The guide contains the following sections and information:

<table>
<thead>
<tr>
<th>Curricular Requirements</th>
<th>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.</th>
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<tbody>
<tr>
<td>Scoring Components</td>
<td>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.</td>
</tr>
<tr>
<td>Evaluation Guideline(s)</td>
<td>These are the guidelines used by reviewers to evaluate the evidence in your syllabus. Use these guidelines to determine the level of detail reviewers require to demonstrate how the curricular requirements are met in your course.</td>
</tr>
<tr>
<td>Key Term(s)</td>
<td>To ensure the clarity of certain terms or expressions that may have multiple meanings, each of these terms is clearly defined.</td>
</tr>
<tr>
<td>Samples of Evidence</td>
<td>For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.</td>
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## Table of Contents

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</table>
**Curricular Requirement**

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.

**Scoring Component 1**

The course includes an intensive study of representative works such as those by authors cited in the AP English Course Description. 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.

**Evaluation Guideline(s)**

The syllabus must list the authors to be studied and the titles of works to be read. The syllabus must include at least two major American authors and two major British authors.

All parts of the scoring component must be included in prerequisite courses or in the syllabus under review. 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. Reference to works studied in future courses is not sufficient evidence.

**Key Term(s)**

**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).

**Genres**: literary modes including narrative fiction in novels, narrative fiction in short stories, poetry, drama, essays, and creative non-fiction.

**Contemporary times**: works written after 1960.

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Samples of Evidence on next page
(cont’d from previous page)

Samples of Evidence

1. The syllabus includes a reading list on page 1 that contains British works in all genres from 1600 to contemporary readings. At the end of the list, the syllabus states that American literature is a prerequisite course and the authors read in that class included Hawthorne, Mark Twain, Longfellow, Arthur Miller, Amy Lowell, and Barbara Kingsolver.

2. 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.

3. 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 Ernest*, and *The Glass Menagerie*. 
## Curricular Requirement

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
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

### Scoring Component 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 such elements as the use of figurative language, imagery, symbolism, and tone.

### Evaluation Guideline(s)

The syllabus must include at least one interpretive writing exercise or assignment that incorporates careful observation of textual details that address figurative language.

### Key Term(s)

**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.

### Samples of Evidence

1. The syllabus states that students compose original poetry and are explicitly asked to build on a central metaphor in their compositions.
2. 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.
3. 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.
### Curricular Requirement

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
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

### 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 the work’s structure, style, and themes.

### Evaluation Guideline(s)

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.

### Key Term(s)

**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.

### Samples of Evidence

1. Under the poetry unit, the syllabus states that students are asked to compose a poem in heroic couplets in imitation of Alexander Pope.
2. 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.”
3. 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.
### Curricular Requirement

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
- The social and historical values it reflects and embodies
- Such elements as the use of figurative language, imagery, symbolism, and tone

### 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 social, cultural and/or historical values.

### Evaluation Guideline(s)

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.

Addressing any one of the three considerations (social, cultural, historical values) in writing is sufficient evidence.

The presentation of works studied and written about within a chronological structure is sufficient evidence.

The presentation of works studied and written about within a social or cultural context or theme is sufficient evidence.

### Key Term(s)

**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.

### Samples of Evidence

1. The syllabus states that students plan, draft, revise, and edit an essay that contrasts the attitudes toward marriage demonstrated in Shakespeare’s *Henry V* and in Jane Austen’s *Pride and Prejudice*.

2. 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 *Beowulf*, continues through Chaucer, the Renaissance, the Romantics, the neo-Classicists, the colonials, and so on.

3. 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.
### Syllabus Development Guide: AP® English Literature and Composition

| Curricular Requirement | 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 |
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<tr>
<td>Scoring Component 5</td>
<td>The course includes frequent opportunities for students to write and rewrite timed, in-class responses.</td>
</tr>
<tr>
<td>Evaluation Guideline(s)</td>
<td>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. 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. If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.</td>
</tr>
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</table>
| Key Term(s) | **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”).  
**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. |
| Samples of Evidence | 1. The syllabus includes a series of timed, in-class writings based on previous AP prompts.  
2. 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.  
3. 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.” |
## Curricular Requirement

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

## Scoring Component 6

The course includes frequent opportunities for students to write and rewrite formal, extended analyses outside of class.

### Evaluation Guideline(s)

The syllabus must contain evidence that students will complete more than one extended analysis written out of class. 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. 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.

If the only mention of revision is rewriting for a higher grade, then the scoring component is not met.

### Key Term(s)

- **Frequent**: clearly recurring on a regular basis, or minimally, more than once.
- **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.
- **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.

Samples of Evidence on next page
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<table>
<thead>
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<th>Samples of Evidence</th>
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<tbody>
<tr>
<td>1. The syllabus contains references to students workshopping their out-of-class essays and to other revision strategies that are part of the writing process, as well as critiques by the instructor.</td>
</tr>
<tr>
<td>2. 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.</td>
</tr>
<tr>
<td>3. 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.</td>
</tr>
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Curricular Requirement

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<th>Scoring Component 7</th>
<th>Evaluation Guideline(s)</th>
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</table>
| 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 | The syllabus must contain evidence of informal/exploratory writing used to enable students to develop responses to what they are reading. Evidence of a student reading/response journal satisfies the scoring component even if its use in the course is not described in detail. |

Key Term(s) and Samples of Evidence on next page
### Key Term(s)

**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.

**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.

**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.

**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.

### Samples of Evidence

1. The syllabus states that students will keep a reading journal.

2. The syllabus specifically references activities that involve students sharing, responding to, and returning to their informal writing for further development and reflection (in writing).

