

AP® ENGLISH LITERATURE AND COMPOSITION

2013 SCORING GUIDELINES

Question 1

(Mary Oliver's "The Black Walnut Tree")

The score reflects the quality of the essay as a whole — its content, style, and mechanics. **Students are rewarded for what they do well.** The score for an exceptionally well-written essay may be raised by 1 point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a 3.

- 9–8** These essays offer a persuasive analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. These essays offer a range of interpretations; they provide convincing readings of both the ideas and Oliver's use of figurative language and other poetic techniques. They demonstrate consistent and effective control over the elements of composition in language appropriate to the analysis of poetry. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated, and in the case of essays scored a 9, especially persuasive.
- 7–6** These essays offer a reasonable analysis of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family. They are less thorough or less precise in their discussion of the ideas and Oliver's use of figurative language and other poetic techniques, and their analysis of the relationship between the two is less thorough or convincing. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as the 9–8 responses. Essays scored a 7 present better developed analysis and more consistent command of the elements of effective composition than do essays scored a 6.
- 5** These essays respond to the assigned task with a plausible reading of Oliver's use of figurative language and other poetic techniques to convey her ideas about the relationship between the tree and family, but they tend to be superficial in their analysis of the ideas and of figurative language and other poetic techniques. They often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the relationship of the ideas or of Oliver's use of figurative language and other poetic techniques may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some control of language, but may be marred by surface errors. They are not as well conceived, organized, or developed as 7–6 essays.
- 4–3** These lower-half essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore Oliver's ideas about the relationship between the tree and family or her use of figurative language and other poetic techniques. Evidence from the poem may be slight or misconstrued, or the essays may rely on paraphrase only. The essays often demonstrate a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays scored a 3 may contain significant misreading, demonstrate inept writing, or do both.

Ap Literature Sample Essays 2011

Christina DeCoursey



Ap Literature Sample Essays 2011:

Language Arts in Asia Christina DeCoursey, 2012-01-17 This volume is the first of a series contributing to the academic study of Language Arts as an English language teaching paradigm Language Arts has been widely used in native English speaking countries including Australia and New Zealand Its recent adoption into the second language teaching curriculum in Hong Kong as well as similar initiatives within secondary and tertiary education in mainland China enhances its interest to scholars studying second language teaching and learning in Asian contexts This book offers many papers and discussions of interest to teachers language professionals scholars and administrators Its chapters explore current topics in Language Arts research including trends in the rapprochement of stylistics and linguistics teaching approaches and learning outcomes At the same time they offer diverse theoretical and methodological approaches of interest to the practitioner and policy maker as well as the researcher The value of this volume lies particularly in strengthening the theoretical and methodological foundations of Language Arts The use of literature and the arts in humanist education has a long history within Europe being traditionally appreciated for its ability to transform leaders instill finer sensibilities and question social ills In its postcolonial incarnations as the traditional subject areas were informed by critical and linguistic theories language arts subject areas were less often used as they were understood to offer opportunities to analyse their functions as apology for leaders coopting the young and pacifying dissent but less often used to teach second language skills Language Arts curricula arising since the 1980s have increasingly embraced authentic voices styles and genres Contemporary Language Arts curricula use literature to teach reading based and communication skills in conjunction with critical and creative thinking The movement of English language education beyond native English shores has placed Language Arts into a World Englishes frame and therefore its curricula have included the teaching ethics civics and intercultural sensitivity The explosion of media and digital communications of the 1990s led to the adoption of media literacy as a crucial Language Arts skill As digital innovations continue to impact the teaching of English Language Arts has adopted multiliteracies These developments are represented in the papers included in this volume

