

## Syllabus Development Guide: AP<sup>®</sup> English Literature and Composition

The guide contains the following sections and information:

### **Curricular Requirements**

The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.

### **Scoring Components**

Some curricular requirements consist of complex, multi-part statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.

### **Evaluation Guideline(s)**

These are the evaluation criteria that describe the level and type of evidence required to satisfy each scoring component.

### **Key Term(s)**

These ensure that certain terms or expressions within the curricular requirement or scoring component that may have multiple meanings are clearly defined.

### **Samples of Evidence**

For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.



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## Curricular Requirement

The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. (Note: The College Board does not mandate any particular authors or reading list.) The choice of works for the AP course is made by the school in relation to the school's overall English curriculum sequence, so that by the time the student completes AP English Literature and Composition she or he will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times. The works selected for the course should require careful, deliberative reading that yields multiple meanings.

## Scoring Component 1

The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. By the time the student completes English Literature and Composition, he or she will have studied during high school literature from both British and American writers, as well as works written in several genres from the sixteenth century to contemporary times.

## Evaluation Guideline(s)

All parts of the scoring component must be included in prerequisite courses or in the syllabus under review. If a syllabus includes a statement that either British or American literature is taught in a prerequisite course, then it must also include the list of authors read in that course, and the range of time and works specified in the component must be within the range of those readings. Reference to works studied in future courses is not sufficient evidence.

The syllabus must list the authors to be studied and the titles of works to be read.

The syllabus must include at least two major American authors and two major British authors.

## Key Term(s)

**British and American writers:** writer's citizenship in the United Kingdom or the United States at the time the work was written. In addition to works by British and American authors, teachers are encouraged to include other literature in English.

**Genres:** literary modes including narrative fiction in novels, narrative fiction in short stories, poetry, drama, essays, and creative non-fiction.

**Contemporary times:** works written after 1960.



## Samples of Evidence

1. The syllabus includes works by Milton, Wordsworth, Bunyan, Austen, Orwell, and Larkin, which cover the 16th to the 20th century. The sole American works referenced are contemporary: *Death of a Salesman* by Arthur Miller and *The Poisonwood Bible* by Barbara Kingsolver.
2. The syllabus includes readings in Shakespeare, Arthur Miller, and Peter Shaffer in drama and Austen, Orwell, Hawthorne in fiction. Poetry is referenced as a unit of study, but specific authors are not included.
3. The second page of the syllabus lists the titles of 20 novels and specifies that students will choose five titles for study. The list covers the range of time and country specified in the component. The second page of the poetry unit lists the literary periods to be covered, which include Renaissance through contemporary, but does not list specific titles or poets. The drama unit includes the titles *Hamlet*, *The Importance of Being Ernest*, and *The Glass Menagerie*.
4. The syllabus includes a reading list on page 1 that contains British works in all genres from 1600 to contemporary readings. At the end of the list, the syllabus states that American literature is a prerequisite course and the authors read in that class included Hawthorne, Mark Twain, Longfellow, Arthur Miller, Amy Lowell, and Barbara Kingsolver.



## Curricular Requirement

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

## Scoring Component 2

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering such elements as the use of figurative language, imagery, symbolism and tone.

## Evaluation Guideline(s)

The syllabus must include at least one interpretive writing exercise or assignment that incorporates careful observation of textual details that address figurative language.

## Key Term(s)

**Interpretation:** an informed, convincing "reading" of a work that is more than a mere summation of the work. An interpretation is never definitive, as interpretations are generated by independent readers, not the text. Readings or interpretations are themselves debatable, and they always go beyond the obvious or readily apparent. Interpretation can include formal, informal, and creative writing.

## Samples of Evidence

1. The syllabus gives an assignment in which students are asked to identify metaphors and poetic devices in "To His Coy Mistress." The essay topic that follows on this assignment asks students to demonstrate *how* and *why* the author uses these techniques.
2. The syllabus states that students compose original poetry and are explicitly asked to build on a central metaphor in their compositions.
3. The syllabus includes the following assignment: re-write "The Jilting of Granny Weatherall" from the point of view of Cornelia as she sits at her mother's bedside.



## Curricular Requirement

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

## Scoring Component 3

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style and themes.

## Evaluation Guideline(s)

The syllabus must include at least one interpretive writing exercise or assignment that incorporates careful observation of textual details that address structure, style, or theme.

## Key Term(s)

**Interpretation:** an informed, convincing "reading" of a work that is more than a mere summation of the work. An interpretation is never definitive, as interpretations are generated by independent readers, not the text. Readings or interpretations are themselves debatable, and they always go beyond the obvious or readily apparent. Interpretation can include formal, informal, and creative writing.

## Samples of Evidence

1. Under the poetry unit, the syllabus states that students are asked to compose a poem in heroic couplets in imitation of Alexander Pope.
2. The syllabus assigns an essay in which students are asked to compare and contrast John Updike's treatment of adolescence in "A&P" with James Joyce's portrait of adolescence in "Araby."
3. The syllabus describes an assignment that begins with students using notes from journals to draft a particular interpretation of a work in anticipation of revising the draft after review by the teacher.



## Curricular Requirement

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's:

- Structure, style, and themes
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

## Scoring Component 4

The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's social, cultural and/or historical values.

## Evaluation Guideline(s)

Addressing any one of the three considerations (social, cultural, historical values) in writing is sufficient evidence.

The syllabus must include at least one writing exercise or assignment that incorporates careful observation of textual details that address social, cultural, or historical values.

The presentation of works studied and written about within a chronological structure is sufficient evidence.

The presentation of works studied and written about within a social or cultural context or theme is sufficient evidence.

## Key Term(s)

**Social values:** Works of literature can and do reflect the larger social context in which they are created. Students should be taught to analyze the possible significance of such a context. Students who engage a work's social significance realize that texts do not exist in isolation, that they are produced in a context that includes the ideas, morals, and larger institutions and ideologies of the day, including social forces or entities that may resist those institutions and ideologies. Social attitudes toward class, gender, race, religion, sexuality, and other components are often reflected, directly or indirectly, through literature.

**Interpretation:** an informed, convincing "reading" of a work that is more than a mere summation of the work. An interpretation is never definitive, as interpretations are generated by independent readers, not



## Key Term(s)

the text. Readings or interpretations are themselves debatable, and they always go beyond the obvious or readily apparent. Interpretation can include formal, informal, and creative writing.

## (continued)

**Cultural values:** Works of literature can and do reflect the larger cultural context in which they are created. Students should be taught to analyze the possible significance of such a context. Students who engage in a work's cultural significance realize that texts do not exist in isolation, that they are produced in a context that includes the larger cultural fabric of the day. The complex whole of society, including knowledge, beliefs, art, morals, law, customs, spirituality, and other components all constitute culture and are often reflected, directly or indirectly, through literature.

**Historical values:** Works of literature can and do reflect the historical age in which they are produced. This historical significance can be viewed in multiple ways. Historical significance and context is complex and multiple, and refers not only to the literal events or moments but also to the social and cultural context of the time period in which a work was written and/or published. Students should be taught to analyze the possible significance of such a context.

## Samples of Evidence

1. The syllabus includes a written study of the development of the English language within the study of literature, with examples from each period. The study of poetry begins with *Beowulf*, continues through Chaucer, the Renaissance, the Romantics, the neo-Classicists, the colonials, and so on.
2. The syllabus begins each unit with an historical overview of the period of the literature to be read in that unit. Students are assigned to construct an ongoing class mural that shows the major events of the period and their connection to the literature being read and to write a summary paragraph of each piece of literature and affix it to each piece of the mural. Students are encouraged to use multiple media to construct the mural.
3. The literature selections are explicitly tied to the study of the corresponding time period in a co-requisite history course. The syllabus states that writing assignments will frequently cross courses, with the assignment being revised for focus on the literary or on the historical aspects.
4. The syllabus states that students plan, draft, revise, and edit an essay that contrasts the attitudes toward marriage demonstrated in Shakespeare's *Henry V* and in Jane Austen's *Pride and Prejudice*.



## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 5

The course includes frequent opportunities for students to write and rewrite timed, in-class responses.

## Evaluation Guideline(s)

The syllabus must contain evidence that students will complete more than one instance of timed, in-class writing.

If students rewrite or revise regularly in the course, in-class writing does not need to be explicitly referenced as being rewritten.

Evidence of writing assignments that undergo peer review is sufficient evidence of feedback and revision because it can be inferred that the teacher is providing instruction in preparation for the peer review exercises.

Writing workshops or conferences also serve as evidence of feedback and revision because it can be inferred that the teacher is providing verbal feedback on the writing process during these activities.

If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.



## Key Term(s)

**Frequent:** clearly recurring on a regular basis (e.g., "students will keep an ongoing response journal"), or minimally, more than once (e.g., "students will complete two or more timed, in-class written responses").

**Write and rewrite:** using the writing process, which includes the stages of planning, drafting, revising, editing, and proofreading. Instruction and feedback should be ongoing during the process. The emphasis should be on revising multiple drafts, not on editing and not on proofreading.

## Samples of Evidence

1. The syllabus includes a series of timed, in-class writings based on previous AP prompts.
2. The syllabus states that students are asked to do shorter timed writing in response to literature they are reading, as part of becoming accustomed to timed writing.
3. The syllabus states "Working both individually and in small groups, you will look at and review effective examples of timed in-class writing before completing two timed, in-class writing assignments."
4. Under "Writing Assignments", the syllabus states that students practice, with the instructor's guidance, writing strategies for successful in-class writing that are implemented in actual timed, in-class writing, including planning out time, outlining or otherwise informal planning of an essay, timed editing, and practice versions of in-class writing that are not graded.



## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 6

The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.

## Evaluation Guideline(s)

The syllabus must contain evidence that students will complete more than one extended analysis written out of class.

Evidence of writing assignments that undergo peer review is sufficient evidence of feedback and revision because it can be inferred that the teacher is providing instruction in preparation for the peer review exercises.

Writing workshops or conferences also serve as evidence of feedback and revision because it can be inferred that the teacher is providing verbal feedback on the writing process during these activities.

If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.

## Key Term(s)

**Frequent:** clearly recurring on a regular basis, or minimally, more than once.



## Key Term(s)

(continued)

**Write and rewrite:** using the writing process, which includes the stages of planning, drafting, revising, editing, and proofreading. Instruction and feedback should be ongoing during the process. The emphasis should be on revising multiple drafts, not on editing and not on proofreading.

**Extended analysis:** a well-developed paper with a thesis and substantial body paragraphs. Typically produced out of class, an extended analysis is an essay with a clear organizational plan, and includes several (more than one) textual examples analyzed to support the thesis. An extended analysis involves a convincing interpretation of a literary work.

## Samples of Evidence

1. The syllabus contains references to students workshoping their out-of-class essays and to other revision strategies that are part of the writing process, as well as critiques by the instructor.
2. The syllabus includes a paragraph on the first page that states students attend teacher conferences on a regular basis to discuss both in-class and out-of-class essays.
3. The syllabus contains evidence of two assigned analytical essays that ask students to examine specific components of a literary work in relation to the work as a whole. The syllabus states that each essay will undergo peer review following the teacher's guidelines.
4. The syllabus states that on at least two occasions, written material from informal, exploratory writing assignments (journals, dialectical notebooks, freewrites, and shorter response papers) will be developed and revised into writing that becomes part of a more developed analytical essay.



## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 7

The course requires writing to understand: Informal/exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free writing, keeping a reading journal, reaction/response papers, and/or dialectical notebooks).

## Evaluation Guideline(s)

The syllabus must contain evidence of informal/exploratory writing used to enable students to develop responses to what they are reading.

