

SYLLABUS DEVELOPMENT GUIDE

AP[®] English Language and Composition

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP English Language and Composition Course and Exam Description (CED)* may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the scoring guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style.	<i>See page:</i> 3
CR2	The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.	<i>See page:</i> 4
CR3	The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation.	<i>See page:</i> 6
CR4	The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.	<i>See page:</i> 7
CR5	The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.	<i>See page:</i> 8
CR6	The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.	<i>See page:</i> 9
CR7	The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.	<i>See page:</i> 10
CR8	The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.	<i>See page:</i> 11
CR9	The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers' stylistic choices contribute to the purpose of an argument.	<i>See page:</i> 12
CR10	The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.	<i>See page:</i> 13
CR11	The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.	<i>See page:</i> 14
CR12	The course provides opportunities for students to write essays analyzing authors' rhetorical choices.	<i>See page:</i> 15
CR13	The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.	<i>See page:</i> 16

Curricular Requirement 1

The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style.

Required Evidence

- The syllabus must include an outline of course content by unit, theme, genre, or other organizational approach that also demonstrates the inclusion of the big ideas. The big ideas must be explicitly stated in the syllabus.

Clarifying Terms

Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Samples of Evidence

1. The syllabus reflects the unit-based approach that includes the big ideas/skill categories as outlined in the AP course and exam description.
2. The syllabus organizes the course into nine units. Five of the units are named as follows, each illustrating an emphasis on one or more of the big ideas: "The Author and the Audience," "Visual Rhetoric," "Research, Claims, and Citing Sources," "Argumentation and Storytelling," and "Diction, Style, Mechanics, and Structure."
3. The content of the course will be organized around a theme such as the American Dream and includes subtopics of study: The Founders' Vision, the American Dream and Immigration, the American Dream and Disability, the American Dream and Gender, the American Dream and "Others."

The syllabus identifies the big ideas emphasized in each subtopic of study (Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style).

For example:

Unit I: Founder's Vision

- Rhetorical Situation
- Reasoning and Organization

Unit II: The American Dream and Immigration

- Reasoning and Organization

Unit III: The American Dream and Disability

- Claims and Evidence
- Style

Curricular Requirement 2

The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.

Required Evidence

- The syllabus must include a representative list of readings or indicate the readings used within each unit of study to demonstrate an emphasis on nonfiction. The majority of texts must be nonfiction.

Samples of Evidence

1. Readings include a variety of nonfiction texts including speeches, letters, essays, and other nonfiction pieces that may include articles, criticisms, political writing, and op-eds.

Speeches such as George Bush’s 9/11 speech, William Safire’s “In the Event of a Moon Disaster,” Virginia Woolf’s “Professions for Women,” Booker T. Washington’s Atlanta Exposition address, and a variety of U.S. presidential inaugural addresses and other famous speeches.

Letters such as Groucho Marx’s letter to the Warner brothers, MLK’s “Letter from a Birmingham Jail,” John and Abigail Adams’ letters, and the Coke letters.

Essays such as Richard Rodriguez’s “Aria,” Lori Arviso Alvord’s “Walking the Path Between Worlds,” Firoozeh Dumas’s “The ‘F Word,’” Jonathan Swift’s “A Modest Proposal,” George Orwell’s “Politics and the English Language,” and Ralph Waldo Emerson’s “Self-Reliance.”

Other texts such as Thomas Jefferson’s Declaration of Independence, Elizabeth Cady Stanton’s “Declaration of Sentiments,” Annie Dillard’s “Living like Weasels,” Sherman Alexie’s “Indian Education,” and a variety of student-selected texts.

Students also read a full-length nonfiction text over the summer; text title changes every year.

2. At the end of each unit, the syllabus includes a short list of readings, each naming nonfiction texts such as the Declaration of Independence, the *Autobiography of Benjamin Franklin*, Michael Moore’s “Idiot Nation.” Other works might include political writing, diaries, essays, science articles, criticism, etc.

