



**2025-2026**  
**AP LANGUAGE & COMPOSITION SYLLABUS**

**Teacher Name:** Ms. Micky A Worley, NBCT  
**Teacher E-mail:** mworley@madisoncity.k12.al.us

**Course Description:**

*From the AP English Language and Composition Course and Exam Description, 2019: An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The Course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective, writers of texts addressed to diverse audiences for diverse purposes. The 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.*

The College Board©. (2019). AP Language and Composition. *Course and Exam Description*. Instructional Approach. Controversial Textual Content. V. 1, pg. 11.

**Course Objectives:**

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The intense concentration on language use in this course should enhance the student's ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose.

Stylistic development is nurtured by emphasizing the following:

1. a wide range of vocabulary.
2. a variety of sentence structures.
3. a logical organization, enhanced by specific techniques to increase coherence such as repetition, transition, and emphasis.
4. a balance of generalization and specific illustrative detail.
5. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

**Classroom Expectations:**

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You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

**Cell Phone Expectations**

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**ALL electronic devices are prohibited to be used during the instructional day. This is from 8:12-3:28. This includes: cell phones, smart watches, earbuds/headphones/airpods, tablets, and personal computers (school issues laptops will be allowed). Discipline will be given to ANY student who uses an electronic device. If you bring your device to school, it MUST be placed in your bookbag. It cannot be on your person.**

**Tardy Policy**

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**Students late to ANY class, without a pass, will report to a tardy scanning station. You will input your identification number on the pin pad. A tardy slip will be printed for you to report to class. Parent email will be sent for every tardy. Discipline will be as follows: 3 total tardies will result in 1 day of ISS; 6 total tardies will result in 2 days of ISS; Progressive discipline to follow.**

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***Grading Policy:***

Grades are based on a 100 point scale. We have two types of grades: daily grades (30% of final grade) and tests (70% of final grade). The percentage based grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only.

Cheating/plagiarizing will be handled by the teacher at teacher discretion.

***Exam Exemption Policy***

Any student in grades 9-12 are eligible to earn an exam exemption for the 2025-2026 Exams for each class IF they have earned an 85% or higher as the final grade for that course. Any of the following will EXCLUDE a student from exempting for that class:

- More than five EXCUSED absences
- Any UNEXCUSED absence
- In School Suspension (ISS) for 3 days or more
- Out of School Suspension (OSS)
- One or more days of Alternative School placement
- Not participating in the state standardized assessment for their grade level (10th PreACT, 11th ACT with Writing, 12th WorkKeys, and AP exams)

Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

***Make-up Work Policy:***

Make-up tests will only be given to a student who has an excused absence. The student must make arrangements with the teacher to take a make-up test. Tests may be taken during Patriot Path with prior arrangement from each teacher. A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.

Homework/Classwork: Students who are absent for excused reasons will be permitted to make up missed work. It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence. Grades of zero will be assigned for assignments missed because of unexcused absences.

***Text and Other  
Required Reading:***

*Ideas in Argument: Building Skills and Understanding*, and selections from all or some of the following: *Of Mice and Men*, *How to Read Nonfiction Like a Professor*, *Just Mercy*, *The Crucible*, *The Great Gatsby*, and various titles for True Crime Circles. Additional nonfiction literature may be announced at a later date as well as the College Board AP Classroom multiple choice practice and instructional videos. Students will complete outside reading assignments to reinforce AP Language skills and prepare for the argument, rhetorical analysis, and synthesis prompts on the exam. During the semester, students will



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follow current events, complete nonfiction true crime circle assignments, and REHUGO assignments on the outside texts.

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***Materials and Supplies Needed:***

One three-ring binder with dividers (7), college-ruled, loose-leaf paper, pens (blue or black)/pencils, and highlighters (blue, green, yellow, pink, and orange). Most of the books will be available in class. If students would like to have his/her own copy to make notes in or read at home, students will want to consider purchasing the novel(s) on their own. All handouts are provided on Schoology through our class page. The AP English Survival Guide (**Yellow Pages**) is available on Schoology as well. This document needs to be at the students' fingertips at all times.

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***Laptops***

**Concerning laptop utilization: 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.**



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<b>18 – WEEK PLAN*</b>	
<b>Weeks 1-4</b>	<b>Unit 1 and 2:</b> Communicating an Idea and Appealing to an Audience-Introduction to class expectations – <i>Of Mice and Men</i> -Steinbeck, <i>How to Read Nonfiction Like a Professor</i> -Foster, and True Crime Circle novel-Anchor texts; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep; (DGP weekly, vocabulary bi-weekly, True Crime Circle bi-weekly, and REHUGO bi-weekly)
<b>Weeks 5-8</b>	<b>Unit 3 and 4:</b> Understanding Context and Analyzing Purpose- <i>Just Mercy</i> and True Crime Circle novel-Anchor texts; PSA research project; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep; (DGP weekly, vocabulary bi-weekly, True Crime Circle bi-weekly, and REHUGO bi-weekly)
<b>Weeks 9-11</b>	<b>Unit 5 and 6:</b> Creating Coherence and Establishing and Evaluating Credibility- <i>The Crucible</i> and True Crime Circle novel-Anchor texts; reader’s theater project; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep; (DGP weekly, vocabulary bi-weekly, True Crime Circle bi-weekly, and REHUGO bi-weekly)
<b>Weeks 12-14</b>	<b>Unit 7 and 8:</b> Comparing Perspectives and Explaining Complexities-True Crime Circle novel-Anchor text; Former AP prompts and multiple choice practice, examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep; (DGP weekly, vocabulary bi-weekly, True Crime Circle bi-weekly, and REHUGO bi-weekly)
<b>Weeks 15-18</b>	<b>Unit 9:</b> Joining the Conversation- <i>The Great Gatsby</i> and True Crime Circle novel-Anchor texts; chapter presentation project, Lit Circle Project, and college essay; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep; (DGP weekly, vocabulary bi-weekly, True Crime Circle bi-weekly, and REHUGO bi-weekly)

**\*This is a tentative plan and may change at the discretion of the teacher.**

AP English Language and Composition Essay Scoring Guide-Ms. Worley
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Grade	Weeks 1-10	Weeks 11-18
6	100	100
5	95	90
4	85	80
3	75	70
2	65	60
1	55	50



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I look forward to having a great year! I feel fortunate to have your son/daughter in my class this semester and hope that you will contact me should you have any concerns about the progress of your son/daughter or any aspect of the instruction. With your son/daughter, please read the attached policies, then sign and date this signature page and have your son/daughter submit this on Schoology or print off and return to school. Please provide a current email address and phone number at which I can contact you should the need arise. Please contact me at school via my email with any concerns.

Game On!

**Please sign/complete below to acknowledge that you have received, read, and understood the syllabus.**

Student Name:	Parent Name:
Student Signature:	Parent Signature: