

Syllabus Development Guide: AP English Literature 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 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.</p>	Scoring Component 1*: The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description.			
	*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed.	<p>The syllabus must contain an explicit list of works and/or authors to be read in the course and must demonstrate implicitly or explicitly that the works are studied intensively.</p> <p>If the syllabus contains a list of representative works that include the specified time periods and genres and indicates that all texts studied in the course are selected from the list, then the scoring component is met.</p>	<p>The syllabus can demonstrate “intensive study” of the works through the inclusion of related reading and writing assignments, especially through frequent writing activities and writing assignments.</p> <p>The syllabus can also demonstrate “intensive study” through its organization, through the breakdown of a syllabus into quarterly, weekly, unit-based periods, and/or through the inclusion of a representative sample of class activities and assignments.</p>	For additional information see pages 9-10 under “Representative Authors” of the AP English Literature and Composition Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus specifies that students will keep study sheets for each work read and will be using the study sheets along with reading journals as a basis for longer analysis papers.	The syllabus contains a unit on Romantic poetry that includes the study of both major and minor Romantic poets, the reading of a dozen poems, and a timed in-class essay on the characteristics of the Romantics. Similar connections between reading and writing are described for other genres.	A syllabus contains a representative list of works to be studied, and demonstrates specific study of the works through writing assignments and other class activities. Students are asked to keep reading journals as they read Moby Dick, to be prepared to recite ten lines of Chaucer in Middle English, to complete a timed, in-class writing that discusses symbolism in Eliot’s poetry, and to write a processed essay comparing and contrasting “To His Coy Mistress” to “Sex Without Love.”		

<p>Curricular Requirement 1 (continued): 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.</p>	<p>Scoring Component 2: 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.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>British and American writers: writers from the United Kingdom and United States; however, in addition to works by British and American authors, teachers are encouraged to include other literature in English (including translations to English).</p> <p>Genres: literary modes including narrative fiction in novels, narrative fiction in short stories, poetry, drama, essays, and creative non-fiction.</p> <p>Contemporary times: works written after 1960.</p>	<p>The syllabus must list the authors to be studied and/or the titles of works to be read.</p> <p>The syllabus must include readings in several genres of narrative prose, poetry, drama, and essay from the 16th to the 20th centuries by both American and British authors.</p> <p>The syllabus must include at least two major American authors and two major British authors.</p> <p>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.</p> <p>Reference to works studied in future courses is not sufficient evidence.</p> <p>The inclusion of an anthology title alone, i.e., without indicating which works are read in the anthology, is not sufficient evidence.</p>	<p>The College Board does not mandate any particular authors or reading list.</p>	<p>For additional information see pages 9-10 under "Representative Authors" and pages 45-46 under "Goals" of the AP English Literature and Composition Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>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.</p>	<p>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.</p>	<p>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 Earnest, and The Glass Menagerie.</p>		

<p>Curricular Requirement 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 the work's:</p> <ul style="list-style-type: none"> • 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 	<p>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 such elements as the use of figurative language, imagery, symbolism and tone.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Interpretation: an informed, convincing “reading” of a work that is or 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.</p>	<p>The syllabus must include at least one interpretive writing exercise or assignment that incorporates careful observation of textual details that address figurative language.</p>	<p>Evidence of this component can be implicitly included through writing assignment topics or specific writing activities mentioned in the syllabus.</p>	<p>For additional information see pages 45-46 under “Goals” of the AP English Literature and Composition Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus states that students compose original poetry and are explicitly asked to build on a central metaphor in their compositions.</p>	<p>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.</p>	<p>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.</p>		

<p>Curricular Requirement 2 (continued): 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:</p> <ul style="list-style-type: none"> • 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 	<p>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 structure, style and themes.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Interpretation: an informed, convincing “reading” of a work that is or 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.</p>	<p>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.</p>	<p>Evidence of this component can be implicitly included through writing assignment topics or specific writing activities mentioned in the syllabus.</p>	<p>For additional information see pages 45-46 under “Goals” of the AP English Literature and Composition Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>Under the poetry unit, the syllabus states that students are asked to compose a poem in heroic couplets in imitation of Alexander Pope.</p>	<p>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.”</p>	<p>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.</p>		

