



Syllabus Development Guide: AP English Language and Composition

To the AP teacher: Please take full advantage of this guide. It is designed to support you as you develop your syllabus for the AP Course Audit. 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.	Important Considerations	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
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.	Reference	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
Key Terms	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	Samples of Evidence	For each scoring component, three separate samples of evidence are provided. These statements provide either verbatim samples from actual authorized syllabi or clear descriptions of what acceptable evidence should look like.
Evaluation Guidelines	These are the exact guidelines used by reviewers as they evaluate the evidence in your syllabus. Use these to interpret any requirement you may find ambiguous.		

Curricular Requirements	Scoring Components, Key Terms, Evaluation Guidelines, Important Considerations, References and Samples of Evidence			
<p>Curricular Requirement 1: 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).</p>	<p>Scoring Component 1*: The course 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).</p>			
	<p>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>All terminology in the Scoring Component is clear. No clarification is needed.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>At least two writing forms should be present in the syllabus.</p> <p>Each writing form does not need to be expressly linked to a particular subject as long as the syllabus includes evidence that students write on more than one subject during the course.</p> <p>When students are required to write essays on different texts using different techniques, it can be inferred that the essays will be on different subjects.</p> <p>The syllabus contains sufficient evidence if it mentions frequent use of past AP exams as practice material and includes teacher-led instruction on analysis and interpretation.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>		
<p>As an assignment on the syllabus, students will read several campaign speeches written by a specific presidential candidate and write an argumentative essay persuading their classmates to vote for that candidate.</p>	<p>In the discussion of a particular course unit, the syllabus states, "Students write a narrative or summary about a current and/or controversial popular culture issue then develop an essay arguing their own position on the issue, e.g. 'teenagers should stop listening to music that denigrates women' or 'the paparazzi should be required by law to stay at least 20 feet away from celebrities'."</p>	<p>In the discussion for a particular course unit, the syllabus states, "In this series of writing assignments the students will write about their individual understanding of homelessness, about their family's understanding of homelessness, about the causes of homelessness; and, finally, they will research and write a paper about what they think the best solution for homelessness is."</p>		

Curricular Requirement 2: The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.	Scoring Component 2: The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	The syllabus must clearly reference revision. If the syllabus shows evidence that the writing process (which includes opportunities for rewriting or revision) is an integral component of the course, then evidence is sufficient.	If the syllabus demonstrates continuity between the drafting and revision of student writing assignments, it can be inferred that the writing process is an integral component of the course. Evidence of writing assignments that undergo peer review is sufficient 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.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
In the discussion of a particular course unit, the syllabus states, "Once rough drafts are completed, students will conference with the teacher. The students will then revise, prepare, and submit the final versions of their essay."	In the discussion of a particular course unit, the syllabus states, "I comment on individual drafts and I write memos to the class about whole-class concerns. We practice different revision techniques, including layering, visualization, switching genres and trying different leads."	In the course overview, the syllabus states, "Students meet in peer response groups wherein they help each other brainstorm, draft, revise, edit, and polish an essay that analyzes the rhetorical strategies of a newspaper editorial or another nonfiction text. The teacher offers formative feedback throughout the writing process."		

Curricular Requirement 3: 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.	Scoring Component 3: 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/or aware of the techniques employed by the writers they read.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Informal contexts: those contexts wherein students write freely. These contexts do not usually include planning or prewriting as is characteristic of essay writing. Informal contexts provide students the opportunity to use writing to generate ideas, practice or imitate styles, and/or attempt new methods of expression.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence of informal contexts include, but is not limited to writing a dialogue based on the content of the reading assignment, writing letters to the author or to a character in a fiction piece, writing a list of key ideas for the purposes of oral discussion, or using phrases from the assigned text to develop a poem. If a syllabus demonstrates consistent attention to informal contexts throughout the course (i.e., it is an ongoing activity or exercise), then it can be inferred that students are building awareness of themselves as writers even if that is not a directly stated goal.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus includes a plethora of writing activities, including: quick-writes, journal entries, writing a portion (introduction, body, or conclusion) of an essay, practicing thesis statements, re-writing paragraphs, etc.	In a unit dedicated to writing in informal contexts, the syllabus states, "After that, you'll work in your writer's notebook answering questions about the readings in the textbook. I'm hoping that in this process you will imitate styles you like, react to ideas that provoke you, and reflect on your own world views."	In the course overview, the syllabus states, "students keep a split page dialogue journal (sometimes called a dialectical journal). On the left side of the journal page they write meaningful passages from the work they are reading. On the right side of the page they write their responses to those passages. They then share their writing in class discussions."		

<p>Curricular Requirement 4: 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>Scoring Component 4: The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Expository writing: intended to convey information. Expository writing informs, explains, clarifies, defines, and/or instructs. It is often developed through traditional rhetorical modes such as comparison/contrast, causation (cause/effect), classification, description, definition, process, etc. Many expository writing assignments use such words or phrases as explain, tell what happened, describe, etc.</p>	<p>The syllabus must include at least one expository writing assignment.</p>	<p>The syllabus should include evidence that students complete writing assignments in response to course readings.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus states, “Students write a classification and division essay with the following thesis statement: Stereotypes are usually inaccurate, often negative, and always dangerous.”</p>	<p>In a unit about expository writing, the syllabus states, “The student will select a literary work as it speaks for a certain minority demographic. The student will construct a compare/contrast essay (research based) cataloging the plight of a given population 25+ years ago to their situation now.”</p>	<p>In the discussion of a particular course unit, the syllabus states, “Students will read a passage from William Gaddis’s The Cold War that discusses, illustrates and summarizes Winston Churchill’s “Iron Curtain Speech.” They will then read the actual speech and write an essay contrasting the Gaddis’s passage with the primary document and arguing for which is the more effective.”</p>		

<p>Curricular Requirement 4 (continued): 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>Scoring Component 5: The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	The syllabus must include at least one analytical writing assignment.	Evidence that students complete writing assignments in response to course readings is sufficient.	No references to external documents are needed for this Scoring Component.
	<p>Samples of Evidence</p>			
	Sample 1	Sample 2	Sample 3	
In the unit regarding analytical writing, one of the assignments is a major essay where students pick one film from Category A or Category B and compose a formal analysis of it.	In the discussion of a particular course unit, the syllabus states, “Students will read “End Homework Now” by Etta Kralovec and John Buell and write an essay analyzing the rhetorical strategies the authors use to convince readers of their position.”	In the unit regarding analytical writing, the syllabus states, “ In response to Duncan’s “Giving Normal the Finger,” Kesey’s One Flew Over the Cuckoo’s Nest, and Kafka’s The Metamorphosis, students will write an analysis of normality according to societal norms.”		

Curricular Requirement 4 (continued): The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.	Scoring Component 6: The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	The syllabus must include at least one argumentative writing assignment.	The syllabus should include evidence that students complete writing assignments in response to course readings.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
In a unit about argumentative essays, the syllabus states, "Students will defend or refute the following statement, all high school students must take a course in comparative religion."	In a unit regarding argumentative writing, the syllabus states, "In-class writing will examine the argumentative essay. Student will write sample thesis statements for group analysis, then will compose assertions to best prove the chosen thesis statements. Arguments and counterarguments will be evaluated. Persuasive techniques will be discussed and employed. . . . The major paper will be on 'Should the Military Draft be Reinstated?'"	In an introductory statement about writing, the syllabus states, "Students will write their paper one section at a time. They will discuss each side of the issue in turn, using a form that I give them. It has designated space for particular types of appeals, data, concessions and the like that any person well informed on both sides of the topic would need to understand. Students will then find their position, establish their claims and evidence, take alternatives into account, refute the opposition if necessary, and come to some conclusions about the issue. . . final drafts will be due before Spring Break."		

<p>Curricular Requirement 5: The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) 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.)</p>	<p>Scoring Component 7: The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or 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.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	<p>The majority of texts must be non-fiction.</p> <p>The syllabus should include evidence of the purpose of the selected readings or its context in the overall curriculum. The presence of a reading list, without additional supporting evidence, is not sufficient evidence.</p>	<p>The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.</p> <p>Evidence can be demonstrated through the syllabus including more non-fiction than fiction and poetry readings.</p>	For more information see page 9 of AP English Language Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
In the non-fiction section, the syllabus states, "The students will write an analysis of the use of metaphor in Jonathan Edward's "Sinners in the Hands of an Angry God."	In the non-fiction section, the syllabus states, "Students will read the first three pages of Chapter 13 in Frank McCourt's Teacher Man and write an essay analyzing McCourt's use of narrative and dialogue to illustrate his desire to become an effective teacher."	The syllabus states, "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 Picturing Texts. and Donald Murray's "The Stranger in the Photo Is Me," taken from the August 27, 1991, Boston Globe."		

<p>Curricular Requirement 6 : The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.</p>	Scoring Component 8: The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Visual images: images that appeals to the sense of sight is a non-verbal representation that can be interpreted as having a meaning for the observer. While some visual images (e.g., web pages) include word-based text, others will also include pictures, graphics, charts, maps, photographs, DVD's, film, paintings, sculpture, and natural scenery.</p>	<p>The syllabus must include instruction in how graphics and visual images relate to written texts or serve as alternative forms of text.</p>	<p>The inclusion of graphics or visual images in the syllabus without some supporting evidence as to how these elements relate to written texts and/or serve as alternative forms of text themselves is not sufficient.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	<p>The syllabus states that students are asked to view a political cartoon and write an essay explaining why the image is more powerful than the words one would use to describe it.</p>	<p>One of the assignments in the syllabus states, "Students will design a web page that uses a problem solving method from Riedling's text that will exemplify how one would link to all the processes and sources in a research project."</p>	<p>The syllabus includes the following, "There have been more films made about war than about any other subject. Pick one from the list below, and in addition to analyzing the verbal and visual rhetoric of this film, you should consider the following questions as you view it . . ."</p>	

<p>Curricular Requirement 7: 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>	Scoring Component 9: The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Research skills: the ability to assess the quality of information found (basis, credibility, reliability) and the ability to recognize primary and secondary sources. Research activities should move beyond reporting; students should integrate information into an argument or position of their own.</p>	<p>The syllabus must include at least one research writing assignment.</p>	<p>The syllabus should include evidence of instruction in research skills and a research paper that includes multiple sources.</p> <p>Detailed statements in the course overview or description are sufficient evidence.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>In the section on research, the syllabus states, “Your final paper will be a research paper in which you develop a thesis based on your research. You will synthesize the main ideas from at least five sources including both primary and secondary sources in support of your own thesis.”</p>	<p>In the assignments section, the syllabus states, “Students will complete a research paper based upon a controversial issue in MLA format. Through this exercise students will learn how to assess and choose sources. The paper will center on an original arguable thesis of the student’s choosing and will go through several revisions and a peer edit. When students have a working thesis, they will conference with me on the direction they will take in their paper. Students should use a balance of primary and secondary sources.”</p>	<p>The syllabus includes the following statement as part of its mission, “To encourage the students to be successful lifelong learners Another goal is to enhance their information literacy: how to research; how to find information; how to evaluate websites, search engines, databases, web pages, and individual experts; how to use MLA or APA documentation; how to use problem solving models; how to use secondary and primary sources; and, finally, how to synthesize all this information into a thesis for a researched argument paper.”</p>		

<p>Curricular Requirement 7 (continued): 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>	Scoring Component 10: The course requires students to produce one or more 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 synthesis of ideas from an array of sources.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Synthesis: describes the act of integrating discrete pieces of information in order to create new or more fully developed understanding of a topic. The integration should be smooth and should exist in support of a clear thesis of the student’s design. Effective synthesis requires writing critically about a range of ideas and facts.</p>	<p>A simple reference to a research paper alone is not sufficient. There must be enough information to determine that the research paper goes beyond reporting.</p> <p>Evidence that the student produces a research project using several sources to develop his or her own argument is sufficient. It can be inferred that the student is synthesizing information, even if the term synthesize is not used.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>In the unit regarding integration of information, the syllabus states, “Students write an issue-based research paper by selecting a prominent cultural issue, conducting independent research, incorporating one or more nonliterary sources . . . as part of their research, archiving and citing properly according to MLA guidelines, and articulating a coherent, persuasive position on that issue.”</p>	<p>In the unit regarding integration of information, the syllabus states, “. . . students use their readings and experience to compose two written pieces of exposition: a position paper on the role of the US government in one of these issues, and a speech or newspaper op-ed . . . In particular the position paper requires that the students synthesize the material in primary texts, those supplied in the Choices booklet and those they found on the intranet at different policy and government websites.”</p>	<p>In the unit regarding integration of information, the syllabus states, “Students will be asked to select any of the focus areas we studied: Women and choice, War and Repression, The American Dream, or Social Criticism. The students will use the web page model they created on how to conduct a thorough research process. They will be expected to research a variety of secondary and primary sources . . . The classroom will be a place to brainstorm possible thesis statements, assertions, and to collect and evaluate the best proof for their assertions.”</p>		

<p>Curricular Requirement 8: The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).</p>	Scoring Component 11: Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	<p>If the syllabus references instruction in documentation without identifying a particular style, but a specific style book (MLA, Chicago etc) is included in the syllabus, it can be inferred that the student is receiving instruction in a specific style and therefore evidence is sufficient.</p> <p>A description in the syllabus of how students learn to cite sources using a recognized editorial style is sufficient.</p>	<p>If the syllabus references a recognized style, it can be inferred that the teacher is providing instruction on how to cite sources.</p> <p>If the syllabus states that particular style is taught in the course, it is not necessary for the syllabus to refer also to a specific handbook of style.</p>	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
In a section regarding student expectations, the syllabus states, "Students will document their research using either APA or MLA and receive instruction on how to do so."	In a section outlining a student writing assignments, the syllabus states, "To do this paper, the following has to be done: Students must learn proper MLA in-text citations. Students must learn to do a MLA Works Cited page."	In preparation for writing the research paper, students will be required to write a one page paper in which they cite one or two sources, using proper form for internal citations in the body of the paper and proper form for a bibliography, reference, or works cited page.		

<p>Curricular Requirement 9: 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 these skills:</p> <ul style="list-style-type: none"> • 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 wide-ranging vocabulary used appropriately.		
	Key Term(s)		Evaluation Guideline(s)
	<p>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, or encouraging risk-taking in expanding students' critical thinking and rhetorical skills.</p> <p>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.</p> <p>Before and after: ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.</p> <p>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.</p>		<p>The syllabus must contain evidence of instruction that supports the learning of new vocabulary and more appropriate and effective use of existing vocabulary.</p> <p>When scoring component 2 is not met, teacher instruction in and feedback on wide ranging vocabulary can be shown on a case-by-case basis if there is explicit evidence of instruction and feedback in that skill as linked to the writing process. In such cases, it is often necessary to combine multiple pieces of available evidence throughout the syllabus' design, content, and resources to determine if these scoring components are met. For example, if the syllabus indicates in the course goals or objectives that the teacher provides instruction and feedback on a composition skill and also lists the skill in the grading rubric for writing assignments, then the scoring component is met.</p>
	Samples of Evidence		
	Sample 1	Sample 2	Sample 3
<p>In a unit regarding vocabulary, the syllabus states, "Students are given a packet of SAT vocabulary words. A quiz on ten words is given each week, testing their ability to use the word in context and with the correct connotation by writing original sentences."</p>	<p>In a unit regarding vocabulary, the syllabus states, "Vocabulary is individualized and biweekly tests follow. Students are tested on their ability to know and use the words. They construct sentences (demonstrating their knowledge of specific sentence structures as they are taught or reviewed throughout the year), offer complete definitions, create synonyms, antonyms, analogies, or draw visual representations (pictures only, no captions) for their words."</p>	<p>The syllabus states, "Students in this course will learn to read and analyze a variety of non-fiction texts, broadening their knowledge of rhetoric – semantics and syntax – and how language works . . . Within this course students will increase their vocabulary by a minimum of 350 words not related to the rhetorical tools of writing."</p>	

<p>Curricular Requirement 9 (continued): 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 these skills:</p> <ul style="list-style-type: none"> • 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 a variety of sentence structures.		
	Key Term(s)		Evaluation Guideline(s)
	<p>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.</p> <p>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.</p> <p>Before and after: ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.</p> <p>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.</p>		<p>Evidence of some specific emphasis on the need for variety in sentence length and construction in student writing (e.g. during teacher-led and/or peer review activities) is sufficient.</p> <p>When scoring component 2 is not met, teacher instruction in and feedback on a variety of sentence structures can be shown on a case-by-case basis if there is explicit evidence of instruction and feedback in that skill as linked to the writing process. In such cases, it is often necessary to combine multiple pieces of available evidence throughout the syllabus' design, content, and resources to determine if these scoring components are met. For example, if the syllabus indicates in the course goals or objectives that the teacher provides instruction and feedback on a composition skill and also lists the skill in the grading rubric for writing assignments, then the scoring component is met.</p>
	Samples of Evidence		
	Sample 1	Sample 2	Sample 3
<p>In a unit regarding writing, the syllabus states the following, "In each of their writing assignments students are required to use syntactic variety."</p>	<p>In an introductory statement at the beginning of the writing unit, the syllabus states the following, "Simultaneously, students review the simple, compound, complex, and compound-complex sentence classifications. We examine the role of word order, length, and surprising constructions. Loose and periodic sentences are introduced. We examine sample sentences and discuss how change affects tone, purpose and credibility of the author/speaker."</p>	<p>In an introductory statement on page one, the syllabus states the following, "Students are tested on their ability to know and use the words. They construct sentences demonstrating their knowledge of specific sentence structures as they are taught or reviewed throughout the year."</p>	

<p>Curricular Requirement 9 (continued): 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 these skills:</p> <ul style="list-style-type: none"> • 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 	<p>Scoring Component 14: 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.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>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.</p> <p>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.</p> <p>Transitional devices: words, phrases, or sentences that logically link two different ideas together.</p>	<p>If the syllabus lacks specific evidence of these elements but provides other explicit evidence that makes it reasonable to infer that students are learning how to organize their essays then the evidence is sufficient.</p> <p>When scoring component 2 is not met, teacher instruction in and feedback on rhetorical structures can be shown on a case-by-case basis if there is explicit evidence of instruction and feedback in that skill as linked to the writing process. In such cases, it is often necessary to combine multiple pieces of available evidence throughout the syllabus' design, content, and resources to determine if these scoring components are met. For example, if the syllabus indicates in the course goals or objectives that the teacher provides instruction and feedback on a composition skill and also lists the skill in the grading rubric for writing assignments, then the scoring component is met.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus includes an assignment where the preparation for the 4-6-page profile involves reading of professional pieces with close analysis of tone, organization, and choice of detail.</p>	<p>In an introductory statement on page one, the syllabus states the following, "I comment on individual drafts and I write memos to the class about whole-class concerns such as specificity of quotations, parallelism, and transitions."</p>	<p>In an introductory statement on page one, the syllabus states the following, "I create mini-lessons that focus in on three or four particular areas where we could improve for next time (this might be a mini-lesson on transitions, writing introductions, improving commentary/analysis, etc.)."</p>		

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 develop a balance of generalization and specific, illustrative detail.					
Curricular Requirement 9 (continued): 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 these skills: <ul style="list-style-type: none"> • 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 	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
		All terminology in the Scoring Component is clear. No clarification is needed.	<p>If the syllabus lacks specific evidence of these elements but provides other explicit evidence that make it reasonable to infer that students are learning how to include both generalizations and specific details in their writing based on other explicit evidence then evidence is sufficient.</p> <p>When scoring component 2 is not met, teacher instruction in and feedback on use of generalization and specific, illustrative detail can be shown on a case-by-case basis if there is explicit evidence of instruction and feedback in that skill as linked to the writing process. In such cases, it is often necessary to combine multiple pieces of available evidence throughout the syllabus' design, content, and resources to determine if these scoring components are met. For example, if the syllabus indicates in the course goals or objectives that the teacher provides instruction and feedback on a composition skill and also lists the skill in the grading rubric for writing assignments, then the scoring component is met.</p>	Scoring Component is clear and explicit. No Important Considerations are needed.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence				
	Sample 1	Sample 2	Sample 3		
	The syllabus includes an assignment where the preparation for the 4-6 page profile involves reading of professional pieces with close analysis of tone, organization, and choice of detail.	In the syllabus in the unit regarding essay writing, the syllabus states, "Then students write an essay analyzing how King makes his ethical appeal through such features as his style, organization, diction, details, parallelism, and figures of speech."	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."		

<p>Curricular Requirement 9 (continued): 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 these skills:</p> <ul style="list-style-type: none"> • 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 	<p>Scoring Component 16: 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.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>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.</p>	<p>If the syllabus lacks specific evidence of these elements but provides other explicit evidence that make it reasonable to infer that students are learning the effective use of rhetoric based on other explicit evidence then evidence is sufficient.</p> <p>When scoring component 2 is not met, teacher instruction in and feedback on effective use of rhetoric can be shown on a case-by-case basis if there is explicit evidence of instruction and feedback in that skill as linked to the writing process. In such cases, it is often necessary to combine multiple pieces of available evidence throughout the syllabus' design, content, and resources to determine if these scoring components are met. For example, if the syllabus indicates in the course goals or objectives that the teacher provides instruction and feedback on a composition skill and also lists the skill in the grading rubric for writing assignments, then the scoring component is met.</p>	<p>Scoring Component is clear and explicit. No Important Considerations are needed.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus states, "Students examine rhetoric in essays and speeches."</p>	<p>In a unit regarding rhetorical strategies, the syllabus states, "Students learn rhetorical strategies both systematically and organically: systematically as they learn new terms through the combination of definitions and examples, and organically as new and nuanced techniques come up in class discussions."</p>	<p>The syllabus includes considering rhetorical context – purpose, audience, and strategies – in initial discussion about the summer reading.</p>		