3. 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.
### Curricular Requirement

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

### Scoring Component 8

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.

### Evaluation Guideline(s)

The syllabus must contain evidence of analytical writing, in the form of a minimum of one analytical, interpretive essay.

### Key Term(s)

#### 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.

- **Extended interpretation**: writing containing an original thesis and detailed, developed, and persuasive discussion of that thesis (interpretation) via textual details.

### Samples of Evidence

1. The syllabus includes an essay assignment in which students interpret how Langston Hughes uses the musical elements of jazz and blues in his poetry.
2. 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.
3. 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.”
### Curricular Requirement

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

### Scoring Component 9

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.

### Evaluation Guideline(s)

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. General language in the course goals or overview stating that students’ writing assignments include making judgments about a work’s artistry or quality alone is not sufficient evidence.

### Key Term(s)

- **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.

- **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.

Samples of Evidence on next page
Samples of Evidence

1. 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.

2. 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.”

3. 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.
| Curricular Requirement | 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 |
| 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 social, historical and/or cultural values. |
| Evaluation Guideline(s) | 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.  
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.  
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. |

Key Term(s) and Samples of Evidence on next page
Key Term(s)

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.

Samples of Evidence

1. 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.

2. 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.

3. 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.
### Curricular Requirement
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 and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

### Scoring Component 11
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.

### Evaluation Guideline(s)
The syllabus must contain evidence of instruction that supports the learning of new vocabulary and more appropriate and effective use of existing vocabulary.

Evidence of instruction and feedback in diction or appropriate word choice is sufficient.

Evidence of instruction and feedback in vocabulary may be included as part of revision, but can also be illustrated through other exercises or activities.

The inclusion of specific goals for students’ vocabulary development as they revise their work and move through the writing process is sufficient evidence.

Evidence of memorization activities and/or the application of literary terms alone are not sufficient evidence.

### Key Term(s)
**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.

**Before and after:** ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

**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.

Samples of Evidence on next page
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<th>Samples of Evidence</th>
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<tbody>
<tr>
<td>1. 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.</td>
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<tr>
<td>2. 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.</td>
</tr>
<tr>
<td>3. 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.”</td>
</tr>
</tbody>
</table>
| Curricular Requirement                                                                 | The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:  
|                                                                                       | • A wide-ranging vocabulary used appropriately and effectively  
|                                                                                       | • A variety of sentence structures, including appropriate use of subordination and coordination  
|                                                                                       | • Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis  
|                                                                                       | • A balance of generalization and specific, illustrative detail  
|                                                                                       | • An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure |
| Scoring Component 12                                                                 | The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work that help the students develop a variety of sentence structures. |
| Evaluation Guideline(s)                                                              | 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. Evidence of the study of grammar alone is not sufficient.  
|                                                                                       | If the syllabus mentions the development of or instruction in sentence structure and it mentions revision, then the component is met. |
| Key Term(s)                                                                          | **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.  
|                                                                                       | **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.  
|                                                                                       | **Before and after**: ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.  
|                                                                                       | **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. |

Samples of Evidence on next page
Samples of Evidence

1. 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.

2. In a unit regarding writing, the syllabus states the following, “In each of their writing assignments students are required to use syntactic variety. This is specifically evaluated during peer review activities.”

3. 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.”
| Curricular Requirement | The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:  
- 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 |
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<td>Scoring Component 13</td>
<td>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.</td>
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| Evaluation Guideline(s) | The inclusion of specific goals students to improve organizational skills as they revise their work and move through the writing process is sufficient evidence.  
If the syllabus mentions the development of or instruction in logical organization, enhanced by specific techniques to increase coherence and it mentions revision, then the component is met. |
| Key Term(s) | **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.  
**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.  
**Transitional devices**: words, phrases, or sentences that logically link two different ideas together. |
| Samples of Evidence | 1. Logical organization is one of the composition skills specifically mentioned under the “Revision Activities” section of the syllabus.  
2. The syllabus includes specific rewriting activities that target organizational strategies for student writers, including outlining an essay after completing a draft, trying out varied introductions and conclusions, and merging or separating body paragraphs. |
Samples of Evidence

3. 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.”
Curricular Requirement | The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Scoring Component 14 | 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.

Evaluation Guideline(s) | If the syllabus mentions the development of or instruction in a balance of generalization and specific, illustrative detail and it mentions revision, then the component is met.

Key Term(s) | **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.

**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.

**Before and after**: ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

Samples of Evidence on next page
Samples of Evidence

1. 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.”

2. As part of a writing assignment, the syllabus states that the student’s thesis must be supported with detailed evidence or specific quotations.

3. 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.”
**Curricular Requirement**

The AP teacher provides instruction and feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

**Scoring Component 15**

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.

**Evaluation Guideline(s)**

If the syllabus mentions the development of or instruction in an effective use of rhetoric including controlling tone and a voice appropriate to the writer, then the component is met.

**Key Term(s)**

**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.

**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.

**Before and after**: ongoing, frequent feedback, though not necessarily always at the same stage in the writing process.

**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.

Samples of Evidence on next page
Samples of Evidence

1. 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.

2. 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.

3. 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.