

AP English Literature and Composition Standards from College Board Course Description

Reading Goals

- R1:** The student reads works from several genres and periods—from the sixteenth to the twenty-first century.
- R2:** The student understands a work’s thematic meaning and recognizes its complexity.
- R3:** The student analyzes how meaning is embodied in literary form.
- R4:** The student engages in close reading involving
- the experience of literature (precritical impressions and emotional responses).
 - the interpretation of literature (analysis to arrive at multiple meanings).
 - the evaluation of literature (assessment of the quality and artistic achievement as well as consideration of their social and cultural values).
- R5:** The student makes careful observations of textual detail, establishes connections among observations, and draws from those connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.
- R6:** The student demonstrates an understanding of Biblical and Classical mythology and how the concepts and stories have influenced and informed Western literary creation.
- R7:** The student participates in thoughtful discussion of literature in the company of fellow students.

Writing Goals

- W1:** The student produces writing that focuses on the critical analysis of literature and includes expository, analytical, and argumentative essays.
- W2:** The student composes pieces in response to well-constructed creative writing assignments that allow students to see from the inside how literature is written.
- W3:** The student develops and organizes ideas in clear, coherent, and persuasive language.
- W4:** The student attends to matters of precision and correctness in writing.
- W5:** The student produces writing with stylistic maturity, characterized by
- a wide-ranging vocabulary, using words with denotative accuracy and connotative resourcefulness.
 - a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.
 - logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.
 - a balance of generalization with specific illustrative detail.
 - an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
- W6:** The student engages in numerous opportunities to write and rewrite, producing writing that
- is informal and exploratory, allowing students to discover what they think in the process of writing about their reading.
 - involves research, perhaps negotiating differing critical perspectives.
 - entails extended discourse in which students develop an argument or present an analysis at length.
 - encourages students to write effectively under the time constraints they encounter on essay exams in college courses in many disciplines.
- W7:** The student prepares for the essay questions of the AP English Literature exam through exercises analyzing short prose passages and poems and through practicing with “open” analytical questions.

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