

Samples of Evidence to Satisfy the AP English Language and Composition Curricular Requirements

What's here? This table presents samples of evidence that address the curricular requirements for AP English Language and Composition. For each curricular requirement, there are three separate samples of evidence provided. Each sample either fully or partially satisfies its requirement. The samples are taken from three distinct sample syllabi published in their entirety elsewhere on AP Central. The far-left column of the table presents each of the curricular requirements. In some cases, complex requirements have been broken down into their component parts. The columns to the right present the three evidence samples.

How can I use this information? Use these samples to become familiar with both the nature of 'evidence' and the variety of formats in which evidence can be presented. For any one curricular requirement, the ways in which evidence is both described and presented can vary considerably from course to course. No single format is preferred over any other. Narrative text, tables, bulleted lists, and other formats that clearly convey the content of your course are all acceptable. The most important consideration is that your syllabus (the evidence) clearly and explicitly satisfies the curricular requirements in their entirety.

Curricular Requirements	Clear, Explicit Evidence of Each Curricular Requirement		
	Sample 1	Sample 2	Sample 3
The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).	After considering Faulkner's closing statement concerning "the writer's duty," students select two passages, one from Annie Dillard's <i>An American Childhood</i> and one from Jill Ker Conway's <i>The Road from Coorain</i> , that allow them to discuss the purpose of each book. They then draft an essay in which they discuss their selected passages, illustrating how each writer fulfills Faulkner's "writer's duty" concept.	After reading and annotating Donald Murray's "The Stranger in the Photo Is Me," students write their own personal essay. Following consultations with peers, they select personal photos (or a series of photographs) as points of departure for purposeful memoirs of their own that integrate images and related words. Each student is asked to use details, memories, perceptions, and ideas that can be gathered up and purposefully arranged.	Composition: Letter Prompt: Write a letter to a future teenage relative (son, daughter, niece, nephew). Reflect on September 11, 2001. Try to capture that day in a story of self-contained dramatic moments. (Review O'Brien's selection.) Keep the narrative dramatic and free of commentary. Allow people and dialogue into your story. Let the story represent how 9/11 affected you.
The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.	In connection with this assignment's required drafts, students prepare descriptive outlines or "says/does analyses" of their own essays, accounting for the function as well as the content of their texts. They share their descriptive outlines first with their peers in small groups and subsequently with the teacher in one-on-one conferences.	Composition study is organic in its approach and no grades are put on student papers in an effort to promote risk-taking in developing writing skills. Only one paper in the course is a literary analysis, and all papers go through several revisions.	The first days of class introduce students to all elements of the course, including the Blackboard interactive Web site. All handouts, assignments, and links to useful Web sites on our authors and their texts are here. The site has both a real-time chat capability and a discussion board that allows students to work out problems in a reading assignment or to offer each other feedback on writing assignments.
The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.	Students develop the habit of accounting for their close reading in a variety of ways—by producing descriptive outlines, "says/does" analyses, close-reading response forms, annotated photocopies of assigned texts, and double-entry notebooks.	In the first eight weeks, students receive one quote per week from a writer whom we will be studying sometime during the course of the year. For each quote, students must provide a clear explanation of the writer's assertion, then defend or challenge it, noting the complexity of the issue and acknowledging any possible objections to the student's point of view. These "short writes" are only 300 to 400 words, just enough to practice a key concept in argumentation: acknowledging alternative points of view.	Our reading journal is another seminal element of the course introduced in these first days of the quarter. This is a dialectical and critical reading journal, closely modeled on Gary Lindberg's journal. It is not an affective reading journal. (For a complete explanation of this, consult article in <i>The Journal Book</i> , edited by Toby Fulwiler.)