<p>Curricular Requirement 2 (continued): 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:</p> <ul style="list-style-type: none"> • 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 5: 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.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Social/cultural/historic values: Works of literature can and do reflect the larger social, cultural and historical contexts in which they are created. Students should be taught to analyze the possible significance of such contexts. Students who engage a work's social, cultural and historical significance realize that texts do not exist in isolation, that they are produced in a context that includes the ideas, morals, and larger institutions, cultural fabric and ideologies of the day. The complex whole of society, including knowledge, beliefs, art, morals, law, customs, spirituality, social attitudes toward class, gender, race, religion, sexuality, and other components are often reflected, directly or indirectly, through literature. 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.</p>	<p>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.</p> <p>Addressing any one of the three considerations (social, cultural, historical values) in writing is sufficient evidence.</p> <p>The presentation of works studied and written about within a chronological structure is sufficient evidence.</p> <p>The presentation of works studied and written about within a social or cultural context or theme is sufficient evidence.</p>	<p>The study of literature in conjunction with another course, such as history or philosophy, may satisfy the component if the syllabus includes an explicit connection between the two courses so that it is clear how the component is satisfied.</p>	<p>For additional information see pages 45-46 under "Goals" of the AP English Literature and Composition Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus states that students plan, draft, revise, and edit an essay that contrasts the attitudes toward marriage demonstrated in Shakespeare's <i>Henry V</i> and in Jane Austen's <i>Pride and Prejudice</i>.</p>	<p>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 <i>Beowulf</i>, continues through Chaucer, the Renaissance, the Romantics, the neo-Classicalists, the colonials, and so on.</p>	<p>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.</p>		

Scoring Component 6: The course includes frequent opportunities for students to write and rewrite timed, in-class responses.				
Curricular Requirement 3: The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires: <ul style="list-style-type: none"> • 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, 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 	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>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”).</p> <p>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.</p>	<p>The syllabus must contain evidence that students will complete more than one instance of timed, in-class writing. 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.</p> <p>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.</p> <p>If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.</p>	<p>No specific assignment need be specified as fulfilling this scoring component as long there is evidence that students are afforded frequent opportunities to write and rewrite timed, in-class essays.</p> <p>Review of examples of timed, in-class responses as well as peer review of such responses, constitutes “rewriting” timed writing. Such review is part of the preparation of students for upcoming timed, in-class writing, as well as the AP exam, and is consistent with the course emphasis on the writing process.</p> <p>Both formal and informal in-class writing can constitute evidence for this component.</p> <p>The syllabus can include actual writing prompts, or it can simply state that “previous AP prompts” will be used. Either is sufficient evidence to meet this scoring component.</p>	<p>For addition information see pages 7 and 47 under “Goals” of the AP English Literature and Composition Course Description.</p>
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
The syllabus includes a series of timed, in-class writings based on previous AP prompts.	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.	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.”		

Scoring Component 7: The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.				
Curricular Requirement 3 (continued): 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, free-writing, 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	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Frequent: clearly recurring on a regular basis, or minimally, more than once.</p> <p>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.</p> <p>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.</p>	<p>The syllabus must contain evidence that students will complete more than one extended analysis written out of class.</p> <p>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.</p> <p>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.</p> <p>If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.</p>	<p>The syllabus should include evidence that students complete more than one extended analysis out of class and that students are involved in the process of revising, as well as editing, formal papers.</p> <p>The course description says that writing should proceed through several drafts "with revision aided by teachers and peers" (p. 7).</p> <p>Evidence of consistent, ongoing teaching of and interpretation of the writing process, clearly linked to writing extended analyses, satisfies the scoring component, even if such evidence is not described in great detail.</p>	<p>For addition information see pages 7 and 47 under "Goals" of the AP English Literature and Composition Course Description.</p>
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
<p>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.</p>	<p>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.</p>	<p>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.</p>		

