

AP® English Language & Composition

2025-2026

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Instructor: AP English III; English I PAC

Conference: 1st Period (8:30 - 9:22 a.m.)

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I. Course Overview

Welcome to English III Advanced Placement - Language and Composition! English III AP is a college-level course designed to provide students the opportunity to read critically, think analytically, and communicate effectively. This course is focused on rhetorical analysis, reading comprehension, synthesis, argument, and vocabulary. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.

Students will study various rhetorical forms, including narration, exposition, analysis, and argumentation, and they will write in those forms. Much of the writing is done in-class to provide the student the opportunity to become aware of the techniques necessary to become a competent and cohesive writer. Writing is a recursive process. Students can expect to write, rewrite, and rewrite again as they develop their skills and focus on depth in their own rhetoric. Research is also a crucial component of this course.

Students will read a variety of literature, emphasizing non-fiction texts and classic novels. Students should expect to be reading constantly both in class and at home. The best way for a student to have a firm understanding of the writing process is to absorb a variety of writing styles and techniques. Our focus is on getting in the mindset of the author. What circumstances lead an author to write? What is the author's objective? Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

II. Course Objectives

The college composition course for which the AP Language and Composition course substitutes is one of the most varied in the curriculum. The course often allows students to write in a variety of forms and on a variety of subjects from personal experiences to public policies, from imagination literature to popular culture.

The overarching purpose in most first year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. 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.

Upon completing the Language and Composition course, students should be able to:

1. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
2. Apply effective strategies and techniques in their own writing.
3. Create and sustain arguments based on readings, research, and/or personal experience.
4. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
5. Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions.
6. Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions.
7. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

III. Required Texts

Each unit will be explored using direct instruction and discussion of traditional non-fiction texts and classic literature, in addition to quantitative and qualitative visual texts, audio, and/or video. In addition to daily assigned reading, students will read one book-length work of college-level rigor per quarter (9 week period). Students will have access to the digital version of the HMH Literature book via Classlink, by opening ED: Your Friend in Learning. Class sets of classic novels will be available to students, but students are also highly encouraged to purchase their own personal copies of the books.

TEXTS: HMH: K-12 Adaptive Learning, HMH Education Company, 2025, <https://www.hmhco.com/>; *The Great Gatsby* by F. Scott Fitzgerald (1925); *One Flew Over the Cuckoo's Nest* by Ken Kesey (1962); *The Crucible* by Arthur Miller (1953); *1984* by George Orwell (1949).

Supplemental materials, readings, and transcripts will also come from (but are not limited to):

Atlantic Weekly, The New Yorker, The New York Times, The Washington Post, The Dallas Morning News, TED, The Cut

CONTROVERSIAL TEXTUAL CONTENT

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

The College Board®. (2024). AP Language and Composition. Course and Exam Description. Instructional Approaches. Controversial Textual Content. V. 1, pg. 84.

IV. Advanced Placement Exam

During the month of May, the Advanced Placement English Examination in Language and Composition will be administered to all students in AP English Language classes **who register** for the exam. Students who receive a **3, 4, or 5** on the exam will have the option of exempting one or more of the freshmen-level college required English courses. The AP examination in English Language and Composition includes two sections: a timed set of multiple choice questions, and three timed essays. The AP exam is recommended, but not required for completion of the course at Calallen High School. Registration for the exam will happen in October. Students and parents will be informed about the cost of the exam, as well as other payment options.

V. Responsibilities of AP Students

1. Students must have **willingness** to actively engage with sophisticated concepts. This includes outside reading and engagement in critical thinking and problem solving.
2. Students must have **willingness** to be judged by rigorous college level standards. This includes teacher, self, and peer grading, evaluation, and revision.
3. Students must have **willingness** to complete longer and more complex assignments.
4. Students must have a **willingness** to work for the sake of learning, not just for the grade and/or GPA.
5. Students must have a **willingness** to complete the AP exam.

VI. Grade Weight

25% Formative (Daily Assignments, Quizzes, Process Writing, and Timed Writings)

75% Summative (Major Assignments, Final Drafts of Essays, Tests, Projects, and Timed Writings)

Summative assessments may be reassessed at the discretion of the instructor if 1) the student completes the assessment (good faith effort) and submits the assessment on time; and 2) the student receives a grade below 70. Summative assessments not eligible for reassessment are long-term projects.

- ❖ The student must contact the teacher immediately.
- ❖ The student must attend tutorials.
- ❖ The student will complete an alternative assessment related to the original objectives.
- ❖ The alternate assessment (up to 30 points) will be added to the original assessment grade and recorded in the gradebook, not to exceed 70.