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The course requires expository writing assignments that are based on readings representing a wide variety of prose styles and genres.	Composition: Synthesis Prompt: Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least five sources from this unit, including <i>The Scarlet Letter</i> , write an essay which discusses the position of the outsider in society. Remember to attribute both direct and indirect citations. Avoid mere paraphrase or summary. Refer to the sources by the author's last name or title. Remember to attribute both direct and indirect citations.	Composition: Synthesis Essay Prompt: What is the individual's duty to his government? What is the government's duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. Remember to attribute both direct and indirect citations. Refer to the sources by author's last names or by titles. Avoid mere paraphrase or summary.	Composition: Comparison/Contrast Prompt: In Chapter 17 of <i>Grapes of Wrath</i> , Steinbeck comments on the birth of civilization from physical needs to governmental issues. In "Civil Disobedience," Thoreau discusses the function of government. In a well-developed essay, compare and contrast Steinbeck's idea of government to Thoreau's beliefs. Be sure to use evidence from both selections.
The course requires analytical writing assignments that are based on readings representing a wide variety of prose styles and genres.	Students produce a major rhetorical analysis paper, writing a finished essay on the following topic: "By focusing on rhetorical purpose, explore the ways in which Nancy Mairs's 'Disability' and Matthew Soyster's 'Living Under Circe's Spell' intersect with and diverge from each other. In your essay, consider how each writer uses the resources of language to achieve his or her aims."	Composition: Analysis Prompt: Read Chapter 5 from <i>Grapes of Wrath</i> . In a well-developed essay, identify the theme this chapter, and explain how Steinbeck supports his main idea. Use short embedded quotations or paraphrase from the chapter as evidence for your thesis.	Composition: Comparison/Contrast Prompt: Read the following passages from <i>The Scarlet Letter</i> . Passage 1 is from Chapter 2 "The Market-Place." (paragraph 11 "The young woman... by herself.") Passage 2 is from Chapter 3 "The Recognition." (Paragraphs 1 and 2 "From this intense... his lips.") Then write a carefully reasoned and fully elaborated analysis of Hawthorne's attitude toward these two characters. Consider allusion, irony, imagery, syntax, organization of details, and other rhetorical devices.
The course requires argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.	Composition: Argumentation Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck's claim and assumptions.	The fall semester is geared to introducing the structure of arguments and varying styles of argumentative essays. Students complete three major arguments, each one consisting of 750 to 1,000 words and each one fully described in our textbook, <i>Everything's an Argument</i> : an argument of proposal, an argument of definition, and an argument of evaluation.	Composition: Argumentative/Persuasive Essay over Hobbes or Machiavelli Prompt: Reading Niccolo Machiavelli and Thomas Hobbes, one gets a similar view of mankind but with radically different suggestions for its management. Using your own critical understanding of contemporary society as evidence, write a carefully argued essay that explains your support of either Machiavelli or Hobbes.
The course requires nonfiction readings that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)	With a focus on purpose, students find ways to recognize what's remarkable in Annie Dillard's <i>An American Childhood</i> and Jill Ker Conway's <i>The Road from Coorain</i> . They consider rhetorical context—purpose, audience, and strategies—as they focus on close reading.	<u>Fourth Quarter: A Final Look at Argumentation (eight weeks)</u> "The Four Idols" by Francis Bacon (A World of Ideas) "Nature Fights Back" by Rachel Carson (A World of Ideas) "Nonmoral Nature" by Stephen Jay Gould (A World of Ideas) <i>Pilgrim at Tinker Creek</i> by Annie Dillard "Pernicious Effects Which Arise from the Unnatural Distinctions Established in Society" by Mary Wollstonecraft (A World of Ideas) "Shakespeare's Sister" by Virginia Woolf (A World of Ideas) "Black Women: Shaping Feminist Theory" by bell hooks (A World of Ideas) "Visual Arguments," Chapter 15 in <i>Everything's an Argument</i> "Fallacies of Argument," Chapter 19 in <i>Everything's an Argument</i>	READING: Plato. "Death of Socrates: Crito" from Phaedo Plato. "Allegory of the Cave" from <i>The Republic</i> Cicero. "On Duties" Machiavelli, Niccolo. From <i>The Prince</i> Hobbes, Thomas. From <i>Leviathan</i> Dekanawida. From <i>The Iroquois Constitution</i> READINGS ON CURRENT EVENTS: Theme related articles, articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher's approval

