



Syllabus Development Guide: AP Spanish 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:

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 allow students to complete the entire AP Spanish Literature reading list, published in the AP Spanish Course Description. Abridged versions or films are not appropriate in place of the text.</p>	<p>Scoring Component 1*: The course is structured to allow students to complete the entire AP Spanish Literature reading list, published in the AP Spanish Course Description. Abridged versions or films are not appropriate in place of the text.</p>			
	<p>*Note Each Curricular Requirement may be subdivided into two or more distinct Scoring Components.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>AP Spanish Literature reading list: the complete reading list is included in the current AP Spanish Course Description.</p> <p>Abridged versions: shortened, condensed and/or simplified in both the language and narrative detail of a literary work.</p>	<p>The syllabus must contain all works and corresponding authors included in the AP Spanish Literature reading list.</p>	<p>The syllabus should include the title and author of each work, as outlined in the AP Course Description. Specific chapter numbers should also be included where appropriate.</p>	<p>For more information and a detailed list of the required Spanish Literature Reading List, please reference the most current copy of the AP Spanish Literature Course Description located at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html</p>
	Samples of Evidence			
Sample 1	Sample 2	Sample 3		
<p>Individual readings from the required reading list including author and title of each individual text are outlined in the monthly/weekly/daily course schedule of the syllabus.</p>	<p>After the introductory paragraph the syllabus lists the required readings, including author and title of each required text, as it appears in the AP Spanish Literature Reading list.</p>	<p>On the last page of the syllabus under the section that is titled, "Required Reading," the syllabus lists the author and title of each required text, as it appears in the AP Spanish Literature Reading list.</p>		

Curricular Requirement 2: The teachers uses Spanish almost exclusively in class and encourages students to do likewise.	Scoring Component 2: The teacher uses Spanish almost exclusively in class and encourages students to do likewise.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Almost exclusively: with the exception of administrative procedures, the instructor facilitates nearly all classroom activities (listening, reading, speaking, and writing) in Spanish.	The syllabus must explicitly state that the course is conducted almost exclusively in Spanish. A syllabus written in Spanish is not sufficient evidence that the instructor uses Spanish almost exclusively in class.	While an explicit statement alone is sufficient evidence, the syllabus may also include supporting evidence that the teacher encourages the use of Spanish through classroom practices.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus states, "This course is presented to students in Spanish. All lecture and instructions are presented to students in Spanish. Student activities, group work and assignments are conducted in Spanish."	The syllabus states "The instructor uses Spanish almost exclusively in class and encourages students to do likewise."	In addition to an explicit statement on the exclusive use of Spanish in the classroom in the Course Overview section, the syllabus indicates that students' grades are based in part on their using Spanish exclusively in class.		

<p>Curricular Requirement 3: The course teaches students the techniques of literary analysis and a basic vocabulary of critical terms.</p>	<p>Scoring Component 3: The course teaches students the techniques of literary analysis and a basic vocabulary of critical terms.</p>			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	<p>Literary analysis: a method by which a literary work is separated into parts and then given rigorous, logical, detailed scrutiny, resulting in a consistent and relatively complete account of the elements of the topic and the principles of its organization. Literary analysis is not merely a summary of the text.</p> <p>Vocabulary of critical terms: words used in modern literary criticism to analyze, classify, interpret or evaluate texts. In regards to narrative and drama, critical terms include those terms relating to character (protagonist, antagonist), plot (exposition, conflict, denouement) and point of view (omniscient, first person). Critical terms relating to poetry would include terms such as metaphor, imagery, rhythm and meter.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>The syllabus should include examples of critical terms covered in the course.</p> <p>Evidence of literary analysis can be illustrated through the inclusion of overriding themes of literary works, how these works are related to other works and movements, and how the works fit into particular historical periods.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
<p>Students are asked to identify structural elements including, but not limited to: exposition, development, climax and rhetorical devices including, but not limited to: metaphor, simile, images, rhyme, alliteration, personification.</p>	<p>The syllabus states, "Students identify and define literary devices such as: alliteration, personification, symbolism, and imagery." In addition, students analyze, discuss and write about the works plot, major characters, structure and point of view.</p>	<p>The syllabus states, "Students keep a notebook for each required text with the following information relating to assigned work: title, author, major themes, tone, genera/historical period, historical/cultural influences, and major rhetorical devices found in the work.</p>		