Evidence of a student reading/response journal satisfies the scoring component even if its use in the course is not described in detail.

## Key Term(s)

**Writing about their reading:** students learn to build interpretations and to analyze by writing about their reading. Examples could include reading journals, dialectical notebooks, short freewrites, looping, brief response/reaction papers, extended annotations (students will need to own their own books). While having students write about their reading manifests itself in nearly all types of writing done in the course, the emphasis here is on the prewriting, drafting, and revising aspects of the writing process. It is through writing about their reading that students generate ideas and find out what they have to say about

## Key Term(s)

(continued)

a piece of literature. These ideas can be developed, elaborated, and illustrated in more polished, late-stage, and final drafts.

**Annotation:** requires interaction with a book beyond a superficial reading. It involves the asking (and sometimes answering) of thoughtful and provocative questions raised as students read a work. Annotation includes some form of marking such as highlighting, noting passages, references to other sections of the work, tabbing, but is always accompanied by guiding questions that students encounter on their way to closer, deeper reading. Annotation can take many forms and should be included among the acceptable forms of informal writing, but what distinguishes annotation from mere note-taking is the inclusion of student responses to the text, whether those responses be questions posed to the characters or author or statements about the student's response or reaction to the text.

**Reaction/response papers:** written responses to specific topics beyond superficial readings where students are asked to consider the topic and relate it to the work being read. Reaction/response papers allow students to describe their initial response or reaction to a text, without involving any revision of the writing.

**Dialectical notebook:** a double-entry notebook in which students record direct quotations from the reading on one side and their personal response to the quoted passage on the other.

## Samples of Evidence

1. The syllabus states, "Reading in our class is always a process and it is always active. One of the first things we will work on in our class is our close reading skills and our annotation skills. What is important to remember about reading for our class is that we never just read--we engage our texts in conversation." The syllabus then offers evidence that close reading and annotation skills will be practiced in actual informal writing activities.
2. The syllabus states that students will reference and discuss the following books and articles in preparation for informal writing activities and assignments: "How to do a close reading" by Patricia Kain (for the Writing Center at Harvard University); "How to mark a book" by Mortimer J. Adler; *How to Read Literature Like a Professor* by Thomas C. Foster. The syllabus then states that the methods learned from these sources will be practiced in actual informal writing activities.



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**Samples of Evidence**

**(continued)**

3. The syllabus states that students will regularly engage in forms of informal writing that specifically respond to assigned course reading.
4. The syllabus states that students will keep a reading journal.
5. The syllabus specifically references activities that involve students sharing, responding to, and returning to their informal writing for further development and reflection (in writing).



## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 8

The course requires writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended interpretation of a literary text.

## Evaluation Guideline(s)

The syllabus must contain evidence of analytical writing, in the form of a minimum of one analytical, interpretive essay.

## Key Term(s)

**Analytical essays:** essays in which the writer breaks down the whole (text, idea, argument) into parts, examines each part with reference to the assignment and with appropriate examples, and synthesizes the parts into a coherent conclusion, preferably with fresh insight into the issue at hand. Analysis moves well beyond plot summary, and into discussion of specific components of a work, including the writer's technique and style. Analysis and interpretation are linked in the writing process by focusing on how separate parts or aspects of a literary text help a work to achieve its overall effect.

**Extended interpretation:** writing containing an original thesis and detailed, developed, and persuasive discussion of that thesis (interpretation) via textual details.

## Samples of Evidence

1. The syllabus includes two compare and contrast essays tied to specific texts, and/or character analysis essays tied to specific texts.



## Samples of Evidence

(continued)

- Compare the attitudes toward dancing held by the "hired girls" and the townspeople of Black Hawk in Cather's *My Antonia*
  - Compare and contrast the idea of family in *The Importance of Being Earnest* with the idea of family in *The Death of a Salesman*.
2. The syllabus states that students are assigned an essay asking them to analyze how two key passages of dialogue in Shakespeare's *King Lear* highlight the play's central theme.
  3. The syllabus lists all writing assignments in the course. One is an analytical essay where students are asked to interpret a pattern of imagery or symbolism in a literary work: analyze how light and dark imagery functions in Whitman's "Crossing Brooklyn Ferry."
  4. The syllabus includes an essay assignment in which students interpret how Langston Hughes uses the musical elements of jazz and blues in his poetry.

## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 9

The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality.

## Evaluation Guideline(s)

The syllabus must contain evidence of at least one evaluative, analytical essay that engages judgments about a work's artistry and quality. The phrase "artistry and quality" need not be included in the syllabus as long as a specific writing assignment topic or description conveys that judgments about work's artistry and quality will be addressed through student writing assignments.

General language in the course goals or overview stating that students' writing assignments include making judgments about a work's artistry or quality alone is not sufficient evidence.

## Key Term(s)

**Analytical essays:** essays in which the writer breaks down the whole (text, idea, argument) into parts, examines each part with reference to the assignment and with appropriate examples, and synthesizes the parts into a coherent conclusion, preferably with fresh insight into the issue at hand. Analysis moves well beyond plot summary, and into discussion of specific components of a work, including the writer's technique and style. Analysis and interpretation are linked in the writing process by focusing on how separate parts or aspects of a literary text help a work to achieve its overall effect.



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**Key Term(s)**

**Argumentative essays:** writing that examines the evidence for an argument, on both sides of the issue, and ultimately draws a conclusion about the strength of one side over the other.

**(continued)**

**Samples of Evidence**

1. The syllabus states, "As we have discussed, the metaphysical poets stretched their images to lengths that might be called excessive. In "In Vaediction: Forbidding Mourning," first explain the many images that Donne uses to express his emotion on parting from his wife. Then assess whether you feel the multiplicity of metaphors adds or detracts from the overall artistry of the poem, and justify your answer with specific examples."
2. Students write an essay in which they argue for the inclusion of a play, poem, or novel that is not currently on the syllabus, based on that work's literary merit. The student must articulate the standards by which, in their view, a work's literary merit should be judged, and then illustrate how their chosen work exemplifies these qualities.
3. Students read a poem by a contemporary author and write an argumentative essay regarding its artistry, defending their judgment by examining its specific poetic qualities (form, meter, imagery, figurative language, and tone).

## Curricular Requirement

The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:

- **Writing to understand:** Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, keeping a reading journal, and response/reaction papers)
- **Writing to explain:** Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
- **Writing to evaluate:** Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values

## Scoring Component 10

The course requires writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's social, historical and/or cultural values.

## Evaluation Guideline(s)

The syllabus must contain evidence of at least one evaluative, analytical essay that engages judgments about a work's social, historical and/or social values. The phrase "social, historical and/or cultural values" need not be included in the syllabus as long as a specific writing assignment topic or description conveys that judgments about work's social, historical and/or cultural values will be addressed through student writing assignments.

General language in the course goals or overview stating that students' writing assignments include making judgments about a work's social, historical, and/or cultural values *alone* is not sufficient evidence.

Research papers and/or interdisciplinary writing assignments are sufficient to satisfy the component. However, research is not required as an aspect of analytical, argumentative writing. A wide variety of writing assignments may teach analytical, argumentative writing.

## Key Term(s)

**Social values:** the social values of literature reside in the fact that literature invariably, in one way or another, reflects the larger social context in which it was produced. Students who engage a work's social



## Key Term(s)

(continued)

values realize that texts do not exist in isolation, that they are produced in a context that includes the ideas, morals, and larger institutions and ideologies of the day, including social forces or entities that may resist those institutions and ideologies. Social attitudes toward class, gender, race, religion, sexuality and other components are often reflected, directly or indirectly, through literature.

**Cultural values:** the cultural values of literature reside in the fact that literature invariably, in one way or another, reflects the larger cultural context in which it was produced. Students who engage a work's cultural values realize that texts do not exist in isolation, that they are produced in a context that includes the larger cultural fabric of the day. The complex whole of society, including knowledge, beliefs, art, morals, law, customs and other components all constitute culture and are often reflected, directly or indirectly, through literature.

