

# Welcome to AP English III (AP Language and Composition) with Mr. Wolf!

#CVHSclassof2026

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## COURSE CONTENT

The central goal of the AP English Language and Composition course is for students to develop the skills as critical readers, keen observers, discerning thinkers, and effective writers that enable them to participate as a fully engaged members of society.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

The 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 will deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis.

The four "**Big Ideas**" that guide the course are as follows:

- **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.

The **AP English Language and Composition Exam** has question types and point values that stay consistent from year to year, so students will know what to expect on exam day.

## Section I: Multiple Choice

**45 Questions | 1 hour | 45% of Exam Score**

- Includes 5 sets of questions:
  - 23–25 Reading questions that ask students to read and analyze nonfiction texts.
  - 20–22 Writing questions that ask students to “read like a writer” and consider revisions to stimulus texts.

## Section II: Free Response

**3 Questions | 2 hours 15 minutes (includes a 15-minute reading period | 55% of Exam Score**

- Students write essays that respond to 3 free-response prompts from the following categories:
  - **Synthesis Question:** After reading 6 texts about a topic (including visual and quantitative sources), students will compose an argument that combines and cites at least 3 of the sources to support their thesis.
  - **Rhetorical Analysis:** Students will read a nonfiction text and analyze how the writer’s language choices contribute to the intended meaning and purpose of the text.
  - **Argument:** Students will create an evidence-based argument that responds to a given topic.

While the primary focus of the course will be non-fiction, students will also read, analyze, discuss, and write about imaginative literature (stories, novels, poems, etc.). In addition, students will engage in focused study of the following elements:

- **SENTENCE STYLING:** The first goal of our sentence styling work is to **analyze** and **appreciate** important **elements of style** in the works of various authors. The second goal—and the more important one—is **to cultivate a sophisticated writerly voice that is entirely your own**. To that end, we will explore how and why an author chooses to employ certain phrasing, syntax, and other elements of style, and we will experiment with the use of those very elements in our own sentences, paragraphs, and essays.
- **VOCABULARY:** Our vocabulary study will be in the context of the literature we read. Enrichment lists will include additional words you are likely to encounter on the SAT and in your future AP and college courses.
- **OUTLINE of COMMON ERRORS:** Our study of grammar will be embedded in the practice of recognizing and correcting common grammatical errors that interfere with the clarity and effectiveness of both spoken and written discourse. Your mastery of these elements will ensure success on the editing questions on the Reading and Writing section of the SAT.
- **REVISION:** Students will master techniques for re-envisioning their own writing to achieve maximum effectiveness.

SAT

Because this is an English III course, success in this class will contribute greatly to success on the SAT.

The questions on the Reading and Writing section fall into four content domains:

1. Information and Ideas

Measures comprehension, analysis, and reasoning skills and knowledge and the ability to locate, interpret, evaluate, and integrate information and ideas from texts and informational graphics (tables, bar graphs, and line graphs).
2. Craft and Structure

Measures the comprehension, vocabulary, analysis, synthesis, and reasoning skills and knowledge needed to understand and use high-utility words and phrases in context, evaluate texts rhetorically, and make connections between topically related texts.
3. Expression of Ideas

Measures the ability to revise texts to improve the effectiveness of written expression and to meet specific rhetorical goals.
4. Standard English Conventions

Measures the ability to edit text to conform to core conventions of Standard English sentence structure, usage, and punctuation.

GUIDING QUESTIONS & COMMON MOTIFS

For every unit of study, we will explore a set of guiding questions that fall under the thematic arc of understanding ourselves both as individuals and as members of society.

