

Reading Goals (from College Board Course Description)

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 complexity.

R3: The student analyzes how meaning is embodied in literary form.

R4a: The student engages in close reading involving the experience of literature (precritical impressions and emotional responses).

R4b: The student engages in close reading involving the interpretation of literature (analysis to arrive at multiple meanings).

R4c: The student engages in close reading involving 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.

Writing Goals (from College Board Course Description)

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.

W5a: The student produces writing with stylistic maturity, characterized by a wide-ranging vocabulary, using words with denotative accuracy and connotative resourcefulness.

W5b: The student produces writing with stylistic maturity, characterized by a variety of sentence structures, including appropriate use of subordinate and coordinate constructions.

W5c: The student produces writing with stylistic maturity, characterized by logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis.

W5d: The student produces writing with stylistic maturity, characterized by a balance of generalization with specific illustrative detail.

W5e: The student produces writing with stylistic maturity, characterized by an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

W6a: The student engages in numerous opportunities to write and rewrite, producing writing that is informal and exploratory and that allows students to discover what they think in the process of writing about their reading.

W6b: The student engages in numerous opportunities to write and rewrite, producing writing that involves research, perhaps negotiating differing critical perspectives.

W6c: The student engages in numerous opportunities to write and rewrite, producing writing that entails extended discourse in which students develop an argument or present an analysis at length.

W6d: The student engages in numerous opportunities to write and rewrite, producing writing that 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.