

## SYLLABUS: AP Language & Composition 2025—26

Welcome to a challenging new year of English.

I know that many people take classes not because they want to, but because they must. Maybe that's why you are here, because you feel or have been told that you are obligated. To graduate. To get into college. To make your parents happy.

Those are not the reasons that I am teaching this class. I am teaching this class for you. I want you to leave knowing that you have learned things that don't belong only within this room and the limited time that we get to spend together. When the year is over, I sincerely hope that you will have realized who you are as a creative, critical, and curious thinker. If you trust me, this class can grow from an obligation to an enjoyable and meaningful experience.

If all that sounds too mushy for you, don't worry, I don't plan on holding back on the traditional challenges of school. You can expect to work hard and to be held accountable for that work. But through those challenges, you can also expect that I will do my best to make your time here meaningful. I will challenge you in new and exciting ways, and I will treat you like an individual whose ideas deserve to be taken seriously.

My standards and expectations for everyone in this class, including myself, are high. Know that just as I expect you to grow as a learner and as a person, I also expect the same of myself. Since I will not be satisfied if you disengage or play it safe in my class, I promise not to do those things either. Therefore, while this class may look similar to classes that you have taken in the past in some ways; in other ways the risks I take with teaching will make it quite different.

You may be uncomfortable with those differences at first, but the more we engage with each other, the more they will pay off.

That all starts with living up to our school's expectations:

- Be PROUD of yourself, your choices, your peers, and your surroundings.
- Display AWARENESS of your strengths, limitations, and responsibilities.
- Be COURAGEOUS in the ways that you engage with the world.
- Show KINDNESS toward yourself, your classmates, and your surroundings.

Do not expect these things to come easily. We will all have to work at them, and sometimes we will stumble. When we become irritated with each other, we must also remember that we are here to learn and grow together, and that those things happen only when we all play our part.

My part is to challenge you to grow beyond what you think is possible. Yours is to take advantage of this opportunity. On the following pages, you will find an outline of the structures I will use to make these things possible.

In Partnership,

Ms. Pratt

# **SYLLABUS: AP Language & Composition 2025—26**

## **YOUR ENGLISH GRADE**

You will not receive scores in this class. Instead, your final grade will be based on how you use feedback to show improvement on these responsibilities:

### **ACADEMIC RESPONSIBILITIES:**

1. Demonstrate through evaluations, feedback, and experiences how you have grown and learned in three areas:
  - TEXTUAL LITERACY: How you notice and/or use surface-level details in texts.
  - SUBTEXTUAL LITERACY: How you analyze and/or encode meaning from TL.
  - WRITING / COMMUNICATION: How you convey original ideas about TL & SL in clear and engaging ways.

### **SCHOLARLY RESPONSIBILITIES:**

2. Engage in all types of class activities with daily best effort.
3. Complete and submit all assignments on time (including when absent) unless prior arrangements have been made with the teacher.
4. Track teacher-, peer-, and self-feedback, and apply it to future work.
5. Risk failure on all assignments by attempting new ideas, stepping outside of your comfort zone, and reflecting on how those risks inform your future work.

### **RESPONSIBILITIES OF INTEGRITY:**

6. Minimize off-task behavior.
7. Maximize use of class time.
8. Communicate with the teacher before absences about plans for staying current with classwork.
9. Follow through with community expectations regarding individual, group, and whole-class assignments and expectations.
10. Encourage others to work to their best ability by acknowledging that success looks different for everyone, and learning from shared experiences.

In lieu of scores, assignments will be tracked for on-time completion and will receive narrative feedback. Narrative feedback will take several different forms. You will be responsible for implementing and tracking feedback in redone or future work. Your ability to show your use of feedback will be essential to your learning conferences.

- Teacher-provided individual feedback will be given on key assignments.
- Group or whole-class feedback will be given on most assignments.
- Standards-based peer feedback will be given on certain assignments.

**Grades and learning conferences will be discussed in greater detail at a future date.**

# SYLLABUS: AP Language & Composition 2025—26

## SCHOLARLY STRUCTURES:

1. ANNOTATIONS: all readings are expected to be marked in three ways.

<p><u>Circle</u> important/unknown words</p> <p><u>Underline</u> (or highlight) key ideas or phrases</p> <p><i>Write</i> questions or comments</p>	}	<p><b>Additional guidance may be given for specific assignments</b></p>
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2. CLASS NOTEBOOK / NOTES: I expect class content to be kept in an English-designated notebook. That notebook should be divided into three sections, and include space to organize and keep handouts.
3. DISCUSSIONS: class discussions should be student-driven, and follow these guidelines.

- One person speaks at a time.
- Expect that everyone will contribute, including yourself.
- Build from previous comments by agreeing, challenging, or qualifying their ideas, but don't summarize or repeat.
- Support your ideas with specific evidence.
- Adjust your ideas when appropriate.
- Respect differences of opinion.

4. WRITTEN WORK<sup>1</sup>: written work that does not fit these guidelines will not count as complete.

- Include a heading with your name, the title of the assignment, and the date the work was completed.
- When handwritten, be neat and legible; when typed, follow MLA guidelines.
- Be free of grammar and spelling errors.
- Be your own intellectual work, not that of others or AI.

## SYLLABUS: AP Language & Composition 2025—26

5. FORMAL PRESENTATIONS: any presentation for which you have at least one day to prepare will be considered formal unless otherwise noted. Students with official accommodations for presentations will be accommodated; all others will present. Formal presentations require:

- Clear, audible, and practiced speech. (ask for guidance on notes and scripts)
- Purposeful use of the space, including thoughtful posture, movement, and gestures.
- Deliberate use of dress to match or enhance your tone and purpose.
- Minimal use of text on visual aids, unless stylistically appropriate.

