Publisher: Wadsworth Cengage Learning Evaluator Number: 8 Program Number: 8

Program/Title: AP English Language and Composition Grade Level: AP Language and Composition (11/12)

Total Score: 21

Washoe County School District AP English Language and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects The Essay Connection has varied writing prompts. The different writing modes of narrative, descriptive, argumentative, etc. are woven throughout the "For Writing" prompts after each text and throughout "Additional Topics for Writing" that follow each chapter. The subjects are also varied, from topics the lend themselves to description to topics that lend themselves to argument. The idea of synthesis is presented in the "Mixed Modes" prompts; however, there are limited prompts for synthesized arguments that stipulate research or using multiple sources that show a variety of perspectives. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: 0 ○ / Minimally Evident in Materials: 1 ○ / Some of the Materials: 2 ○ / Majority of the Materials: 3 ● / Embedded Throughout the Materials: 4 ○

	College Board Course Content	2. Writing that proceeds through several stages or drafts, with revision aided by teacher and peers The Essay Connection does have a section titled "The Writing Process." This section discusses the writing process (includes the use of Writer's Notebooks and revision). This section offers some specific examples of pre-writing and also discusses Murray's "three-stage" revision process. At the beginning of each chapter, there are "Strategies for Writing" for each type of writing that support pre-writing. The first chapter is titled "The Writing Process," and focuses on texts where authors have articulated their writing process/ experience. Finally, the textbook offers a section on "Strategies for Revising" that includes questions on considering audience and purpose. There is little mention of peer response or teacher feedback. Evidence to Support Rating (i.e., pages, examples, etc.): Not Present: ○ 0 Minimally Evident in Materials: ○ 1 Some of the Materials: ● 2 Majority of the Materials: ○ 3 Embedded Through-out the Materials: ○ 4

College Board Course Content

3. Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers

The Essay Connection has prompts that allow for collaborative writing (i.e. "Write a collaborative paper" p. 55 and "With a partner, write a position paper" p. 414). It also has "Journal Writing" prompts after each text. In addition the prompts sometimes ask students to imitate the style of other writers (i.e. "Present your own version" p, 418). The journal writing prompts are consistent throughout. The collaborative writing and initiation exercises are sometimes present.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	● 3	○ 4

College Board Course Content

4. Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres

The readings in this textbook represent a variety of prose styles and genres, including visual texts. The writing prompts after the readings ask students to write expository, analytical, and argumentative responses. In the "Additional Topics for Writing" sections at the end of each chapter, students are given multiple prompts, which lend themselves to expository and argumentative essay writing. Rhetorical analysis prompts seem lacking in the sections after each chapter, but there are plenty of analysis writing prompts after the individual texts (some of these rhetorical analysis prompts lend themselves to short responses, and some could be developed into essays). These rhetorical analysis questions are under the "Content" and "Strategies/ Structures/ Language" headings that follow each text.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	◉ 3	○ 4

College Board Course Content

5. Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques

There is a wide variety of non-fiction texts in this textbook and the "Content" and "Strategies/ Structures/ Language" prompts after each text give students the opportunity for rhetorical analysis.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	○ 2	○ 3	◉ 4

College Board Course Content

6. Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves

The Essay Connection offers many graphics and visual images and then asks students to analyze them as visual texts. However, there are limited analysis questions on visual images in relation to written texts.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	○ 1	● 2	○ 3	○ 4

College Board Course Content

7. Developing research skills and the ability to evaluate, use, and cite primary and secondary sources

The Essay Connection does provide prompts that ask students to "research" or to "investigate" an issue or an idea. However, there is little instruction on how to research, how to cite sources, and how to evaluate sources.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	● 1	○ 2	○ 3	○ 4

College Board Course Content

8. Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

The "Additional Topics for Writing" at the end of each chapter offer plenty of argument prompts where students present an argument of their own. However, the research component is implicit, and it is assumed that they may need to conduct research (I.e. Write to your state or federal legislator, urging the passage or defeat of a particular piece of legislation currently being considered). There is little evidence of prompting students to use "an array of sources" that they synthesize and then analyze.

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	● 1	○ 2	○ 3	○ 4

Evidence to Support Rating (i.e., pages, examples, etc.):

College Board Course Content

9. Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)

There are texts that use citations; however, I do not see evidence of a citation format that students can follow or that they can learn from.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	● 1	○ 2	○ 3	○ 4

College Board Course Content

10. Revising their work to 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 techniques such as repetition, transitions, and emphasis;
    - -A balance of generalization and specific, illustrative detail; and
    - -An effective use of rhetoric, including tone, voice, diction, and sentence structure.

The Essay Connection does discuss using specific types of language, such as "specialized and technical language" for the Process Analysis mode, and some of the sections discuss how to develop writing logically (I.e. The section on induction and deduction). However, there is little evidence on students revising their work for the above items or for the specifics listed in the College Board Course Content. There is no evidence of revising for a variety of sentence structures.

Evidence to Support Rating (i.e., pages, examples, etc.):

Not Present	Minimally Evident in Materials	Some of the Materials	Majority of the Materials	Embedded Through-out the Materials
○ 0	● 1	○ 2	○ 3	○ 4