<p>Curricular Requirement 3 (continued): The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> • 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, 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 	<p>Scoring Component 8: 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).</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>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.</p> <p>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.</p>	<p>The syllabus must contain evidence of informal/exploratory writing used to enable students to develop responses to what they are reading.</p> <p>Evidence of a student reading/response journal satisfies the scoring component even if its use in the course is not described in detail.</p>	<p>The emphasis of the scoring component is on exploratory writing to learn, the notion that students find out what they think and have to say about a text by writing in response to that text.</p> <p>If annotation is used, the syllabus should indicate that annotation involves informal interaction with the text, whether the actual words of the text, questions for the author or for characters in the text, questions about style, or questions about the reader or the reading process itself.</p> <p>Frequent free-writing can satisfy the component, as long as there is evidence that the writing is in response to assigned student reading.</p>	<p>For addition information see pages 7 and 47 under "Goals" of the AP English Literature and Composition Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus states that students will keep a reading journal.</p>	<p>The syllabus specifically references activities that involve students sharing, responding to, and returning to their informal writing for further development and reflection (in writing).</p>	<p>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.</p>		

<p>Curricular Requirement 3 (continued): The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> • 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, 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 	<p>Scoring Component 8 (continued): 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).</p>
	<p style="text-align: center;">More Key Terms</p>
	<p>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 a piece of literature. These ideas can be developed, elaborated, and illustrated in more polished, late-stage, and final drafts.</p> <p>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.</p>

<p>Curricular Requirement 3 (continued): The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> • 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, 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 	<p>Scoring Component 9: 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.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>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.</p> <p>Extended interpretation: writing containing an original thesis and detailed, developed, and persuasive discussion of that thesis (interpretation) via textual details.</p>	<p>The syllabus must contain evidence of analytical writing, in the form of a minimum of one analytical, interpretive essay.</p>	<p>Analysis and interpretation can be achieved in the same essay. It is not necessary to have separately assigned essays on analysis and interpretation.</p> <p>Analysis can be illustrated through evidence of student writing that considers technical aspects of literature and how they help a work achieve its effect.</p> <p>Analytical essays may include research, but research is not a necessary component.</p>	<p>For addition information see pages 6, 7, and 46 under "Goals" of the AP English Literature and Composition Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus includes an essay assignment in which students interpret how Langston Hughes uses the musical elements of jazz and blues in his poetry.</p>	<p>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.</p>	<p>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."</p>		

<p>Curricular Requirement 3 (continued): The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> • 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, 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 	<p>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 artistry and quality.</p>			
	<p>Key Term(s)</p> <p>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.</p> <p>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.</p>	<p>Evaluation Guideline(s)</p> <p>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.</p> <p>General language in the course goals or overview stating that students' writing assignments include making judgments about a works artistry or quality alone is not sufficient evidence.</p>	<p>Important Consideration(s)</p> <p>The primary emphasis of this scoring component is on teaching students to understand the difference between objective standards and personal views when making judgments about literary works.</p> <p>Evidence of this component can be illustrated through the inclusion of a writing assignment topic or activity that asks students to judge a work's artistry and quality in their writing.</p>	<p>Reference</p> <p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p> <p>The syllabus includes an assignment involving a "close reading" of a poem, focusing on how the individual components of a poem contribute to its overall effect.</p>	<p>Sample 2</p> <p>The syllabus includes an assignment in which the students are asked to "analyze the multiple ironies in 'Everyday Use,' and to explain how they reinforce one another. Do the ironies connect to the theme and the title of the story? How do they contribute to the artistry of the whole? Be sure to use specific examples from the story."</p>	<p>Sample 3</p> <p>Among the objectives, the syllabus includes the following: Students should gain an understanding of and an appreciation for good literature, an understanding of literature as a tool for personal enrichment, and an understanding of the difference between objective standards and personal views. Further, the syllabus also includes an assignment where students discuss specific elements of a literary work that make it either canonical, or, if contemporary, arguing for its inclusion in the literary canon.</p>	
	<p>Sample 3</p> <p>Among the objectives, the syllabus includes the following: Students should gain an understanding of and an appreciation for good literature, an understanding of literature as a tool for personal enrichment, and an understanding of the difference between objective standards and personal views. Further, the syllabus also includes an assignment where students discuss specific elements of a literary work that make it either canonical, or, if contemporary, arguing for its inclusion in the literary canon.</p>			