**Historical values:** Works of literature can and do reflect the historical age in which they are produced. This historical significance can be viewed in multiple ways. Historical significance and context is complex and multiple, and refers not only to the literal events or moments but also to the social and cultural context of the time period in which a work was written and/or published. Students should be taught to analyze the possible significance of such a context.

## Samples of Evidence

1. The syllabus states, "Characters who are alienated from their own culture or society because of their differences in gender, race, religion, social status, or creed are often used by authors as a basis to critique the society. You will be assigned an essay in which you must analyze a work of literature where such a character functions to either illustrate or critique the mores of the surrounding society. For example, I may ask you to analyze how Ellison's main character in *Invisible Man* goes through a variety of experiences that highlight aspects of racism in America that Ellison critiques. You will be given the topic at the time this essay is assigned."
2. The syllabus assigns an essay where the student must analyze Heller's *Catch 22* to determine how the text promotes or protests the involvement of a country, government, or people in World War II.
3. The syllabus assigns an essay that researches and analyzes how the depiction of women in 1950s advertising is both reflected and resisted in Sylvia Plath's poetry written during that time period.
4. The syllabus includes an assignment in which students write their own "Modest Proposal" modeled on Swift, but commenting on a social issue pertinent to the students' current lives.



## Curricular Requirement

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 :

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Scoring Component 11

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 a wide-ranging vocabulary used appropriately.

## Evaluation Guideline(s)

If the syllabus mentions the development of or instruction in vocabulary and it mentions revision, then the component is met.

Evidence of instruction and feedback in vocabulary may be included as part of revision, but can also be illustrated through other exercises or activities.

The inclusion of specific goals for students' vocabulary development as they revise their work and move through the writing process is sufficient evidence.

Evidence of memorization activities and/or the application of literary terms *alone* are not sufficient evidence.

## Key Term(s)

**Instruction:** broadly-defined and could include teaching a direct lesson ("this is how to combine sentences by using a subordinate clause"), modeling ("here's an example of a dialectical journal entry"), using professional models ("let's look at how White uses language in that paragraph"), encouraging guided experimentation ("try that and let me see what you've done with it"), arranging and promoting

## Key Term(s)

learning in pairs and groups (peer evaluation, acting out plays), or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.

## (continued)

**Feedback:** at the basic level, grading student work; feedback should also include ongoing comments on students' writing on critical thinking, evaluating sources and resources, using specific details to support general conclusions, revising for the best possible way to use the language to express ideas as clearly, concisely, and elegantly as possible.

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

**Wide-ranging vocabulary:** diction appropriate to a college-level audience, including avoidance of slang and clichés and the ability to use synonyms when necessary to avoid repetition.

## Samples of Evidence

1. The syllabus includes exercises in which students study Greek and Roman roots and indicates that students are required to incorporate their work into their writing assignments of racism in America that Ellison critiques. You will be given the topic at the time this essay is assigned.
2. The syllabus states that students keep vocabulary journals throughout the course and use their journals while completing both reading and writing assignments, including revision activities.
3. The syllabus states, "All out of class essay assignments will proceed through a 4-stage process. You will begin by submitting an outline, which will be discussed in small groups in class. I will read and provide written feedback on your first draft. You will incorporate these suggestions into a second draft that will be peer-reviewed using a specific rubric that we will discuss in class. The key things your fellow students will be looking for is the appropriate diction and vocabulary, sentence structure, and logical organization. You will then revise your essay based on feedback from the peer review session. Finally, you will submit a final draft; I will provide written feedback on your final paper using a standard rubric."
4. In the section of the syllabus regarding student expectations, the syllabus states, "On one preliminary draft of each paper that goes through multiple drafts, the student-writer will highlight at least two new vocabulary words specifically chosen to demonstrate work in developing a wide-ranging vocabulary."