VII. Late Work Policy

The operational definition of late work is when a student has been provided adequate time and instruction to complete student work, and has not completed it by the assigned time and date. This includes all assignments included in a long term assignment. If a student does not turn in an assignment by the due date, the teacher will enter it as “Missing” in the grade book. After one day late, the work may only be eligible to receive 70% of the original assigned points. Beyond one day late, the teacher will assign a zero.

Computer and printer errors are not acceptable excuses. In the event that the CHS Schoology or Writable platforms are down, or a student is struggling to submit via said platforms, papers may be emailed in the case of emergencies. Students should submit the paper as an attachment in Microsoft Word or Google Docs. If a paper that is sent through email is not received by the instructor, it will be counted as late. The instructor holds no responsibility for failures to send, including spam filters. School policy will be followed for students who are absent, or have a student activity. Major papers are due from the students involved in extracurricular activities before the student leaves for the assigned activity unless the student speaks with the teacher beforehand. Consult the student handbook for specifics.

VIII. Final Exam

The final exam will be created based on the AP Language Exam, with writing and multiple choice components. The essay section will be administered during the week before scheduled finals; the multiple choice portion on the district’s designated date for finals.

IX. Unit Breakdown

The basis of each unit will be the continuous, recursive process of writing. Units are thematic, and each will focus on a specific AP essay style. Along with the reading and timed writing assignments, students will practice their skills in answering multiple choice questions, creative projects, and research. Unit content is subject to change based on timing, extenuating circumstances, emergency events, etc. Each unit calendar will be posted and updated regularly via Schoology if and when those changes occur.

UNIT 1 (First 9 Weeks) - Identity and Self

BIG IDEAS/SKILLS CATEGORIES

RHS 1.A, 1.B, 2.A, 2.B

CLE 3.A, 3.B, 4.A, 4.B

REO 5.A, 5.C

STL 7.A, 8.A

OVERVIEW

Students will begin the process of reading critically and responding to nonfiction essays, articles, speeches, and literature by analyzing rhetorical choices. Students will analyze and revise their own writing, focusing on syntax, diction, and their own use of rhetorical strategies while developing their own style and voice. In terms of the AP exam, the first nine weeks will focus on Free Response Question 2 - Rhetorical Analysis. Students will read speeches and short essays and be asked about how the author is leveraging their argument. What is the rhetorical situation? What are the author's rhetorical choices? How do those choices support the author's purpose? What is the overarching thesis and line of reasoning in their argument?

LESSON EXTENSIONS

Selections will include "Of Plymouth Plantation" by William Bradford, an excerpt from "Sinners in the Hands of an Angry God" by Jonathan Edwards, "Salvation" by Langston Hughes, "Mask of the Red Death" by Edgar Allan Poe, "The Ways We Lie" by Stephanie Ericcison, "I Want a Wife" by Judy Brady, "Address to the Nation on September 20, 2001" by former president George W. Bush, "Inaugural Address" by late president John F. Kennedy.

Students will complete AP Syntax journals, daily SAT vocabulary journals (words selected will relate to the themes of what we are reading and learning), a weekly Visual Argument Analysis, and at least two Articles of the Week Rhetorical Precis prompts.

LITERATURE

"The Crucible" by Arthur Miller. Students will read the classic play, and analyze Miller's purpose and rhetorical choices (historical allegory drawing parallels between the Salem Witch Trials and the McCarthy-era witch hunts, irony, symbolism, repetition, diction, foreshadowing, ethos/pathos/logos appeals). Students will present a mock trial following the reading of the play, and will use rhetorical appeals in their speeches in order to sway the intended audience. Students will also make connections between the play and three essays: "The Peter Principle" by Peter and Hull, "Corn Pone Opinions" by Mark Twain, and "The Human Cost of an Illiterate Society" by Jonathan Kozol.

WRITING ASSESSMENTS

Rhetorical Analysis Essay

Definition/Exemplification Essay

UNIT 2 (Second 9 Weeks) - Marginalized Populations

RHS 1.B, 2.B

CLE 3.A, 3.B, 4.A, 4.B

REO 5.A, 5.B, 5.C, 6.A, 6.B, 6.C

BIG IDEAS/SKILLS CATEGORIES

STL 7.A, 8.A

OVERVIEW

As students develop nonfiction argumentative writing, students will evaluate one major world philosophy. They will use authoritative sources and document the use of those sources to persuade an audience about the value of that philosophy. In terms of the AP exam, the second nine weeks will focus on Free Response Question 3 - Argument. Students will read speeches and short essays and be asked about how the author is addressing the overall conflict and making a claim. When it comes to argumentation, the evidence will come from the students; literature they have read, current events, history, and personal experience are all acceptable forms of evidence for this essay. The evidence should be fully developed: we are looking for depth rather than breadth.