<p>Curricular Requirement 3 (continued): The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires:</p> <ul style="list-style-type: none"> • 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, 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 	<p>Scoring Component 11: 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.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>Social/cultural/historic values: Works of literature can and do reflect the larger social, cultural and historical contexts in which they are created. Students should be taught to analyze the possible significance of such contexts. Students who engage a work's social, cultural and historical significance realize that texts do not exist in isolation, that they are produced in a context that includes the ideas, morals, and larger institutions, cultural fabric and ideologies of the day. The complex whole of society, including knowledge, beliefs, art, morals, law, customs, spirituality, social attitudes toward class, gender, race, religion, sexuality, and other components are often reflected, directly or indirectly, through literature. 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.</p>	<p>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 an/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 an/or cultural values will be addressed through student writing assignments.</p> <p>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.</p> <p>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.</p>	<p>A primary emphasis of the scoring component is the evaluative element, making critical judgments about and evaluating its overall value and significance.</p> <p>Another emphasis of the scoring component is on encouraging student writing that, on some assignments, goes beyond the exclusive "close reading" of the text that analyzes literary devices only in and of themselves. Instead, the student essay analyzes and discusses the social or historical context in which the text was written.</p> <p>Composition of original satire fulfills the requirement as long as the syllabus presents evidence of study of satire as an example of social commentary and/or emphasis on the fact that literary writing can take the mode of socio-political commentary.</p>	<p>For addition information see pages 8-11 of the AP English Literature and Composition Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>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.</p>	<p>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.</p>	<p>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.</p>		

<p>Curricular Requirement 4: The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop:</p> <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 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.</p>			
	<p>Key Term(s)</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>Evaluation Guideline(s)</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>Evidence of instruction and feedback in diction or appropriate word choice is sufficient.</p> <p>Evidence of instruction and feedback in vocabulary may be included as part of revision, but can also be illustrated through other exercises or activities.</p> <p>The inclusion of specific goals for students' vocabulary development as they revise their work and move through the writing process is sufficient evidence.</p> <p>Evidence of memorization activities and/or the application of literary terms alone are not sufficient evidence.</p>	<p>Important Consideration(s)</p> <p>Evidence can be illustrated through a variety of class activities including, but not limited to, vocabulary quizzes, word journals, and dictionary use during revision of student writing assignments.</p> <p>Evidence can be illustrated through a summary of teacher-led and/or peer review activities involving the building and use of vocabulary.</p> <p>It is not necessary for the syllabus to include evidence of feedback both before and after students revise their work on every writing assignment; the syllabus should provide enough evidence to demonstrate that instruction and feedback on student writing assignments, as well as revision activities, occur throughout the course.</p>	<p>Reference</p> <p>For more information see pages 8 and 46 of the AP English Literature Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>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.</p>	<p>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.</p>	<p>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."</p>	

