



Syllabus Development Guide: AP Latin Vergil

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 is structured to enable students to complete the entire required reading list (as delineated in the AP Latin Course Description).</p>	<p>Scoring Component 1*: The course is structured to enable students to complete the entire required reading list as delineated in the AP Latin Course Description in Latin.</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>Structured: Some indication of how the course will break down the lines.</p>	<p>The syllabus must include all lines as listed in the reading list.</p>	<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 must be cited, or reference made to appropriate College Board materials (i.e., web site or "Teacher's Guide " book) where they are listed.</p>	<p>For more information see page 16 of the AP Latin Vergil Course Description.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
<p>The syllabus demonstrates a course schedule that gives the line breakdown day by day, week by week, month by month, quarter by quarter, semester by semester, vel sim., e.g., "Students will translate the selected lines of the Aeneid daily and analyze each line and understand all rhetorical devices." In addition to this statement, a schedule distributes those lines throughout the course.</p>	<p>The syllabus provides a statement that gives the lines to be translated and explains how the lines to be translated will be distributed, e.g., "In this course students will read the 1,856 lines of Vergil's Aeneid that are required by the AP syllabus in preparation for the AP exam." Or, "Approximately 1,900 lines of the poem will be read in Latin." In addition to this statement, a schedule distributes those lines throughout the course.</p>	<p>The syllabus provides a statement that includes references to the specific lines to be translated and also a schedule that distributes the lines by day, week, month, quarter, semester, vel sim, e.g., "Students will complete an accurate literal translation of passages from the Aeneid according to the AP requirements." In addition to this statement, a schedule distributes those lines throughout the course.</p>		

<p>Curricular Requirement 2: The course gives students frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from Vergil's Aeneid. All required passages are read in Latin; the entire Aeneid is read in English.</p>	Scoring Component 2: The entire Aeneid is read in English, or in combination of both Latin and English.			
	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 make clear that all the parts not read in Latin will be read in English or that the entire poem will be read in English.	Scoring Component is clear and explicit. No Important Considerations are needed.	For more information see page 16 of the AP Latin Vergil Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus demonstrates a course schedule that gives the breakdown of how the Aeneid will be read in English, e.g., over the summer, day by day, week by week, month by month, quarter by quarter, semester by semester vel sim.	The syllabus provides a statement that explains how the Aeneid will be read in English and how the reading will be distributed, e.g., "The students will read the entirety of the Aeneid in English and discuss themes against a larger understanding of the poem as a whole." In addition to this statement, a schedule distributes those lines throughout the course.	The syllabus provides a statement that explains how the Aeneid will be read in English and also a schedule that distributes the reading by day, week, month, quarter, semester, vel sim, e.g., "Analytical and critical interpretation skills will be developed through reading and discussion of the entire Aeneid in English." In addition to this statement, a schedule distributes those lines throughout the course.		

<p>Curricular Requirement 2 (continued): The course gives students frequent opportunities to practice reading and translating as literally as possible from Latin into English the required passages from Vergil's Aeneid. All required passages are read in Latin; the entire Aeneid is read in English.</p>	Scoring Component 3: The course gives students frequent opportunities to practice translating as literally as possible from Latin into English and scanning the required passages from Vergil's Aeneid.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Frequent: 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 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.	For more information see pages 16, 18 and 36 of the AP Latin Vergil Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus provides a statement that explains how literal translation and scansion will be implemented in the course and how frequently, e.g., "Daily the students will translate the Aeneid as literally as possible from Latin to English and each student will translate and scan at least five lines per day."	The syllabus demonstrates a course schedule that gives the breakdown of literal translation of the required lines and evidence of practice scanning dactylic hexameter day by day, week by week, month by month, quarter by quarter, semester by semester vel sim, e.g., "Students will complete daily reading assignments in which they translate the Aeneid as literally as possible from Latin to English and understand scansion of dactylic hexameter and how the meter affects the meaning of a line." In addition to this statement, a schedule distributes the readings throughout the course.	The syllabus provides a statement that explains how literal translation and scansion will be implemented in the course and how frequently, and also a schedule that distributes practice in literal translation and scansion by day, week, month, quarter, semester, vel sim, e.g., "Students will translate Virgil's Aeneid either at sight during class or in writing as a homework assignment. In the course of daily literal translation from Latin to English, students will be able to scan dactylic hexameter and explain its impact on the text." In addition to this statement, a schedule distributes the readings throughout the course.		

