

Course Guide for AP English Language and Composition*

College Board Course Components	TEKS	Guiding Questions	Resources
Write in a several forms (e.g., narrative, popular culture, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experience).	Fig. 19, 2A, 2B, 2C, 9A, 9C, 15A, 15C, 16A, 16C, 16E, 16F	How can students summarize the author’s main idea in an objective manner? Is the student’s thesis or position logical and supported by evidence? Is the organizational structure supported?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Write essays that proceed through several stages of drafts with the revision incorporating, as appropriate, feedback from teachers and peers.	13A, 13B, 13C, 13D	What prewriting strategies are best for the intended topic? What organizational strategies help the intended purpose? What revisions are needed to clarify meaning? What editing is needed?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Write in informal context (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.	Fig. 19, 2A, 2B, 4A, 5B, 14A, 14B, 14C	What literary techniques enhance and create a script with an explicit or implicit theme?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics public policies, popular culture, and personal experience.	Fig. 19, 2A, 2C, 3A, 4A, 5A, 5B, 5C, 5D, 6A, 8A, 15A, 15C	Are students able to construct an analytical expository/procedural text in an effective way?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Produce one or more analytical writing assignments. Topics should	Fig. 19, 2A, 2B, 2C, 3A, 4A, 5A,	How does the various techniques used by an author help to inform and/or persuade?	<i>The Language of Composition</i>

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<p>be based on reading representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture and personal experiences.</p>	<p>5B, 5C, 5D, 6A, 7A, 8A, 10A, 10B, 11A,12A,15A</p>	<p>How are the styles and tones used to appeal to different audiences?</p> <p>What rhetorical strategies does the author use to convey his message?</p>	<p><i>Texas Write Source</i> <i>Springboard</i></p> <p><i>Holt Literature</i></p>
<p>Produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	<p>Fig. 19, 2C, 5D, 6A, 8A, 9B, 9C, 9D, 13, A, 13B, 13C, 13D, 13E, 16A, 16B, 16C, 16D, 16E</p>	<p>Is the student’s thesis or position logical and supported by evidence?</p> <p>Has the student analyzed primary and secondary sources for validity and reliability?</p> <p>Does the student use a broad range of motivational tools such as rhetorical devises and persuasive appeals?</p>	<p><i>The Language of Composition</i></p> <p><i>Texas Write Source</i> <i>Springboard</i></p> <p><i>Holt Literature</i></p>
<p>Nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author’s use of rhetorical strategies of techniques. If fiction and poetry are assigned, their main purpose should be to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices.</p>	<p>Fig.19, 2A, 2C, 3A, 5A, 6A, 7A, 8A, 9A, 9B, 9C, 9D, 10A, 10B</p>	<p>How can students use annotation skills to evaluate, analyze and draw conclusions?</p> <p>How does the author’s style tone and diction help his purpose?</p>	<p><i>The Language of Composition</i></p> <p><i>Texas Write Source</i> <i>Springboard</i></p> <p><i>Holt Literature</i></p>
<p>Analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.</p>	<p>Fig. 19, 12A, 12B, 12C, 12D</p>	<p>How does the media’s message reflect different cultural and social views?</p> <p>How is the same event covered in different articles?</p>	<p><i>The Language of Composition</i></p> <p><i>Texas Write Source</i> <i>Springboard</i></p> <p><i>Holt Literature</i></p>

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Demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.	20A, 20B, 21A, 21B, 21C, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 23E		<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.	20A, 20B, 21A, 21B, 21C, 22A, 22B, 22C, 23A, 23B, 23C, 23D, 23E, 25A, 26A	How should students decide on a research topic? Are students able to analyze sources and determine valid research? Are students able to formulate ideas based on research?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
Cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).	23D	Does the research paper document sources and formatting procedures according to a specified style manual?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that helps the students develop a wide-ranging vocabulary used appropriately.	1A, 1B, 1C, 1D, 1E, 13A, 13C, 13D, 13E 17A, 17B, 18A, 19A,	Has student used higher level vocabulary? Dictionary Thesaurus Vocabulary words SAT vocabulary	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
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.	13A, 13B, 13C, 13D, 13E , 15A, 17A, 17B	Has the student employed various sentence structures throughout their paper? Does the student demonstrate the ability to incorporate paralleled sentence structure in their writing?	<i>The Language of Composition</i> <i>Texas Write Source</i> <i>Springboard</i> <i>Holt Literature</i>
AP teacher provides instruction and feedback on students' writing	13A, 13B, 13C, 13D, 13E	Has the student strategically planned their paper?	<i>The Language of Composition</i>

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<p>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 and rhetorical structures, graphic organizers, work on repetition, transitions, and emphasis.</p>		<p>Has the student demonstrated their ability to smoothly transition from one paragraph to the next?</p> <p>Has the student demonstrated their ability to employ rhetorical devices such as anaphora to transition from one sentence to the next?</p>	<p><i>Texas Write Source</i></p> <p><i>Springboard</i></p> <p><i>Holt Literature</i></p>
<p>AP teacher provides instruction and feedback on students' writing assignments both before and after they have revised their work that helps the students develop a balance of generalization and specific illustrative detail.</p>	<p>13A, 13B, 13C, 13D, 13E, 16B, 16C</p>		<p><i>The Language of Composition</i></p> <p><i>Texas Write Source</i></p> <p><i>Springboard</i></p> <p><i>Holt Literature</i></p>
<p>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 voice appropriate to the writer's audience.</p>	<p>13A, 13B, 13C, 13D, 13E, 16F</p>	<p>Has the student used rhetorical devices in the paper?</p>	<p><i>The Language of Composition</i></p> <p><i>Texas Write Source</i></p> <p><i>Springboard</i></p> <p><i>Holt Literature</i></p>

The complete course description may be found at <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.