Throughout the course we will explore a set of common motifs and continuums of thought and experience that allow us not only to better understand the literature itself, but also to compare how different works of literature explore these motifs in unique and thought-provoking ways. This will make for some lively discussion and writing! Here are a few:

- Where does the individual end and the group begin?
- Where does the group end and the individual begin?

individual identity	cultural identity
individual experience	shared or universal experience
individual perspective	the larger conversation
individual ideas	humanity’s garden of ideas
independent thinking	world of propaganda
individual conscience	interaction with moral norms of culture
independence	interdependence
exclusion (“othering”)	inclusion
resistance	cultural norms
personal moments of inflection	cultural moments of inflection

## GRADES

- Grading categories and weights are as follows:
  - **Summative Assessments** are **40%** of your average and include tests, projects (may include presentations), portfolios, extended writing assignments, timed writing assignment, dialectical journals, and graded discussions.
  - **Formative Assessments** are **35%** of your average and include various forms of rhetorical analysis (written and oral), including close reading, stages (or steps) in the writing process, vocabulary.com list mastery, vocabulary practice quizzes on Canvas, sentence style assessments, checks for understanding, and comparable tasks.
  - **Skill Development Work** is **25%** of your average and includes vocabulary sentence writing, revision using elements of sentence style, online grammar (SAVVAS, NoRedInk, Quill.org, etc.), Outline of Common Errors practice, test prep, meaningful class participation, and comparable tasks.
- Except for assignments that are due within class or by the end of the class period, **all online assignments are due by 8:30 a.m. on the due date, unless otherwise indicated in writing, and all handwritten assignments finished outside of class are due when the bell rings to start class.**
- When turning in work on Canvas, **always** submit the work itself by copying and pasting it into the text box, or by uploading a pdf. **Submitting a link to your work (this includes a link to a Google Doc or any similar online platform) instead of the work itself will earn a zero. There are no exceptions.** The reason for this is that a Google Doc is a live document that can be edited or deleted at any time (the same applies to any similar online platform). The only way for me to have a record of your work **at the time it is due** is for you to copy and paste it into the box or to upload a pdf to Canvas. The only time you will ever submit a link to a Google Doc is when I specifically ask you to do so.
- Late Work is accepted **one school day past the due date for a maximum of 70%, *provided that the work is 100% complete and done to the best of your ability (this means that every question must be answered, every requirement must be met, and it must be your best work, or you forfeit credit).*** No late work will be accepted beyond the one school day. The “Extensions” section below provides you with a means to avoid late work altogether.
- Handwritten work **must be in blue or black ink**, with the one exception of vocabulary sentences, which may be written in pencil, provided that the writing is dark, clear, and not smudged. Remove fringe from the side of all paper (if you have torn the paper out of a spiral notebook or manuscript book) before submitting handwritten work.
- **Illegible work will receive a zero. No exceptions.** If handwriting is challenging for you, **see me ahead of time** so that we can discuss the matter and work together toward a feasible solution.
- If a student does not engage in an assignment for which time in class is provided, **the student will earn a zero and the assignment will not be eligible for a late grade, an extension, or a partial credit salvage grade.**
- **The PowerSchool gradebook is the one and only official gradebook.** Please note that while some platforms, including Canvas, might provide feedback on formative assessments and skill development tasks, students and parents must check the PowerSchool gradebook for official grades and averages.
- Please use **ONLY** official HISD email for questions or conversations about grades. Please do not ask questions about grades using Teams, Remind, or any platform not maintained by HISD.

## PORTFOLIO ASSESSMENT

My mission is to allow students multiple means of demonstrating mastery of course objectives. I believe that a student’s grade should reflect not only achievement, but effort and improvement as well. I also believe that self-reflection is essential to learning. As such, a student’s body of work will be considered in the determination of cycle grades, final exam grades, and semester grades.

## RETAKES

- Students are allowed **two retakes per grading cycle, only** when the following conditions have been met:
  - the original score is below 70%,
  - the student has **attended sufficient tutorials** so that **the teacher deems the student to be prepared for the retake**, and
  - the student has had **no missing work in the current grading cycle**.
- Retakes must be requested via HISD email by the student (not the parent) within twenty-four hours of the grade being posted in PowerSchool and **completed within one week of the original assignment, or before the end of the current grading cycle, whichever is sooner**.
- The highest that a student can earn on a retake is 70%.
- Failure to show up for a scheduled retake counts as a taken retake.
- There are **NO** retakes for assessments that cover reading assignments.
- There are **NO** partial retakes (retesting just one portion of a test, for example).
- Final exams are not eligible for a retake.

