



# AP Language and Composition

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Ms. Glennon  
Room 204  
Period 3



# Overview and Expectations

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## Overview:

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

## Expectations:

Assigned work will be completed on time. Students must attend to digital communication from the instructor regarding materials, schedules, assignments, and due dates. Students should be prepared for rigorous study which includes weekly timed writing experiences. Attendance is important, however the instructor recognizes that there are unavoidable absences from class. Students will be expected to show responsibility in communicating with the instructor and submitting classwork when missing from class. Under no circumstances will any form of plagiarism be tolerated. Students should enroll if filled with a love for the craft of writing.

# AP Language and Composition Exam

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## Format of Assessment

**Section I: Multiple Choice:** 45 Questions | 1 Hour | 45% of Exam Score • Questions will be presented in 5 sets. There will be 23-25 rhetorical analysis questions and 20-22 composition questions where students will be asked to “read like a writer” and consider revisions to stimulus texts

**Section II: Free Response:** 3 Prompts | 2 Hours, 15 Minutes | 55% of Exam Score • 15 minutes for reading source materials for the synthesis prompt (in the free-response section) • 2 hours to write essay responses to the three free-response prompts

**Prompt Types :** **Synthesis:** Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis. **Rhetorical Analysis:** Students read a non-fiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text. **Argument:** Students create an evidence-based argument that responds to a given topic.

# Materials

- 3 ring binder and dividers
  - Loose leaf paper
  - Pens and pencils
  - A pack of highlighters
  - A variety of sticky notes

## Summer Assignment due August 1

Text: [The Language of Composition Reading, Writing, Rhetoric](#) - Bedford/St. Martin's

Unit 1 Introducing Rhetoric: Using the "Available Means" pages 2 - 35

# Summer Assignment

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Text: The Language of Composition: Reading-Writing-Rhetoric

Unit 1 “An Introduction to Rhetoric” pp.1-26

Assignment p. 9

Assignment p. 26