

## Syllabus Development Guide: AP Latin Literature

**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:**

<b>Curricular Requirements</b>	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.	<b>Important Considerations</b>	Aligned with the Evaluation Guidelines, these statements provide advice on the type of evidence your syllabus should include.
<b>Scoring Components</b>	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.	<b>Reference</b>	As appropriate, references to specific sections of the official AP Course Description or other pertinent publications are included here.
<b>Key Terms</b>	To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.	<b>Samples of Evidence</b>	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.
<b>Evaluation Guidelines</b>	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><b>Curricular Requirement 1:</b> The course is structured to enable students to complete the entire required reading list (as delineated in the AP Latin Course Description).</p>	<b>Scoring Component 1*:</b> The course is structured to enable students to complete the entire required reading list as delineated in the AP Latin Course Description in Latin.			
	<b>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Structured:</b> Some indication of how the course will break down the lines.	Syllabus must include all lines as listed in the reading list.	<p>Schedule of assignments should indicate how the course will cover the required readings. Merely cutting and pasting required readings from the AP syllabus without giving some indication of how material will be covered is not evidence that the requirement has been satisfied.</p> <p>The lines, poems, or excerpts must be cited, or reference made to appropriate College Board materials (i.e., web site or "Teacher's Guide") where they are listed.</p>	For more information see pages 22-23 of the AP Latin Literature Course Description.
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
The syllabus demonstrates a course schedule which gives the lines, poems, or excerpts breakdown day by day.	The syllabus demonstrates a course schedule which gives the lines, poems, or excerpts breakdown quarter by quarter.	The syllabus provides a class activity statement that says how many lines of Latin are to be covered per day or per week, etc.		

Scoring Component 2: The course gives students frequent opportunities to practice translating as literally as possible from Latin into English and scanning the required meters from the reading list.				
Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference	
<b>Curricular Requirement 2:</b> The course gives students frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from the reading list. All are read in Latin, except when noted in the AP Latin Course Description.	<b>Frequent:</b> Ongoing extensive practice spread throughout the year.	There must be explicit evidence that literal translating and scansion are occurring frequently through classroom activity or homework assignments.	Merely listing readings is not sufficient.  The syllabus must explicitly state that students are literally translating and scanning frequently as required.  Practice of the activity should not be casual or incidental.  The practice of literal translation is the main activity that should be featured in the course, and should occur daily, with frequent scansion.	For more information see pages 22-25 and 36 of the AP Latin Literature Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus lists the lines for which literal translation is to be done in class, and there is mention that scansion is practiced frequently.	The syllabus states that students do literal translations as daily homework, or alternate these with literal translation in class, and there is mention that scansion is practiced frequently.	Teacher assigns lines from required readings to be prepared for literal translation, whether orally or in writing, as a classroom activity, with scansion to be practiced frequently, orally and/or in writing.		

<p><b>Curricular Requirement 3:</b> The course gives students frequent opportunities to practice written analysis and critical interpretation of works by Catullus, and either Cicero, Horace, or Ovid, including appropriate references to the use of stylistic and metrical techniques by these authors.</p>	<b>Scoring Component 3: The course gives students frequent opportunities to practice critical interpretation of works by Catullus through written analysis, including appropriate references to the use of stylistic techniques.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Frequent:</b> Ongoing, extensive practice spread throughout the year.</p> <p><b>Stylistic techniques:</b> Stylistic techniques may include, but are not limited to, the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound, and metrical effects.</p>	<p>Evidence of multiple opportunities for written analysis and interpretation of required texts must be provided on the syllabus.</p> <p>Frequent use of past AP exams as practice material will enable the teacher to meet this scoring component if there is also an indication on the syllabus that teacher-led instruction on analysis and interpretation also occurs.</p>	<p>Practice of this activity should not be casual or incidental.</p> <p>Students should be able to discuss particular motifs or general themes relevant to the whole poem and analyze characters or situations portrayed in specific passages.</p>	<p>For more information see pages 23-25 and 36 of the AP Latin Literature Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus features essay writing in analysis and interpretation of Catullus' work drawn from the required reading list, with frequent opportunities provided through a variety of formats (e.g. classroom, homework, or test-taking), with teacher-led instruction and with possible use of past AP exams as practice material for questions.</p>	<p>Students do frequent practice at essay-writing to develop ability to interpret and critically analyze the work of Catullus, making observations and supporting judgments (e.g. on theme, tone, structure, figurative language, and rhetorical expression,) by quoting Latin accurately and appropriately.</p>	<p>Students are assigned individual readings from a secondary source (e.g. journal article or book chapter) to generate and stimulate in-class discussion on Catullus and to enhance interpretation and critical analysis through frequent practice at essay-writing in preparation for the AP exam.</p>		