3. The syllabus includes a variety of nonfiction texts studied in each unit, such as:

- The American Dream: The Founders’ Vision
 - ♦ William Bradford, excerpts from *Of Plymouth Plantation*; Roger Williams, *The Bloody Tenent of Persecution for Cause of Conscience*; Thomas Jefferson’s First Inaugural Address
- The American Dream and Immigration
 - ♦ Crèvecoeur, “What Is an American?”; Eaton, *Leaves from the Mental Portfolio of an Eurasian*; The Chinese Exclusion Act; Sinclair, selections from *The Jungle*; Corresca, “The Life Story of an Italian Bootblack”; Danticat, “A New World Full of Strangers”; Diaz, “Homecoming, with Turtle.”

- The American Dream and Disability
 - ♦ Hawthorne, “The Birthmark”; Mairs, “On Being a Cripple”
- The American Dream and Gender
 - ♦ Hughes, “Gender Inequality Is Killing the American Dream”; Herbig, “Masculinity and the American Dream in *American Dreams: Jack Pryor as the Fatherly Scapegoat*”; Contiello “On the Margin: Queer, America, and the American Dream”
- American Dream and “Others”
 - ♦ Harrington, from *The Other America*, “The Rejects”

Curricular Requirement 3

The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation.

Required Evidence

- The syllabus must include at least one description of an instructional activity, series of activities, or project in which students explain how writers’ choices reflect the components of the rhetorical situation in an assigned text.

Samples of Evidence

1. Students read *The Language of Composition*, Chapter 1: An Introduction to Rhetoric. The class reads George Bush’s 9/11 speech, using the rhetorical triangle to identify the components of the rhetorical situation AND explain which components demonstrate the author’s understanding of the primary and (if appropriate) secondary audiences. Students then practice this individually, with William Safire’s “In the Event of a Moon Disaster.” (1.A, 1.B)
2. Dialectical journals: For each reading, on one side of the page, students will summarize the reading and identify the rhetorical situation of the work. On the other side they will briefly evaluate the effectiveness of the author’s choices for that situation. (1.A, 1.B)
3. The syllabus includes this description of a recurring assignment:
“Each week, students will read an assigned speech outside of class from various political, social, religious, and civic/business leaders. Every Monday, in groups, students will research the context of the speech and list the audience, purpose, timing, and exigence for giving the speech.” (1.A)

Curricular Requirement 4

The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.

Required Evidence

- The syllabus must include at least one description of an instructional activity, series of activities, or project in which students make strategic choices in their writing to address a rhetorical situation.

Samples of Evidence

1. In small groups, students will identify an issue in their school or community which they believe needs to be addressed. They will independently conduct research to gather information about their issue. Having shared their findings, each student will draft an argumentative essay targeted for a specific constituency (their classmates, the county council, the public, etc.). They will conduct a peer review of the argumentative essays. During this activity, they will identify the choices that the author made based on the rhetorical situation and assess the effectiveness of those choices. **(2.B)**
2. Students choose a controversial issue on which to write an original argument. First, students write an “audience analysis.” This audience analysis indicates an understanding of audience needs, taking into account political or religious beliefs and values, assumed position on the topic being argued, knowledge base regarding the topic presented, gender or age or academic background if important, etc. Students explain their rhetorical choices based on their audience and then tailor the introduction and conclusion to demonstrate an understanding of the context they have outlined including the audience’s beliefs, values, or needs. **(2.A, 2.B)**
3. The syllabus includes the following description of a writing project:

Students identify a topic about which they have a strong opinion and write an editorial. Students will do a prewriting activity that requires them to list the audience(s) of the article, those individuals directly impacted by the topic, and the belief and values of each. Students then must determine the style and tone of their editorial.

For example, a student may decide to write on why cell phone use should be permitted in the classroom at any time. Before writing the paper, the student determines that, as one running for an officer position, the student wants to convince teachers and administrators that cell phones are beneficial. Recognizing that many teachers will resist the idea, the student makes a list of what teachers and administrators value and what they will say to counter the argument. **(2.B)**

Curricular Requirement 5

The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.

Required Evidence

- The syllabus must include at least one description of an instructional activity, series of activities, or project in which students identify and describe the claims and evidence of an argument in an assigned text.