LESSON EXTENSIONS

Selections will include “The Declaration of Independence” by late president Thomas Jefferson, “Speech to the Virginia Convention” by Patrick Henry, “Emancipation Proclamation” by late president Abraham Lincoln, “The Salt March” letter by Mahatma Gandhi, “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr., Malala Yousafzai’s UN Speech, “Tan Lines” by Durga Chew-Bose, an excerpt from “Hidden Name and Complex Fate” by Ralph Ellison, “He Showed Us the Way” by Cesar Chavez,

“Hillbilly Elegy” by Vice President J.D. Vance, and “The Yellow Wallpaper” by Charlotte Perkins Gilman.

UNIT 3 (Third 9 Weeks) - Communication and Language

BIG IDEAS/SKILLS CATEGORIES

RHS 1.A, 1.B, 2.A, 2.B
CLE 3.B, 3.C, 4.B, 4.C

Students will complete AP Language journals, daily SAT vocabulary journals (words selected will relate to the themes of what we are reading and learning), a weekly Visual Argument Analysis, and at least two Articles of the Week Rhetorical Precis prompts.

LITERATURE

“One Flew Over the Cuckoo’s Nest” by Ken Kesey. Students will read the novel, and analyze Kesey’s purpose and rhetorical choices (allegory, irony, syntax, unreliable narrator, foreshadowing, motifs, hyperbole, juxtaposition, characterization). Students will use the rhetorical choices they analyzed in an Option Project, in which they will create either a diorama, poster collage, movie poster, or book jacket based on the themes and author’s message in the novel. An argumentative essay will be required in addition to the creative aspects of the project.

WRITING ASSESSMENTS

Documented Argumentation Essay

REO 5.A, 5.B, 5.C, 6.A, 6.B

STL 7.A, 7.B, 7.C, 8.A, 8.B, 8.C

OVERVIEW

Students will develop their ability to find claims and evidence in nonfiction writing, data, and images. Students will synthesize that material and use it to support their own claims in their own writing. In terms of the AP exam, the third nine weeks will focus on Free Response Question 1 - Synthesis. Students will read speeches and short essays and be asked about how the author is leveraging their argument. They will analyze charts, commentary, articles, opinion pieces, and political cartoons for persuasive rhetoric techniques and synthesize given resources in an essay that requires them to express their stance on a relevant issue or topic. How can I use research to support a thesis? What will make the line of reasoning clear and relevant?

LESSON EXTENSIONS

Selections will include late president Abraham Lincoln's Second Inaugural Address, "Declaration of Sentiments" by Elizabeth Cady Stanton, Sojourner Truth's Speech to the American Equal Rights Association, and "Building the Transcontinental Railroad" by Iris Chang. Students will complete AP Syntax journals and at least two Articles of the Week Rhetorical Precis prompts.

LITERATURE

"1984" by George Orwell. Students will read the classic novel, and analyze Orwell's purpose

and rhetorical choices (political allegory, characterization, irony, oxymoron, diction, repetition, foreshadowing, point of view, allusion). Students will make connections between the novel and multiple texts, including a chapter from "The System" by Edward Snowden and the article "Do Robots Deserve Legal Rights?" by Tim Sprinkle. Students will participate in a game project following the reading of "1984," which will immerse them in a version of the dystopian society in their daily lives, allowing them to make real-world connections to the text and relate it to their own research. Unit 3 will also ask students to research a chosen philosophy, and compile their essay in a well-structured paper in MLA format.

WRITING ASSESSMENTS

Synthesis Essay

Research Paper

UNIT 4 (Fourth 9 Weeks) - Politics and Pop Culture

BIG IDEAS/SKILLS CATEGORIES

RHS 1.B, 2.B

CLE 3.C, 4.A, 4.B, 4.C

REO 6.B, 6.C

STL 7.B, 7.C, 8.A, 8.B, 8.C

OVERVIEW

Students will review covered material, practice timed writing and analysis, and develop their understanding of language and composition before the AP Exam. Students will analyze and revise their own writing, focusing on syntax, diction, and their own use of rhetorical strategies while developing their own style and voice. In terms of the AP exam, the fourth nine weeks will

focus on all three free response question styles: Rhetorical Analysis, Argument, and Synthesis. Students will read speeches and short essays paired with a novel, and practice all skills related to the exam. What are the author's rhetorical choices? How do those choices support the author's purpose? What is the overarching thesis and line of reasoning in their argument? What is the best way to synthesize material to support my own arguments?