## Curricular Requirement

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:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Scoring Component 12

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 a variety of sentence structures.

## Evaluation Guideline(s)

If the syllabus mentions the development of or instruction in sentence structure and it mentions revision, then the component is met.

The inclusion of specific goals for students to improve sentence structures as they revise their work and move through the writing process is sufficient evidence.

Evidence of the study of grammar *alone* is not sufficient.

## Key Term(s)

**Instruction:** broadly-defined and could include teaching a direct lesson ("this is how to combine sentences by using a subordinate clause"), modeling ("here's an example of a dialectical journal entry"), using professional models ("let's look at how White uses language in that paragraph"), encouraging guided experimentation ("try that and let me see what you've done with it"), arranging and promoting learning in pairs and groups (peer evaluation, acting out plays), or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.

**Feedback:** at the basic level, grading student work; feedback should also include ongoing comments on students' writing on critical thinking, evaluating sources and resources, using specific details to support

## Key Term(s)

general conclusions, revising for the best possible way to use the language to express ideas as clearly, concisely, and elegantly as possible.

## (continued)

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

**Sentence structures:** compound sentences, complex sentence, compound-complex sentences, use of subordinate clauses in combining sentences, correct integration of quotations into sentences, selective and appropriate use of non-standard sentence structures.

## Samples of Evidence

1. The syllabus states, "Mechanics, grammar, and style will also be addressed through mini-lessons and by utilizing a revision guide entitled 'Improving Sentence Style.' This extensive style sheet will be provided and discussed."
2. The syllabus states, "Sentence structure and variety is an ongoing component of all teacher-led and/or peer review activities in this course."
3. Under "Course Writing Goals", the syllabus states that students work to develop more sophisticated and varied sentence structure in all writing assignments. In a later section, it provides a list of all revising activities completed throughout the course.
4. In a unit regarding writing, the syllabus states the following, "In each of their writing assignments students are required to use syntactic variety. This is specifically evaluated during peer review activities."
5. The syllabus not only contains exercises in identifying a variety of sentence structures in the literature students read, it then explicitly asks students to practice using such variety in their own compositions.



## Curricular Requirement

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:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Scoring Component 13

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 logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.

## Evaluation Guideline(s)

If the syllabus mentions the development of or instruction in logical organization, enhanced by specific techniques to increase coherence and it mentions revision, then the component is met.

The inclusion of specific goals students to improve organizational skills as they revise their work and move through the writing process is sufficient evidence.

## Key Term(s)

**Instruction:** broadly-defined and could include teaching a direct lesson ("this is how to combine sentences by using a subordinate clause"), modeling ("here's an example of a dialectical journal entry"), using professional models ("let's look at how White uses language in that paragraph"), encouraging guided experimentation ("try that and let me see what you've done with it"), arranging and promoting learning in pairs and groups (peer evaluation, acting out plays), or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.

**Feedback:** at the basic level, grading student work; feedback should also include ongoing comments on students' writing on critical thinking, evaluating sources and resources, using specific details to support



## Key Term(s)

general conclusions, revising for the best possible way to use the language to express ideas as clearly, concisely, and elegantly as possible.

## (continued)

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

**Logical organization:** the systematic arrangement of ideas or main points in an orderly way so that the writer's purpose is clear. The thesis is well stated and logically developed. Each point is clearly linked to the point that precedes it and/or follows it through the use of appropriate transitional devices. The conclusion is rationally drawn from the ideas that come before it.

**Rhetorical structures:** organizational techniques based on Aristotle's Rhetoric, including such structures as compare and contrast, division and classification, cause and effect, and use of examples.