## EXTENSIONS & PARTIAL CREDIT SALVAGE GRADES

Students enrolled in AP courses will develop skills in task management, especially in terms of planning, focus, and follow-through. As you develop these skills, you might sometimes find yourself with what seems like more work than you can complete by the assigned due dates. If you anticipate a problem completing an assignment on time, please alert me via HISD email **prior to the due date**—the earlier, the better, but even the night before is fine. You should not count on the approval of unlimited extensions, as two (2) per cycle will be the standard. After the second request for an extension within a grading cycle, a parent conference will be arranged to discuss further means of supporting your progress. **Your well-being is my paramount concern; I am here to work with you.**

If you have not requested an extension and do not have an assignment completed when it is due, you have only one day under the late work policy to submit it. Any work turned in beyond that one day without an extension will be held (with no grade given) until the last week of the grading cycle. At that point, as long as you have **no other missing assignments beyond the one for which you are applying**, you may **apply** for a **partial credit salvage grade** by a) entering the name of the assignment into a Google Form I will provide, and b) submitting a hard copy of the work to me. **Partial credit will be awarded if and only if that credit would result in a change to the letter grade for the grading cycle (C to B, etc.); otherwise, the grade will remain a zero. Assignments for which answers have already been shared or published are ineligible for a partial credit salvage grade.**



## ANTICIPATED READING LIST

- Incoming Summer Reading: Choice Non-Fiction
- “The Danger of a Single Story” by Chimamanda Ngozi Adiche
- “Language: Do Words Matter” America Now, Chapter 1
- “Superman and Me: The Joy of Reading and Writing” by Sherman Alexie
- “On Writing” by Stephen King
- “On Keeping a Notebook” by Joan Didion
- “Letter to a Writer’s Workshop” by Andre Dubus
- *The Complete Persepolis* by Marjane Satrapi
- “Under Cover of Darkness” by Soutiam Goodarzi
- “Woman Warrior” by Maxine Hong Kingston
- “Clashing Civilizations” by Edward Said
- “Two Ways to Belong in America” Bharati Mukherjee
- Excerpts from *Citizen* and *Just Us* by Claudia Rankine
- “I Have a Dream” by Martin Luther King, Jr.
- “Heart of Whiteness” by Tobias Wolff
- “What to the Slave is the 4<sup>th</sup> of July?” by Frederick Douglass
- *Men We Reaped* by Jesmyn Ward
- “Race: Why Does it Still Matter?” America Now, Chapter 7
- Excerpt, *The Measure of a Man* by Sidney Portier
- *The Ox-Bow Incident* by Walter Van Tilburg Clark
- “Broadening the Western’s Horizons” by Jonathan Yardley
- Excerpts from *Civil Disobedience* by Henry David Thoreau
- “Laws of Man and Laws of Nature” by Marcelo Gleiser, NPR
- “Contemporary Vigilantism” by Andrew Karmen
- “The Ox-Bow Incident, Ferguson, and the rule of law” by John Kass
- Literary analysis essays, *The Ox-Bow Incident*
- *The Color of Water* by James McBride
- Excerpt, *Outliers* by Malcolm Gladwell
- “Just Walk on By: Black Men and Public Space” by Brent Staples
- “Why I Hate Abercrombie and Fitch” by Dwight A. McBride
- “The Myth of the Latin Woman” by Judith Ortiz Coffer
- *A Cup of Water Under My Bed* by Daisy Hernandez
- “How to Tame a Wild Tongue” by Gloria Anzaldua
- “Gender: What Are the Issues Today?” America Now, Chapter 8
- Excerpt, *In Other Words* by Jhumpa Lahiri
- *The Diving-Bell and the Butterfly* by Jean-Dominique Bauby