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The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.	In a focused discussion on the importance of considering audience and context, two essay/photo combinations are considered: "And My Hats Were Prettier," an essay/photo combination by Nancy Carpenter from <i>Picturing Texts</i> and Donald Murray's "The Stranger in the Photo Is Me," taken from the August 27, 1991, <i>Boston Globe</i> .	Students receive instruction in the SOAPStone strategy developed by Tommy Boley and included in the College Board workshop "Pre-AP: Interdisciplinary Strategies for English and Social Studies" for use in analyzing prose and visual texts. In addition, students are introduced to strategies for analyzing prose and visual texts in relation to three of the five canons of rhetoric: invention, arrangement, and style.	Because our students live in a highly visual world, we also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, and music videos.
The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.	This unit's culminating assignment asks students to move beyond the texts offered for whole class consideration by writing a researched argument paper that asks them to draw upon their own researched sources. While also considering apt personal experiences, they undertake purposeful research of their own as they articulate, develop, and support their own position in response to a passage that offers a debatable definition of beauty.	The major project of the second semester is a research-based causal argument examining the contextual influences (historical, cultural, environmental, etc.) on a selected pre-twentieth-century essayist and the impact and effects of those influences on his or her style, purpose, and intent in at least one representative essay. The causal argument is different from a traditional research paper because the student must consider and present alternative causes and effects in direct opposition to his or her position.	RESEARCH PAPER: THE DOCUMENTED ESSAY Task and Prompt: Choose a current event that reflects one of the themes that we studied this semester. Research the topic through different types of sources (newspapers, magazines, news stories, interviews, online sources, radio broadcasts, visuals...). Take careful notes, making sure that you cite your sources accurately using MLA format. Develop an argument about this topic. Establish a claim. Then integrate a variety of sources into a coherent, well-written essay. Use the sources to support your position; avoid mere paraphrase or summary. Your argument should be central. Remember to attribute both direct and indirect citations, using MLA format. (Give credit where credit is due.) Create a Works Cited page using MLA format. Plagiarism will result in a zero.
The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, <i>The Chicago Manual of Style</i> , etc.).	In their final essays, students are expected to exercise and sharpen the research and rhetorical skills that ultimately will support and illuminate their own arguments. Students are directed to carefully evaluate, employ, and properly cite primary and secondary sources, again using MLA documentation.	This assignment calls upon students to "reactivate" the research and documentation skills they developed in conjunction with the previous year's researched persuasive essay. Once again, they make frequent use of their composition handbooks as they refresh their knowledge of proper research routines, including the use of Modern Language Association (MLA) documentation style.	In an essay that synthesizes and uses for support at least five intercalary chapters from <i>Grapes of Wrath</i> as well as three other selections from this unit's readings, write an essay in which you discuss the role of the individual in confronting injustice. Remember to attribute both direct and indirect citations. Refer to the sources by author's last name or by title. Avoid mere paraphrase or summary.

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<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:</p> <p>A wide-ranging vocabulary used appropriately and effectively</p> <p>A variety of sentence structures, including appropriate use of subordination and coordination</p> <p>Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis</p> <p>A balance of generalization and specific, illustrative detail</p> <p>An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure</p>	<p>In addition to using Murray's <i>The Craft of Revision</i> as a resource while planning, drafting, and editing, each student prepares for two major student/teacher writing conferences. These one-on-one conferences often set the tone for the year's work with my students.</p>	<p>Because style is a major component of writing skill, students review the use of appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, students complete sentence- and paragraph-imitation exercises; later, they are expected to highlight their use of these phrases in their major compositions. In addition, students receive instruction in how to recognize and incorporate figures of rhetoric in a piece of writing, particularly schemes and tropes.</p>	<p>Each unit requires students to acquire and use rich vocabulary, to use standard English grammar, and to understand the importance of diction and syntax in an author's style.</p>
	<p>NOTE: Each of the examples above addresses some – but not all – of the skills described in the Curricular Requirement. Additional evidence, provided elsewhere in the syllabus, which addresses the other skills would serve to completely satisfy the Requirement.</p>		

Samples of Evidence that Address Multiple Requirements

What's here? This table presents samples of evidence that each address several Curricular Requirements for AP English Language and Composition. For each sample provided in the left column, the corresponding Curricular Requirements are provided to the right. Note that each sample may only partially satisfy one or another requirement, and additional evidence would need to be provided elsewhere in the syllabus to address the requirement(s) with complete satisfaction. These samples were taken from three distinct sample syllabi that are published elsewhere on AP Central in their entirety.

How can I use this information? Use these samples to become familiar with ways in which numerous Curricular Requirements can be addressed (either partially or completely) within the description of one unit, lesson, or activity, or by describing a recurring theme or process in your course.

Integrated Evidence from Selected Syllabi	Requirements Addressed (Partially or Fully) by Integrated Evidence Bold text indicates the portion(s) of the requirement that are demonstrated.
<p>The fall semester is geared to introducing the structure of arguments and varying styles of argumentative essays. Students complete three major arguments, each one consisting of 750 to 1,000 words and each one fully described in our textbook, <i>Everything's an Argument</i>: an argument of proposal, an argument of definition, and an argument of evaluation. These essays proceed from the proposal stage through formative drafts to a final draft.</p>	<p>The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>AND</p> <p>The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.</p>
<p>The point of our yearlong project involves both reading and writing goals: We want students to fill in the gaps of their reading of notable U.S. literature, and we want them to develop a thesis only after they have read several texts. Too often, we believe, students write a thesis before having read anything. They then try to fit their reading into that thesis—whether it works or not. Our yearlong project allows students to more naturally develop a thesis, modeling a practice of good research in general.</p>	<p>The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.</p> <p>AND</p> <p>The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.</p>
<p>Most essays will first be written as an in-class essay and graded as a rough draft. Rough drafts will be self-edited and peer-edited before students type the final copies.</p>	<p>The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p> <p>AND</p> <p>The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.</p>