Samples of Evidence

1. Students read the Coke letters (1970) between Ira C. Herbert (Coca-Cola) and Richard Seaver (Executive Vice President of Grove Press, Inc.) (<http://www.lettersofnote.com/2013/07/its-real-thing.html>). Students then highlight the authors' theses, claims, and evidence and compare the claims and evidence used in the letters. Next, using a different-colored highlighter, students highlight qualifying statements and their modifiers as well as direct counterarguments. Students will then participate in a discussion about the author's development of argument focused on these letters. **(3.A, 3.B, 3.C)**
2. Students will read a variety of texts focusing on multicultural identity in America. These texts include Richard Rodriguez's "Aria: Memoirs of a Bilingual Childhood," Brent Staples's "Just Walk on By: A Black Man Ponders His Power to Alter Public Space," Marjorie Agosin's "Always Living in Spanish," Firoozeh Dumas's "The 'F' Word," and Lori Arviso Alvord's "Walking the Path Between Worlds." Students will participate in a class discussion/debate about finding/creating identity in America using the claims, arguments, and counterarguments found in these specific texts. **(3.A, 3.B, 3.C)**
3. Students will read and annotate Thomas Jefferson's Declaration of Independence. They will then make a list of the claims and evidence present in his argument. **(3.A)**

Curricular Requirement 6

The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.

Required Evidence

- The syllabus must include at least one description of an instructional activity, series of activities, or project in which students analyze and select evidence in order to develop and refine claims in their writing.

Samples of Evidence

1. Students will read and annotate Annie Dillard’s “Living like Weasels.” Students will write claims about the effect of Dillard’s word choices and sentence structure. Students will list evidence from the text to support their claims. Next, students will learn about open and closed thesis statements and will develop one of each, assuming each of their claims will be a separate body paragraph of a full-length essay. Students will then determine which claim they are best able to support and will write an analytical paragraph including a claim and evidence to support the claim. As students revise their work, they will develop a full-length analytical essay that must include a thesis statement requiring proof or defense. **(4.A, 4.B)**
2. Working in small groups, students will identify an issue in their school or community that they believe can be improved. As a group, they will decide on two or three specific ways to address the issue. Independently, each student will collect evidence (research, interviews, etc.) to support their idea of a solution. Students will then meet to discuss which pieces of evidence work best as support for their solution and, as a group, generate a paragraph that includes a claim, evidence supporting that claim, qualifiers of that claim from their peers’ work, and commentary that explains the evidence. **(4.A, 4.C)**
3. Students write a thesis statement about a topic that is affecting them today. They might, for example, write that the film industry normalizes smoking among minors by making it seem socially acceptable. In order to make that claim, they will write down at least three anecdotal pieces of evidence and three research-based pieces of evidence to support that claim. **(4.B)**

Curricular Requirement 7

The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.

Required Evidence

- The syllabus must include at least one description of an instructional activity, series of activities, or project in which students describe the reasoning, organization, and development of an argument in an assigned text.

Samples of Evidence

1. Students read Ralph Waldo Emerson’s “Self-Reliance” and identify how Emerson defines “self-reliance,” why he believes it is essential to be an individual, and what evidence he uses to support his argument. Students annotate the text for the reasoning (commentary on the evidence), organization, and development of the argument. Students then participate in an inner/outer circle discussion that addresses the line of reasoning, organization, and methods of development, explaining how Emerson defends his position on the value of the individual. **(5.A, 5.B, 5.C)**
2. Students read King’s “Letter from a Birmingham Jail” to identify how King distinguishes between just laws and those that are unjust. Identifying how King progresses through ideas and employs claims and support, students annotate the text to point out King’s rhetorical choices: organization, reasoning, explanation of evidence, and the use of counterarguments (whether implicit or explicit). **(5.A, 5.B)**
3. In small groups, students annotate two works on a topic (e.g., Thoreau’s “Resistance to Civil Government” and King’s “Letter from a Birmingham Jail”). They then create either a traditional outline or a graphic organizer of the reasoning and organization of each essay’s argument in order to compare each essay’s argument and use of different methods of development. Individually, students then choose one of the essays and write a brief response explaining how the organization of the essay and its use of methods of development contribute to its purpose. **(5.A, 5.B, 5.C)**

Curricular Requirement 8

The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.

Required Evidence

- The syllabus must include a description of an instructional activity, series of activities, or project in which students use organization and commentary in their writing to develop and demonstrate the line of reasoning in an argument.