- Excerpt, *Deaf Utopia* by Nyle DiMarco
- Excerpt, *Mean Little Deaf Queer* by Terry Galloway
- Excerpt, *Poster Child* by Emily Rapp
- “On Being a Cripple” by Nancy Mairs
- Excerpts from *America Now: Short Readings from Recent Periodicals* by Robert Atwan
- Excerpts from *Ideas in Argument: Building Skills and Understanding for the AP® English Language Course* by John Williamson, Mary Jo Zell, et al.
- Excerpts from *50 Essays: A Portable Anthology*, edited by Samuel Cohen

I will always provide you with ample notice before we begin a new book so that you may purchase your own copy. In some instances, I might have a few school copies to check out. For some works, I might have a pdf that I can share with you.

The online textbook for the course is Pearson’s *My Perspectives ELA Texas*. The textbook can be accessed via Canvas by clicking the “Resources” tab, then “HISD Digital Resources,” and then scrolling down to “English/Language Arts.”

## **APPROACH TO OUR TEXTS**

This year we will be reading texts that reflect a variety of experiences and perspectives, some of which may be controversial. We will approach these texts with the goal of seeking to understand, appreciate, and respect the diverse experiences and perspectives of not only the authors whose works we will read, but also, in some cases, the characters and stories they have created.

Some of the texts we will read might present attitudes, beliefs, and/or values that differ from our own. When this occurs, we will examine the texts in a way that seeks to understand the choices that the writer has made, as well as his/her/their reasons for making those choices. Often we will realize that a text, even and perhaps especially a controversial one, might have been created in order to do one of two things: to offer the reader insight into some aspect of human nature or experience, or to raise questions—questions that it is up to us as readers to explore further.

During all class discussions and writing exercises, we will exercise the utmost respect for one another, as well as for one another’s perspectives, opinions, experiences, and beliefs.

## **CELEBRATION OF MULTICULTURALISM**

In this class, we will celebrate the diversity of voices, American and non-American alike, past and present, including and especially those that may have been marginalized in their own or even in current times. We will respect all voices, regardless of gender, gender identity, sexual orientation, age, religion, creed, ethnicity, national origin, physical or mental ability, social or economic status, and regardless of what circumstances, obstacles, or misfortunes they might have faced in their lives. Ultimately, we will discover that these voices offer us a true wealth of experiences and insights that when coupled with our own have the capacity to enrich our lives in ways that are often as surprising as they are profound.

## **SUPPLIES**

Every day you will need a fully charged HISD laptop, a three-ring binder (for English class only), one set of dividers, an ample supply of notebook paper, a blue or black pen, and a highlighter. The dividers are to be labeled as follows: Course Documents, Texts & Analysis, Vocabulary, Sentence Style, and Grammar.

## ATTENDANCE

Your attendance is essential to your success. In the event of an absence, it is your responsibility to make up, in a timely manner, all assignments that you have missed. Students have 3 school days to submit missing work for every one day of absence. The make-up time cannot exceed 15 school days. Whenever you are absent, please a) check Canvas for assignments and handouts, and b) email me directly so that I can make sure that you have the work that you need, so that I can answer any questions you might have, and so that we can arrange target dates for completing work assigned during your absence and schedule a time for you to make up in person any quizzes, tests, assessments, or activities that you missed during your absence. **Make-up quizzes, tests, assessments, and other activities must be scheduled ahead of time** so that I will have your work ready for you **and** so that you can participate in the scheduling process.

