Publisher: Bedford Evaluator Number: 8 Program Number: 9

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

Total Score: 33

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 Language of Composition has embedded composing in many forms throughout the text. Behind every text are "Questions for Discussion," "Questions on Rhetoric and Style," and "Suggestions for Writing." The first two types of questions allow for analysis and argument writing/ thinking. The "Suggestions for Writing" prompt for writing from analysis ("Write an essay analyzing the styled of") to argument ("Cite evidence from your own experience or reading [to] support your position") to expository ("Describe a time . . . Explain the nature of the conflict and how you resolved it."). Additionally, at the end of each chapter, there are "conversation" questions where students respond to a variety of texts about a subject. These questions allow for various types of writing. Finally, the variety of the subjects is strong. The chapters range thematically from sports, to the economy, to gender, and more. 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 that proceeds through several stages or drafts, with revision aided by teacher and peers The Language of Composition has revision and writing that proceeds through several drafts in the majority of the materials: *In the grammar section, students are often to revise individual sentences or paragraphs. *There are student writing samples woven throughout with questions regarding revision (as models for students). *The opening chapters "include writing instruction that emphasizes the writing process from generating, to developing a thesis, to incorporating sources, to revising." 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

Many grammar exercises call for imitation, and some questions call for style imitation, such as applying "the same rhetorical strategies that Brady uses in this essay to another one entitled, 'I Want a Husband.'"The "Suggestions for Writing" often have prompts that lend themselves to collaboration: "Suppose you are part of a community group . . . "

*There are not as many "journal keeping" writing prompts as there are imitation and collaborative writing prompts.

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 Language of Composition has great variety of prose styles and genres. Each chapter has a central essay, a classic essay, and texts that show wide perspectives on the subject of the chapter. Each chapter has a variety of texts. For example, the "Gender" chapter has the following types of readings: a speech, a series of letters, a magazine article, an essay, and a psychology publication. Additionally, many of the readings incorporate visual texts and footnotes/ citations. The questions at the end of each chapter consistently ask students to respond through expository, analytical, and argumentative writing. Students are often promoted to "write an essay," which prompts for a full composition.

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

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○ 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

While there is some literature (such as poems) woven into the textbook, most of the readings are non-fiction and come in a variety of forms such as essays, articles, researched-based scientific articles, satire, etc,. At the end of each chapter and in the questions after the "Conversation" sections, there are ample rhetorical analysis questions. They ask students to see the texts from multiple perspectives to consider how each author is using language to achieve a purpose.

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

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○ 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

Visual texts as arguments are woven throughout the text (both in relation to written texts with and as alternative forms of text themselves). For example, on page 336, question #7 asks, "Putnam uses several graphs and charts. Discuss how they function in presenting his arguments." Also, there are a variety of visual texts such as ads, paintings, and comic strips. There is a full-color section of visual texts in the center of the textbook that are clear and show the original colors of the visual text.

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

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○ 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

Chapter 3- types of evidence-- finding and evaluation.
Chapter 4-- guide to synthesis of sources when students write argument. Integrating and citing sources.
Finding sources that appeal to the audience.
Conversation questions and writing questions after each chapter often call for synthesis.
MLA Works Cited citations guide at the back of the textbook.

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

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○ 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

Many of the questions prompt for synthesis:

I.E. "Read, study, and synthesize the eight texts" and "Use at least three of [the sources from texts in conversation], in addition to your own observations and experiences, to write an essay defending or opposing the viewpoint on materialism in American culture.

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)

Many texts model citation using parenthetical citation or footnotes. There is an MLA Works Cited citation guide at the back of the textbook. Chapter four discusses using a citation format and "giving credit where credit is due."

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 grammar sections help students with sentence structures, such as using subordinate clauses for effect, using short sentences or fragments, and revising for modification. Chapter 2 addresses the importance of diction and syntax to achieve an author's purpose. The opening chapters address ways to structure an argument and a thesis statement/ they also discuss how to use different types of evidence as illustrative detail.

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

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