Samples of Evidence

1. First semester, students write a paper for submission to an essay contest. The essay prompt is an argument question that focuses on some aspect of the English language. Students complete this essay both in and out of class as they draft and revise their papers according to the contest scoring guidelines, which highlight effective argumentative thesis statements, specific examples, and explanation (line of reasoning) of the relationship between the examples and the thesis. The scoring rubric also highlights organization of ideas, appropriate method of development/mode of writing, and transitional phrases/sentences for coherence and cohesion. **(6.A, 6.B, 6.C)**

2. Students identify an issue in the news today about which they have a strong opinion. Recognizing the controversial nature of the topic and realizing that some peers may disagree with their views, students use the Rogerian method of argumentation to organize an essay that validates their peers' opposing views while building their own credibility.

For example, a student may feel that college athletes should be compensated however a specific athletic department deems appropriate for recruitment and retention. Knowing that others feel strongly that college athletics should remain an “amateur” process with unpaid athletes, the student establishes the problem, the opposing view, their own opinion, and the benefits of their opinion. **(6.A, 6.B, 6.C)**

3. Students will identify a controversial issue within their school or community. Examples might include school dress codes, special taxes on soft drinks, starting the school day later, cutting arts/sports programs, removing pollution controls on local industry, adding pollution controls on local industry, etc.

The student identifies an audience and determines a position. Students then organize the argument with appropriate evidence and commentary demonstrating the connections between their evidence and claims in a graphic organizer. In pairs, students discuss their evidence and claims and provide feedback to one another regarding the quantity and quality of evidence presented to support their claims. Prior to writing the essay, students examine a professional example and discuss how the example's structure creates a cohesive line of reasoning. **(6.A, 6.C)**

Curricular Requirement 9

The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers’ stylistic choices contribute to the purpose of an argument.

Required Evidence

- The syllabus must include a description of an instructional activity, series of activities, or project in which students explain how writers’ stylistic choices contribute to the purpose of an argument in an assigned text.

Samples of Evidence

1. The class reads and discusses paired writings (e.g., Thomas Jefferson’s Declaration of Independence and Elizabeth Cady Stanton’s “Declaration of Sentiments”). Students then focus on comparisons and metaphor while comparing texts with the study of two former AP prompts: “The Okefenokee Swamp” and the Dillard/Audubon “Birds” passages. Focus is on language choices, comparison and contrasts, development of tone, transitions, sentence structure, and use of punctuation (dependent and independent clauses, intentional fragments, sentence types). Discussion and analysis of these items continues throughout the school year. **(7.A, 7.B, 7.C)**
2. Students read a State of the Union address in order to evaluate how tone, word choice, and syntactical structure affect the portrayal of the intended message. Students annotate the speech by circling specific words, phrases, and rhetorical devices to explain how the tone of the message was constructed. **(7.A)**
3. Students will read and annotate excerpts from Douglass’s *Narrative of the Life of Frederick Douglass*. Specifically, they will note rhetorical devices, choice of details, diction choices, and syntactical structures. As they make the annotations, students should also consider what alternatives might have been made and be prepared to discuss in class. **(7.A, 7.B)**

Curricular Requirement 10

The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.

Required Evidence

- The syllabus must include a description of an instructional activity, series of activities, or project in which students make stylistic choices in their writing to advance an argument.

Samples of Evidence

1. During the first two weeks of school, students complete a “Do Things Right” assignment. This consists of a series of specific sentences they must write in order to practice using language, syntax, and punctuation to communicate clearly. Correctly composed sentences are based on MLA composition rules and students are given a style manual to complete the assignment.

Students then are expected to effectively use these skills when they write their argumentative essays, the research paper, and timed argument and rhetorical analysis papers. **(8.A, 8.B, 8.C)**

2. The students write the first draft of their argument to address a local or school issue. They then identify three key sentences and rewrite each in three different syntactical structures.

The students should identify at least five words/phrases worthy of revision in the essay and locate two alternatives for each.

Finally, the students select the most effective word or element of composition and explain the decision in a peer review session. **(8.A, 8.B)**

3. After students write their essays, they are given feedback on their syntactical structures and use of punctuation, helping them to recognize new opportunities to advance an argument, strengthen tone, or appeal to their audience. Students will then revise their writing by making strategic choices to change sentences, words, phrases, and punctuation. **(8.A, 8.B)**

Curricular Requirement 11

The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.