6. WORK SUBMISSION: unless otherwise noted, all work will be submitted as hard copies and tracked in the LMS. All work is due by the date assigned unless previous arrangements have been made. If you are absent, teacher contact is required to make alternative arrangements

7. RISK TAKING AND ORIGINALITY: we do not learn without taking risks with our work. Every time you do an assignment, it should be completed in a way that only you can do it. I expect to see and hear your original ideas and voice in your work. Here's how to accomplish this:

- ✓ Never repeat idea that were said in class. Build upon those ideas.
- ✓ Look for areas in assignment guidelines where you might try something new.
- ✓ If you hear a classmate planning to do something similar to you, ask yourself how you can change or put your own spin on that idea.
- ✓ Incorporate your own connections, interests, and outside knowledge into your work.
- ✓ Expect and accept that you may fail, and that you will receive credit for learning from the experience.

## SYLLABUS: AP Language & Composition 2025—26

While I will not be putting scores on work, students whose work achieves sophistication will receive special recognition. Furthermore, sophistication is a great thing to bring up in your learning conferences as demonstrations of your growth. Here are the criteria I will use to differentiate sophisticated work from standard work:

### WHAT SHOULD I BRING TO CLASS EVERY DAY?

- **A 3-subject notebook** for storing notes and other class documents, and designated for English class.
  - Ideally, your notebook's paper will be easily removable, and will include pockets or rings for organizing handouts.
- **Writing utensils.** At minimum, you need a pencil or a pen. You may also find highlighters, colored pencils, or markers useful.
- **Assigned texts**, handouts, and readings.

*\*To avoid the negative effects and distractions of the internet, especially games and AI, only school-provided electronic devices will be permitted at designated times.*

# SYLLABUS: AP Language & Composition 2025—26

## INTEGRITY STRUCTURES:

1. **ELECTRONIC DEVICES:** No personal electronic devices may be visible within the classroom, including during passing periods. Confiscated devices will be turned in to the office, and may be retrieved at the end of the school day. School-provided electronic devices will be used minimally, and only at designated times. In this classroom, it is never appropriate to use those times for games or AI. Students with official accommodations will work with the teacher to set reasonable boundaries.
2. **USE OF CLASS TIME:** you will use our time in class for English-related activities. Non-related activities, including work for other classes, are not appropriate uses of class time. Furthermore, I do not want to hear from other teachers that you are using their classes for our work.
3. **LATE WORK:** all work is due on established dates. I will not accept late work without your prior communication, and a reasonable agreement for your getting caught up. Yes, just like in the professional world, you (not your parents) need to email me if you are sick.
4. **ATTENDANCE / TARDINESS:** you are considered late if you are not completing entry work at the scheduled start of class. Students with a pass from an adult (including myself, if you need to go to the bathroom) will be excused as long as the behavior does not become a pattern. **Chronic absences (10% or higher), including excused absences, will trigger larger discussions with administration.**
5. **PASSES OUTSIDE OF CLASS:** you may choose to leave class for up to 5 minutes, 5 times per semester. In order to leave, your pass sheet must be signed off. If you lose your pass sheet, you will not receive a replacement until second semester. Plan accordingly.
6. **GIVE RESPECT, GET RESPECT:** sometimes life happens and we have to adjust our expectations. That goes for you as well as me. Out of respect for you, I will be much more open to accommodating your infrequent mistakes if you have shown respect for your classmates, for yourself, and for our time together. In return, I expect the same amount of respect.

PASS NUMBER	DATE / TIME OUT	TEACHER APPROVAL	TIME RETURNED
1			
2			
3			
4			
5			

# SYLLABUS: AP Language & Composition 2025—26

## LEARNING SEQUENCE

<b>Textual Literacy</b>	Identify a variety of texts' situations, purposes, and rhetorical strategies.
<b>Subtextual Literacy</b>	Interpret how texts' situations, purposes, and rhetorical strategies create nuance and depth.
<b>Writing / Communication</b>	Use your own situation, purpose, and rhetorical strategies to effectively convey your nuanced understanding of a text.
<b>Assessment(s):</b> Formal rhetorical analysis essay; Timed write	

<b>Textual Literacy</b>	Notice and understand how texts use a variety of claims, evidence, rhetoric, and logical construction to achieve their purpose(s).
<b>Subtextual Literacy</b>	Evaluate how claims, evidence, rhetoric, and logical construction affect the strength and effectiveness of a text's purpose(s).
<b>Writing / Communication</b>	Demonstrate your knowledge of claims, evidence, rhetoric, and logical construction to make an effective and strong argument for your original perspective.
<b>Assessment(s):</b> Formal argumentative analysis and counter-argument presentation; Timed write	

<b>Textual Literacy</b>	Use rhetorical and argumentative knowledge to identify texts' values, biases, and purposes as related to a single topic or question.
<b>Subtextual Literacy</b>	Evaluate how texts with a wide range of values, biases, and purposes connect to reveal original, nuanced perspectives on a single topic or question.
<b>Writing / Communication</b>	Employ rhetorical and argumentative skills to convey an original, evidence-dense argument on a single topic or question.
<b>Assessment(s):</b> Multimedia research project and presentation; Annotated bibliography; Timed write	

<b>Textual Literacy</b>	Synthesize and refine all skills from units 1—3.
<b>Subtextual Literacy</b>	Synthesize and refine all skills from units 1—3.
<b>Writing / Communication</b>	Synthesize and refine all skills from units 1—3.

**All Assessments Are Required On Time And As Written To Pass.**

**Students With Documented Needs On IEPs and 504s May Discuss Accommodations With The Teacher.**

# **SYLLABUS: AP Language & Composition 2025—26**

<b>Assessment(s):</b> Timed writes; Multiple choice practice; Group Lessons
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