LESSON EXTENSIONS

Selections will include "On Patriotism" by Donald Kagan, an excerpt from Henry David Thoreau's "Walden," E.B. White's response to "Walden," Upton Sinclair's *The Jungle*, "The Lowest Animal" by Mark Twain, Barbara Ehrenreich's "In America, Only the Rich Can Afford to Write About Poverty," and a satirical article from *The Onion* entitled "Wealthy Teen Nearly Experiences Consequences." Students will complete at least two Articles of the Week Rhetorical Precis prompts.

LITERATURE

"The Great Gatsby" by F. Scott Fitzgerald. Students will read the classic novel, and analyze Fitzgerald's purpose and rhetorical choices (historical allusions, allegory comparing the pursuit of wealth and love and the American Dream, unreliable narrator, symbolism, imagery, irony, motifs, rhetorical questions, syntax, diction). Students will make connections between the novel and "Letters of an American Farmer: What Is an American?" by J. Hector St. John de Crèvecoeur, and Kate Chopin's "The Story of an Hour." Students will complete a creative argumentative assignment based on "The Great Gatsby," which will require students to debate on the prominence of the novel in American schools especially in regards to what the novel represents.

WRITING ASSESSMENTS

AP Language Analysis Prompts

X. Electronics

The Texas Legislature enacted a new law banning the use of cell phones and personal communication devices in Texas schools. House Bill 1481 requires that school districts adopt a policy prohibiting the use of cell phones while on school property during the school day. Calallen ISD is adopting a formal policy. I will inform students of said policy in class, I will post the policy on both Schoology and ParentSquare, and I will include disciplinary consequences set by the district and campus.

To be clear: personal electronics such as cell phones, tablets, computers, iPods (or their equivalent), and electronic wearables (earbuds, headphones, smartwatches) will not be allowed from the hours of 8 a.m. to 4 p.m. That includes in the classroom, in the hallways, in the bathrooms, in the cafeteria, etc. There are no warnings for breaking this rule; by law on the first offense I must collect the electronic device, report the incident, and turn in the device to administration as mandated. Technological developments occur very quickly, therefore this is not an exhaustive list and may be altered as need arises.

XI. Academic Dishonesty Policy

In AP Language and Composition the mission is to “develop students in both mind and character,” and to prepare them for success in the future by instilling in them “high academic and ethical standards.” The purpose of this is as follows:

- ❖ To define the academic and ethical standards in academic integrity
- ❖ To outline what does and does not constitute academic dishonesty
- ❖ To propose a common set of consequences for academic dishonesty
- ❖ To propose a tracking document of offenses to ensure equity of consequences

Academic integrity means that the student completes an assignment following the guidelines set out by the instructor which enables the instructor to assess the individual student’s progress and comprehension of the assigned concept.

Academic dishonesty occurs when the student uses other resources not permitted by the instructor to complete the assignment, thereby making it impossible for the instructor to accurately assess the student’s progress or comprehension of the assigned concept.

The following list details what types of actions are considered academically dishonest.

- ❖ Completing an assignment for a classmate
- ❖ Sharing test, quiz content, or essays with other students
- ❖ Sharing answers with a peer over an assignment
- ❖ Searching for assignments online to find answers
- ❖ Paraphrasing, summarizing information, using an online translator, taking images from another source and passing it off as your own with no attempt to cite sources correctly
- ❖ Taking an essay written for one class and using it for another class
- ❖ Viewing old tests and quizzes from a test bank
- ❖ Using a cheat sheet on a test or a phone to help answer questions
- ❖ Taking an online quiz/test or completing an online assignment for another person
- ❖ Taking a picture of an answer key or a test, quiz, or completed assignment and then sharing it through any medium
- ❖ Incorrectly grading yourself on a self-check worksheet to receive a higher grade
- ❖ Talking to someone while taking a test or quiz
- ❖ Purchasing an essay or any other work online and passing it off as your own

The following list details things which are not considered academically dishonest.

- ❖ Explaining to a peer how to work an assigned problem or concept
- ❖ Using Sparknotes or Khan Academy tutorials to aid in *comprehension* of a text

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- ❖ Looking up a resource online to help learn a skill
 - ❖ Working collaboratively with peers on a group assignment

***Again, the use of electronic devices is prohibited at all times on in-class exams. This includes, but is not limited to use of cell phones, iPads, Nooks, smart watch devices or iPods. Because electronics are prohibited during instructional time, if a student is found with an electronic device during testing, the test will be invalidated. The student may attend tutorials for an alternate assessment. The test will only be eligible to receive 70%.