Required Evidence

- The syllabus must include a description of at least one essay assignment in which students take a position on a topic, synthesizing information from at least three sources. The assignment must indicate that students are using and documenting sources, at least one of which must be an alternative to written text (e.g. chart, graph, table, photograph, advertisement, political cartoon, video).

Samples of Evidence

1. Students read a prompt given in class that requires them to establish an argument by synthesizing several predetermined sources. The prompt is given from previous AP Exams and will include up to six sources that students integrate in an argumentative essay of their own. At least one source is a visual source (graph, chart, or photo). All sources must be appropriately documented.
2. Students select a controversial topic on which to write an argumentative paper supported with a minimum of four sources (three text-based and one visual). Students must research all aspects of the issue, then choose one viewpoint to support. Students must address the opposing arguments—conceding points as necessary—then support their opinions with correctly documented evidence. Students are evaluated on the quality of sources used, the correct use of internal citations for borrowed information, correctly formatted works cited pages, the strength of their arguments, the organization of the paper, and the quality of writing.
3. Students read texts (essays and visuals) during a unit on identity, looking at texts from both men and women and from various time periods. Students take a position on gender roles today and write a paper using three sources (including one visual) for support. They may use the sources discussed in class and/or may find additional sources to incorporate. All sources must be appropriately documented.

Curricular Requirement 12

The course provides opportunities for students to write essays analyzing authors' rhetorical choices.

Required Evidence

- The syllabus must include a description of at least one essay assignment in which students develop and support a claim about an author's rhetorical choices.

Samples of Evidence

1. Students read the given selection from Sherman Alexie's essay "Indian Education," then write an essay analyzing the rhetorical choices Alexie makes to develop his argument about injustice and discrimination. Students must defend their arguments with specific examples from the text along with commentary that develops a line of reasoning.
2. Students choose a historical speech to read and analyze. Students must complete research to understand the rhetorical situation and the broader cultural and historical contexts of the speech. Prompt: After reading your selected text and researching the rhetorical situation, write an essay analyzing the rhetorical choices the speaker made to respond to public opinions or concerns. Consider especially the author's use of diction, selection of evidence, argumentative appeals, treatment of the counterargument (if present), and development of tone.
3. Students read and annotate Thoreau's "Resistance to Civil Government" and King's "Letter from a Birmingham Jail." They then write an informal summary of the rhetorical devices each author uses. Finally, they write an essay using comparative analysis to determine which author's essay is the most effective in convincing a contemporary audience that passive resistance has value as a tool to effect social change. In their analyses, students should consider the authors' use of diction, syntax, organizational and rhetorical patterns, use of specific evidence, and tone.

Curricular Requirement 13

The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.

Required Evidence

- The syllabus must provide a description of at least one essay assignment that requires more than one draft and includes evidence of collaboration with and feedback from teachers and/or peers.

Samples of Evidence

1. Classification essay: Students read sample classification essays and brainstorm items they may wish to classify. Once students select something to classify, they determine the organizing principle they are using and create a graphic organizer. For example, one student might classify types of shoes and argue that the shoes people wear says something about their personality.

Students then draft a 2-to-3-page classification paper.

Next, students complete a guided peer workshop and revise the paper based on feedback from the workshop.

Students then practice oral readings of their papers and revise for an oral reading in class.

After reading to the class, students answer the following reflection questions:

What changes did you make for oral revision? Why? How does medium/mode of delivery change your use of language, your organization/structure, your syntax?

2. Students read and annotate Chapters 1–3 in *The Language of Composition*; these chapters address the writing process, MLA formatting, and citations. Students brainstorm topics that promote debate/argument and allow for different perspectives. After selecting a topic, students write a research question. Next, students complete research and submit an annotated bibliography. Students then write a working thesis statement and outline the paper.

Draft 1 should expand on the outline with audience and purpose in mind and include researched evidence. Students meet individually with the instructor during this process.

Draft 2 should include a revised thesis, a full introduction and conclusion, and any further necessary research.

Draft 3 should be as close to a finished product as possible; students complete a guided peer workshop, then revise and edit.

Draft 4 is the final “publishable” paper. Students submit this along with a written reflection discussing the process and the paper. Students who do not meet standards will meet individually with the teacher and continue the revision process.

3. The syllabus includes a schedule for at least one essay assignment that describes and identifies time allotted for the stages of the writing process, including multiple drafts and opportunities for peer collaboration and revision.