<p>Curricular Requirement 3: The course gives students frequent opportunities to practice written analysis and critical interpretation of Vergil's Aeneid, including appropriate references to the use of stylistic and metrical techniques by Vergil.</p>	<p>Scoring Component 4: The course gives students frequent opportunities to practice critical interpretation of Vergil's Aeneid through written analysis, including appropriate references to the use of stylistic techniques.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Frequent: Ongoing extensive practice spread throughout the year.</p> <p>Stylistic techniques: 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>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 but ongoing.</p> <p>Essays may be included in class, as homework, and on tests and quizzes.</p> <p>Teachers may use old AP exam questions and ask students to apply the published grading rubrics.</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, "At the beginning of the year, considerable time is spent on discussing how to write a good essay that cites Latin and presents an informed and convincing case. Tests are given every 150-200 lines, with essays in AP format. On fourteen occasions throughout the course, class writing activities are scheduled."</p>	<p>The syllabus states, "Students are given frequent opportunities, about once a week, to practice writing essays for questions taken from old AP exams, the Excelability in Latin text and the Vergil Workbook, in class, as homework assignments, and as part of exams. In every six-week block, time is set aside to read and discuss AP essay prompts and answers, and to write both short and long essays totaling 32 essays during the entire course."</p>	<p>In the first semester, the instructor begins with frequent discussions of past AP exam free-response questions. The students do not write essays, they discuss what the question is asking and what Latin can be used to support it. There is very little writing of essays but a focus on planning. They then move to taking a question, circling elements of it, decide how many tasks the question involves, choose Latin support, and practice paraphrasing the Latin. Thereafter, students write free-response short and long essays about once a week, both in and outside of class. Some in-class essays are timed at 20-25 minutes and then graded according to the scoring rubrics and returned to the students. In class, anonymous student essays are shown to the students for applying the generic grading rubrics to the essays as a class. Finally, there are discussions and essays about the entire work to prepare students for the Vergil global short essay.</p>	

Curricular Requirement 4: The course examines the historical, social, cultural, and political context of Vergil's Aeneid.	Scoring Component 5: The course examines the social, political, cultural and historical contexts of the literature on the reading list.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Examines: 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.	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	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 it is never mentioned again. That is not sufficient. A general discussion of the Iliad and Odyssey to locate the Aeneid in the larger genre of ancient epic as well as specific parallels in texts, e.g., ecphrases, dreams, speeches.	For more information see page 18 of the AP Latin Vergil Course Description.
	Context(s): How the literature on the reading list relates to the larger social, political, cultural and historical situation or milieu.		Covering Roman history of the first century B.C.E. through the first century C.E. is necessary and coverage of other periods may also be appropriate.	
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
After an introductory statement that all four contexts will be addressed, the syllabus sets out how the course begins with readings and discussions on the scholarship on Vergil and his relationship with Augustus and the political context of his times. Throughout the course, in class discussions, students approach the text focusing on larger themes, such as heroism, conflict, perseverance, the role of women, the power of the gods, and the events of Roman mythology and what they meant to Romans at the time.	The goals of the course state that students are to learn the framework of the writing of the Aeneid, examine Rome of the first century B.C.E., and the coming of Augustus' "Golden Age, by studying Roman cultural, social, and political history. Under student responsibilities, the syllabus requires students to ask questions about the historical background of the Aeneid. The course starts with a lecture on the history of Rome, and throughout the course there is a focus on one of the four contexts and there are several major secondary source readings assigned for class discussion that address issues relevant to each of the four contexts.	After an introductory statement that all four contexts will be addressed, the syllabus states that students will read and discuss secondary sources on the four contexts (for example, they are assigned to read and discuss two relevant chapters from the Oxford History of the Classical World). The students also have a major assignment to construct a Power Point presentation focused on one Augustan monument, integrating its significance into considerations of Roman life, art and literature. Students are held responsible for the material on several drill sheets on geography and history, and every six-week block assessment includes testing of relevant cultural, social, political and historical information.		

Curricular Requirement 5: The course provides frequent practice in reading Latin at sight.	Scoring Component 6: The course provides frequent practice in reading Latin at sight.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Frequent: Ongoing extensive practice spread throughout the year. Practice in reading Latin at sight: 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 of syllabus based and non-syllabus based passages. Instructors should be wide-ranging in their passage choices. Instructors who only do sight of syllabus based passages just prior to translating them in class are not giving their students sufficient preparation.	For more information see pages 4-15 of the AP Latin Vergil Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
Students will practice sight translation, as literally as possible without using notes or dictionaries, on a weekly basis, from different authors, but Cicero, Ovid, and Catullus are featured. There are twelve scheduled major tests in AP format including multiple choice questions over both syllabus and non-syllabus-based sight passages.	The syllabus states that students will be translating either at sight during class or as a homework assignment, sometimes both on the same day. They will be given sight passages and multiple choice questions, from published tests, AP Central, or materials such as the Excelability in Latin exercises. Sight practice is mentioned prominently in each six-week block of the course and one six week section ends with a full multiple choice exam (from the 1999 Released Exams) including three sight and one syllabus-based passage.	Weekly sight quizzes are given, ten questions, ten minutes. A variety of authors are used but especially Cicero, Ovid, Catullus and Tacitus. The instructor uses the multiple choice questions from the Teacher's Guide and from the 1999 Released Exams, and also refers the students to the AP Central on-line multiple-choice question tutorial. The instructor also has the students doing sight translation of lines from Vergil that have not been prepared, just to check that student ability in sight translation is improving.		