<p>Curricular Requirement 4: The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing.</p>	<p>Scoring Component 4: The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion.</p>			
	<p>Key Term(s)</p>	<p>Evaluation Guideline(s)</p>	<p>Important Consideration(s)</p>	<p>Reference</p>
	<p>Class discussion: both whole class and small group activities in which Spanish is used orally.</p>	<p>Scoring Component is clear and explicit. No Evaluation Guideline is needed.</p>	<p>Evidence of class discussion and oral participation by students can include, but is not limited to the presence of activities, such as class discussions, group projects, and student presentations.</p>	<p>No references to external documents are needed for this Scoring Component.</p>
	<p>Samples of Evidence</p>			
	<p>Sample 1</p>	<p>Sample 2</p>	<p>Sample 3</p>	
	<p>The syllabus explicitly mentions a variety of oral assignments, centered on characterization, themes, structures and styles based on a close reading of that text.</p>	<p>The syllabus explicitly mentions a variety of activities/assignments, both oral and written based on close reading of the text. For example, students work in small groups to discuss their varied responses to the close reading of the text.</p>	<p>The syllabus explicitly mentions a variety of oral activities/assignments for example; students give a presentation on the reading and participate in an in-class discussion afterwards.</p>	

<p>Curricular Requirement 4 (continued): The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through class discussion and essay writing.</p>	Scoring Component 5: The course provides students with the opportunity to read, to discuss, and to analyze critically in Spanish representative works of Peninsular and Latin American literature through essay writing.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	All terminology in the Scoring Component is clear. No clarification is needed	Scoring Component is clear and explicit. No Evaluation Guideline is needed.	Evidence of essay writing can be illustrated through the inclusion of writing activities and assignments, such as answering comprehension questions, writing plot summaries and character descriptions, and frequent essays assignments similar to those required on the AP exam.	For a more information see pages 56-60 of the AP Spanish Course Description.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
	Students focus on writing comparison/contrast essays analyzing two or more literary works.	The syllabus explicitly mentions writing assignments such as: out-of-class formal and informal essays where students analyze a representative Spanish work.	The syllabus explicitly mentions writing assignments such as: in-class formal and informal essays where students analyze a representative Spanish work.	

Curricular Requirement 5: The curriculum includes representative works of prose, poetry, and drama from different periods with a consideration of their cultural context.	Scoring Component 6: The curriculum includes representative works of prose, poetry, and drama from different periods with a consideration of their cultural context.			
	Key Term(s)	Evaluation Guideline(s)	Important Consideration(s)	Reference
	Cultural context: language, values, norms and customs. Literary works are analyzed with respect to the relationships between cultural products (both tangible [books] and intangible [institutions]), cultural practices (patterns of social interaction), and cultural perspectives (attitudes, assumptions, and viewpoints that inform both practices and products).	The syllabus must mention or reference cultural contexts.	Evidence that the works are analyzed with consideration of cultural context can be illustrated in a variety of ways, including specific opportunities for students to discuss and write about the historical and social environments from which the literary works emerged.	No references to external documents are needed for this Scoring Component.
	Samples of Evidence			
	Sample 1	Sample 2	Sample 3	
The syllabus explicitly mentions both oral and written assignments based on major themes presented in multiple texts such as: the role of women, Machismo, and Roman Catholicism.	Students write comparison/contrast essays analyzing two or more literary works based on the major cultural movements that influenced them.	The syllabus explicitly mentions a variety of oral/written activities/assignments in which students discuss social/historical influences on the creation of the texts.		