<p>Curricular Requirement 4 (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:</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 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.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<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>The syllabus must contain evidence of instruction in or emphasis on the need for variety in sentence length and construction.</p> <p>Evidence of instruction and feedback on sentence structure may be included as part of revision, but can also be illustrated through other exercises or activities.</p> <p>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.</p> <p>Evidence of the study of grammar alone is not sufficient evidence.</p>	<p>It is not necessary for the syllabus to include evidence of feedback both before and after students revise their work on every writing assignment; the syllabus should provide enough evidence to demonstrate that instruction and feedback on student writing assignments, as well as revision activities, occur throughout the course.</p> <p>Evidence can be illustrated through a summary of teacher-led and/or peer review activities involving sentence structure.</p>	<p>For more information see pages 8 and 46 of the AP English Literature Course Description.</p>
	<p>Samples of Evidence</p>			
Sample 1	Sample 2	Sample 3		
<p>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."</p>	<p>The syllabus states, "Sentence structure and variety is an ongoing component of all teacher-led and/or peer review activities in this course."</p>	<p>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.</p>		

<p>Curricular Requirement 4 (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:</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>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>Transitions: words, phrases, or sentences that logically link two different ideas together.</p> <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>The syllabus must contain evidence of instruction in or emphasis on the need for logical organization.</p> <p>Evidence of instruction and feedback on organizational skills may be included as part of revision, but can also be illustrated through other exercises or activities.</p> <p>The inclusion of specific goals students to improve organizational skills as they revise their work and move through the writing process is sufficient evidence.</p>	<p>It is not necessary for the syllabus to include evidence of feedback both before and after students revise their work on every writing assignment; the syllabus should provide enough evidence to demonstrate that instruction and feedback on student writing assignments, as well as revision activities, occur throughout the course.</p> <p>The component can be fulfilled through exercises that require work in logical organization and transition as well as through revision of essays or other writing.</p> <p>Evidence can be illustrated through a summary of teacher-led and/or peer review activities involving logical organization.</p>	<p>For more information see pages 8 and 46 of the AP English Literature Course Description.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	<p>Logical organization is one of the composition skills specifically mentioned under the "Revision Activities" section of the syllabus.</p>	<p>The syllabus includes writing with revision in several of the rhetorical modes: narration, description, process analysis, argument, comparison and contrast, cause/effect, etc.</p>	<p>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."</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 4 (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: <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	
	<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>The syllabus must contain evidence of instruction in or emphasis on the need for balancing generalizations with specifics in student writing assignments.</p> <p>The inclusion of specific goals for students to work on balancing specifics with generalization as they revise their work and move through the writing process is sufficient evidence.</p>	<p>It is not necessary for the syllabus to include evidence of feedback both before and after students revise their work on every writing assignment; the syllabus should provide enough evidence to demonstrate that instruction and feedback on student writing assignments, as well as revision activities, occur throughout the course.</p> <p>The component can be fulfilled through exercises that require work with both generalization and detail as well as through revision of essays or other writing.</p> <p>Evidence can be illustrated through a summary of teacher-led and/or peer review activities involving a balance of generalization and specific, illustrative detail.</p>	<p>For more information see page 8 of the AP English Literature Course Description.</p>	
	Samples of Evidence				
	Sample 1	Sample 2	Sample 3		
<p>As part of a writing assignment, the syllabus states that the student's thesis must be supported with detailed evidence or specific quotations.</p>	<p>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>	<p>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."</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.				
Curricular Requirement 4 (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: <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
	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>The syllabus must contain evidence of instruction in or emphasis on the effective use of rhetoric in student writing assignments.</p> <p>The inclusion of specific goals for students to practice rhetorical skills related to elements such as tone and voice as they revise their work and move through the writing process is sufficient evidence.</p>	<p>It is not necessary for the syllabus to include evidence of feedback both before and after students revise their work on every writing assignment; the syllabus should provide enough evidence to demonstrate that instruction and feedback on student writing assignments, as well as revision activities, occur throughout the course.</p> <p>Evidence can be illustrated through a summary of teacher-led and/or peer review activities that emphasize effective rhetorical choices by the student-writer.</p> <p>The component can be fulfilled through exercises that work with rhetorical skills as well as through revision of essays or other writing.</p>	For more information see pages 7 and 47 of the AP English Literature Course Description.
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
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.	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.	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.		