](mailto:tatiana.patino@archimedean.org)
  - To schedule a conference with me, send me an email!

**\*\*This syllabus may be subject to change throughout the semester\*\***

By signing below, you acknowledge that you have read and understood the AP Language and Composition syllabus.

- As a student, You agree to adhere to the policies, expectations, and guidelines outlined in this document.
- As a parent/guardian, you commit to supporting your student's educational journey and understanding the course requirements.

**Student Name:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Name (Printed):** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_