<p><b>Curricular Requirement 3 (continued):</b> The course gives students frequent opportunities to practice written analysis and critical interpretation of works by Catullus, and either Cicero, Horace, or Ovid, including appropriate references to the use of stylistic and metrical techniques by these authors.</p>	<b>Scoring Component 4: The course gives students frequent opportunities to practice critical interpretation of works by Cicero, Horace, or Ovid, through written analysis, including appropriate references to the use of stylistic techniques by these authors.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Frequent:</b> Ongoing extensive practice spread throughout the year.</p> <p><b>Stylistic techniques:</b> Stylistic techniques may include, but are not limited to, the poet's mode of expression, including his use of word choice and placement, imagery, figures of speech, sound, and metrical effects.</p>	<p>Evidence of multiple opportunities for written analysis and interpretation of required texts must be provided on the syllabus.</p> <p>Frequent use of past AP exams as practice material will enable the teacher to meet this requirement if there is also an indication on the syllabus that teacher-led instruction on analysis and interpretation also occurs.</p>	<p>Practice of this activity should not be casual or incidental.</p> <p>Students should be able to discuss particular motifs or general themes relevant to the whole poem and analyze characters or situations portrayed in specific passages.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>The syllabus features essay writing in analysis and interpretation of Cicero, Horace or Ovid's work drawn from the required reading list, with frequent opportunities provided through a variety of formats (e.g. classroom, homework, or test-taking), with teacher-led instruction and with possible use of past AP exams as practice material for questions.</p>	<p>Students do frequent practice at essay-writing to develop ability to interpret and critically analyze the work of Cicero, Horace or Ovid, making observations and supporting judgments (e.g. on theme, tone, structure, figurative language, and rhetorical expression,) by quoting Latin accurately and appropriately.</p>	<p>Students are assigned individual readings from a secondary source (e.g. journal article or book chapter) to generate and stimulate in-class discussion on Cicero, Horace or Ovid and to enhance interpretation and critical analysis through frequent practice at essay-writing in preparation for the AP exam.</p>		

<p><b>Curricular Requirement 4:</b> The course examines the historical, cultural, and political context of the literature on the reading list.</p>	<b>Scoring Component 5: The course examines the social, political, cultural and historical contexts of the literature on the reading list.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p><b>Examines:</b> Formally present as part of coursework. This may be done via instructor lectures, AV materials, class discussions, assigned readings of relevant books and articles or some combination of above.</p> <p><b>Context(s):</b> How the literature on the reading list relates to the larger social, political, cultural and historical situation or milieu.</p>	<p>Must be explicitly mentioned in a general statement; a second mention of one of the pair historical/political or cultural/social must be found and that clearly indicates that these contexts will be addressed.</p>	<p>It must be clear that this is being done throughout the course. Some instructors indicate that the first week of class is devoted to introducing the historical background and then is never mentioned again. That is not sufficient.</p> <p>A general discussion of the development of Latin lyric and elegiac poetry as literary genres, including exploration of its forerunner, Greek lyric poetry, or for the Cicero option, familiarity with Ciceronian style and oratorical technique in general.</p>	<p>For more information see page 25 of the AP Latin Literature Course Description.</p>
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
<p>In addition to mentioning the social, historical, political and cultural contexts of the authors in a general statement, the syllabus lists class discussions on each author's relationship to either historical/political or cultural/social contexts on the course schedule.</p>	<p>If history/politics are not explicitly mentioned, the syllabus meets the requirement by including study of Late Republican history, for example, in addition to mentioning social, historical, political and cultural context in the general statement.</p>	<p>If culture/social contexts are not explicitly mentioned, the syllabus meets the requirement by including study of the development of Latin lyric and elegiac poetry as literary genres, including exploration of its forerunner, lyric poetry, or for the Cicero option, familiarity with Ciceronian style and oratorical technique in general, in addition to mentioning social, historical, political and cultural context in the general statement.</p>		

<b>Curricular Requirement 5:</b> The course provides frequent practice in reading Latin at sight.	<b>Scoring Component 6: The course provides frequent practice in reading Latin at sight.</b>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<b>Frequent:</b> Ongoing extensive practice spread throughout the year.  <b>Practice in reading Latin at sight:</b> A general comprehension of syllabus and non-syllabus based passages based upon literal translation.	Reading Latin at sight must be listed explicitly or otherwise indicated as an activity in the course.	Practice of the activity should not be casual or incidental.  Reference to practice on an 'as time permits' basis is not sufficient evidence that the requirement has been satisfied.  It should be discernible in the syllabus that the instructor knows that sight is tested via the multiple choice section of the exam which includes both poetry and prose or syllabus based and non-syllabus based passages. Instructors who only do sight of syllabus based passages just prior to translating them in class are not giving their students sufficient preparation.  Instructors should be wide-ranging in their passage choices.	For more information see pages 4-15 and 36 of the AP Latin Literature Course Description.
	<b>Samples of Evidence</b>			
	Sample 1	Sample 2	Sample 3	
List of course activities on the syllabus indicates that sight reading of prose and poetry syllabus and non-syllabus authors will take place on a regular basis.	The syllabus incorporates frequent sight reading of prose and poetry syllabus and non-syllabus authors into the calendar of course assignments.	Classroom activity of reading and discussing assigned lines includes weekly practice in translating Latin prose and poetry and non-syllabus authors at sight, orally and/or in writing.		