Publisher: Bedford/St. Martin's Evaluator Number: #4 Program Number: #1

Program/Title: Conversation in American Literature Grade Level: AP Literature

Total Score: 6

Washoe County School District AP English Literature and Composition 2017

Instructional Materials Evaluation Rubric (RFP 2017D)

	College Board Course Content	1. Reading complex imaginative literature (fiction, drama, and poetry) from several genres and periods - from 16th to the 21st century by British, American, World, and culturally diverse authors. There is evidence of fiction, drama, poetry, visual texts evidenced by pages 21-84. There is evidence of several genres and periods of American Literature starting at pg. 187-1497. This covers different pieces from Native American Stories to The Atomic Age. Although it is diverse, it only focuses on American Literature. 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	2. Writing 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, and such elements as the use of figurative language, imagery, symbolism, and tone; the social and historical values it reflects and embodies; and how these elements contribute to author's purpose. Chp. 3 begins with "Analyzing Arguments: From Reading to Writing"- What is Argument? Staking a Claim, Presenting Evidence, Shaping Argument, and Synthesizing Sources." Chps. 1-2 The exercises discuss ethos, logos, pathos (more Lang. Than Lit.). Goes over SOAP (subject, occasion, audience, purpose, and speaker). But Chp. 2 focuses on close reading through craft and structure such as diction, syntax, and analyzing how style helps to archive purpose (pg. 67). Social and historical values are represented in the pages from different time periods, but it's limited to America. Some of the activities remind me more of Lang. Than Lit. 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. Composing in several forms (e.g., expository, analytical, and argumentative essays) based on students' analyses of literary texts.

Chp. 3 begins with "Analyzing Arguments-From Reading to Writing."
Staking a claim, presenting evidence, shaping argument, etc.

It does not appear that there is much composition of all different types of essays.

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. Revising their work to develop stylistic 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 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.

Chp. 3, once again, discusses writing, but focuses mostly on evidence.
There does not appear to be exercises which involve developing syntax skills or activities that emphasize word choice. But, there are some activities that help students to develop their own rhetoric through evidence.

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