**Transitions:** words, phrases, or sentences that logically link two different ideas together.

## Samples of Evidence

1. The syllabus includes writing with revision in several of the rhetorical modes: narration, description, process analysis, argument, comparison and contrast, cause/effect, etc.
2. The syllabus states, "Students must demonstrate an ability to produce essays and written compositions that are clear, with revision, in their intention, well organized, and supported by evidence."
3. Logical organization is one of the composition skills specifically mentioned under the "Revision Activities" section of the syllabus.
4. The syllabus includes specific rewriting activities that target organizational strategies for student writers, including outlining an essay after completing a draft, trying out varied introductions and conclusions, and merging or separating body paragraphs.



## Curricular Requirement

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:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Scoring Component 14

The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.

## Evaluation Guideline(s)

If the syllabus mentions the development of or instruction in a balance of generalization and specific, illustrative detail and it mentions revision, then the component is met.

## Key Term(s)

**Instruction:** broadly-defined and could include teaching a direct lesson ("this is how to combine sentences by using a subordinate clause"), modeling ("here's an example of a dialectical journal entry"), using professional models ("let's look at how White uses language in that paragraph"), encouraging guided experimentation ("try that and let me see what you've done with it"), arranging and promoting learning in pairs and groups (peer evaluation, acting out plays), or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.

**Feedback:** at the basic level, grading student work; feedback should also include ongoing comments on students' writing on critical thinking, evaluating sources and resources, using specific details to support general conclusions, revising for the best possible way to use the language to express ideas as clearly, concisely, and elegantly as possible.



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**Key Term(s)**

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

(continued)

**Samples of Evidence**

1. As part of a writing assignment, the syllabus states that the student's thesis must be supported with detailed evidence or specific quotations.
2. In an introductory statement regarding writing, the syllabus states the following, "Students learn to use deductive reasoning in their essays - moving from the general to the particular - and inductive reasoning - moving from the particular to the general."
3. In the unit regarding essay writing, the syllabus states, "Then students write an out of class essay analyzing how King makes his ethical appeal through such features as his style, organization, diction, details, parallelism, and figures of speech. Students come to class prepared to read and revise each others work during a series of peer review exercises."
4. The syllabus includes an assignment in which students are asked defend the proposition that certain moral behaviors apply to all societies and to use readings from the course to defend or refute the proposition. In a later section, it states that all essays proceed through several drafts with revisions aided by both the instructor and peers.



## Curricular Requirement

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:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

## Scoring Component 15

The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.

## Evaluation Guideline(s)

If the syllabus mentions the development of or instruction in an effective use of rhetoric including controlling tone and a voice appropriate to the writer, then the component is met.

## Key Term(s)

**Instruction:** broadly-defined and could include teaching a direct lesson ("this is how to combine sentences by using a subordinate clause"), modeling ("here's an example of a dialectical journal entry"), using professional models ("let's look at how White uses language in that paragraph"), encouraging guided experimentation ("try that and let me see what you've done with it"), arranging and promoting learning in pairs and groups (peer evaluation, acting out plays), or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.

**Feedback:** at the basic level, grading student work; feedback should also include ongoing comments on students' writing on critical thinking, evaluating sources and resources, using specific details to support general conclusions, revising for the best possible way to use the language to express ideas as clearly, concisely, and elegantly as possible.



## Key Term(s)

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

## (continued)

**Rhetoric:** proficiency in using all the resources of standard academic American English to produce clear writing with well-supported arguments composed with an awareness of the intended audience and a clear writer's voice.

## Samples of Evidence

1. The syllabus includes the following assignment: compose an argumentative essay that defends keeping a book in this course that a parent characterizes as containing "objectionable and inappropriate material." It states that the students must compose one argument for the parent, one for the school board, and one as a college application essay.
2. The syllabus states that students experiment with multiple drafts trying different rhetorical choices such as tone and then receive teacher and/or peer feedback for subsequent revisions.
3. The syllabus briefly describes peer review sessions in which students analyze and evaluate specific rhetorical aspects of student drafts, with specific focus on strategies for revision.
4. The syllabus states that students consciously practice audience-appropriate academic discourse. They write an essay and include a reflective paragraph (as an appendix) where the student-writer discusses rhetorical choices that helped achieve the intended tone, voice, and vocabulary.