## COURSE EXPECTATIONS

- **Be present for our work together**—not just physically, but mentally, too! This means coming to the classroom with an open mind and heart, ready to participate, explore, grow, and reflect every day!
- **Have the courage to take risks!** Be willing to try on new ideas, explore different perspectives, think, write, and create in unfamiliar and unconventional ways, engage in friendly debate, and be brave when learning how to do new things.
- **Have a fully charged HISD-issued laptop in class every day.** There will be no allowances, exceptions, or extensions for students using non-HISD-issued devices. Even if you have a personal laptop that you adore, **having an HISD-issue laptop is MANDATORY.**
- Earbuds, headphones, AirPods, and the like **MUST BE REMOVED PRIOR TO YOUR ENTERING THE CLASSROOM.**
- **Disconnect** from **ALL** personal electronic devices and other forms of distraction, including but not limited to phones, smartwatches, earbuds, headphones, and Airpods **by securing them inside your backpack.** Thank you in advance for your cooperation!
- **Participate in class** and **conscientiously complete assignments and tasks**, including independent close reading, vocabulary/sentence styling, writing tasks, and all other assignments.
- **Closely read all assigned texts.** Students who attempt to read study aids like Spark Notes in lieu of the actual text will be unsuccessful in this course. Not surprisingly, such students also find the course (and the texts) more difficult and less enjoyable to read. The use of an audio book will in no way replace the independent reading of text. While you are welcome to enjoy audio books for your leisure reading, AP English students are expected to read assigned texts without the audio book. If you find a text especially challenging, I am more than happy to provide appropriate resources to support your reading and to make the text more accessible to you as a reader rather than a listener.

## CONDUCT

- Students are expected to follow all rules for appropriate behavior as outlined in HISD's Code of Student Conduct and Carnegie Vanguard High School's Student Handbook. Students are responsible for familiarizing themselves with these expectations.
- **All instances of academic dishonesty and all violations of in-class assessment policy will result in a zero, a conduct grade of P (or lower for repeat offenses), a referral to the Assistant Principal, and notification of the National Honor Society sponsor.**
- The **in-class assessment policy** is as follows: A student is prohibited from having any device, including but not limited to cell phones, ear buds, headphones, internet-capable watches, tablets, or laptops anywhere on their body, in their possession, in their clothing, or on their desk or seat while taking an assessment or while any other student in the room is



taking an assessment. Students are responsible for keeping their work entirely covered at all times throughout the duration of a test. Students must not engage in any verbal or nonverbal communication with another student, consult any written, electronic, or other resource, or look at another student's work during an assessment.

- **Academic dishonesty** includes, but is not limited to unauthorized use of AI; copying, screenshotting, photographing, receiving, or sharing work of another student; sharing your work with another student; submitting work that contains content or ideas not generated by you; taking pictures or screenshots of assessments; sharing pictures or screenshots of assessments; sharing content or answers from assessments (electronically, verbally, or by any other means); using online resources for writing; receiving unauthorized assistance from anyone; any and all forms of plagiarism; and anything generally construed as cheating.
- Please remember that grooming, chewing gum, eating, drinking anything but water, and conducting candy/food/fundraiser sales during class are prohibited.

## ONLINE LEARNING PLATFORMS

Please use the codes listed below to join our online learning platforms.

### REMIND

Text "@wolfap3" to 81010

### Myap.collegeboard.org

Period 2: WMGZAN

Period 4: AND4ND

Period 6: R2N47A

### Vocabulary.com

Period 2: <https://vocab.com/join/4G81757>

Period 4: <https://vocab.com/join/2QG1HW3>

Period 6: <https://vocab.com/join/4EY79C4>

### No RedInk

Period 2: <https://www.noredink.com/join/adorable-desk-31>

Period 4: <https://www.noredink.com/join/festive-taffy-76>

Period 6: <https://www.noredink.com/join/curious-blender-75>

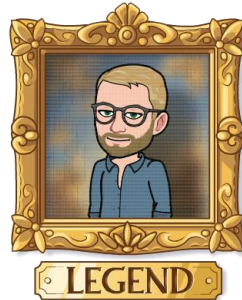
### Quill.org

Period 2: [quill.org/join/pirate-repair](https://quill.org/join/pirate-repair)

Period 4: [quill.org/join/dollar-purpose](https://quill.org/join/dollar-purpose)

Period 6: [quill.org/join/victory-manner](https://quill.org/join/victory-manner)

***Let's have a FANTASTIC year!***



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**Carnegie Vanguard High School**

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**Room 108**

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