Tracing the (Post)Apartheid Novel beyond 2000 Danyela Dimakatso Demir, Olivier Moreillon, 2023-12-01 This anthology comprises of interviews with contemporary South African authors offering vignettes of their lives and summaries of their works In curating this book Danyela Demir and Olivier Moreillon step beyond pure literary theory and analysis They welcome the authors to speak and assess the literary panorama in which they live and co create However Demir and Moreillon also trace concepts and terms that describe the current South African literature such as post transitional literature and literature beyond 2000 By adopting a world literary approach to post apartheid literature this book contributes to debates on contemporary South African writing In addition Tracing the Post Apartheid Novel Beyond 2000 seeks to raise awareness of the imbalance in both critical and public attention between literary big names such as Andr P Brink J M Coetzee Nadine Gordimer and Zakes Mda who are popular worldwide and the younger and newer generation of

South African writers who go largely unnoticed Print edition not for sale in Sub Saharan Africa **The CEFR in Practice** Brian North, 2014-07-10 This volume gives an overview of the practical impact of and theoretical debate surrounding the CEFR An Introduction to Ford Madox Ford Ashley Chantler, Rob Hawkes, 2016-05-23 For students and readers new to the work of Ford Madox Ford this volume provides a comprehensive introduction to one of the most complex important and fascinating authors Bringing together leading Ford scholars the volume places Ford's work in the context of significant literary artistic and historical events and movements Individual essays consider Ford's theory of literary Impressionism and the impact of the First World War illuminate *The Good Soldier* and *Parade's End* engage with topics such as the city gender national identity and politics discuss Ford as an autobiographer poet propagandist sociologist Edwardian and modernist and show his importance as founding editor of the groundbreaking *English Review* and transatlantic review The volume encourages detailed close reading of Ford's writing and illustrates the importance of engaging with secondary sources

The Routledge Companion to Medieval English Literature Raluca Radulescu, Sif Rikhardsdottir, 2022-12-30 The Routledge Companion to Medieval English Literature offers a new inclusive and comprehensive context to the study of medieval literature written in the English language from the Norman Conquest to the end of the Middle Ages Utilising a Trans European context this volume includes essays from leading academics in the field across linguistic and geographic divides Extending beyond the traditional scholarly discussions of insularity in relation to Middle English literature and isolationism this volume Oversees a variety of genres and topics including cultural identity insular borders linguistic interactions literary gateways Middle English texts and traditions and modern interpretations such as race gender studies ecocriticism and postcolonialism Draws on the combined extensive experience of teaching and research in medieval English and comparative literature within and outside of anglophone higher education and looks to the future of this fast paced area of literary culture Contains an indispensable section on theoretical approaches to the study of literary texts This Companion provides the reader with practical insights into the methods and approaches that can be applied to medieval literature and serves as an important reference work for upper level students and researchers working on English literature

Reforming Literature Education in Malaysia 1957 - 2020 Jia Wei Lim, 2024-08-12 Lim traces the complexities in construction and implementation of a school subject namely Literature in English in Malaysia through a focused and grounded narrative where tensions regarding identity reader response and conceptualisations about literature play out in a postcolonial context The book demonstrates the need to think about school subjects as abstract concepts negotiated at various levels be it during curriculum construction or in the classroom These conceptualisations of the subject are further influenced by contemporary concerns and sociopolitical changes over time As such the scope of this book ranges from pre independence Malaysia then Malaya from the 1950s till the current phase of the subject's development in the 21st century The volume illustrates the complex interplay of historical cultural and social influences on the conceptualisation of English

literature as a school subject in Malaysia Lim traces examines and interprets its development as an elective subject in the context of post secondary Malaysian education and engages with current trends in education such as internationalization and standardized assessment Lim also highlights the importance of teacher and student lived experiences to argue that personal conceptualisations of the school subject are actualized and negotiated in classroom discourse Offering unique insights into studying Literature in English in a postcolonial context the book will appeal to researchers students and practitioners in the fields of history of education curriculum reform and literature education

The Oxford History of Classical Reception in English Literature David Hopkins, Charles Martindale, Norman Vance, Rita Copeland, Patrick Cheney, Philip R. Hardie, Jennifer Wallace, 2012 The Oxford History of Classical Reception OHCREL is designed to offer a comprehensive investigation of the numerous and diverse ways in which literary texts of the classical world have stimulated responses and refashioning by English writers Covering the full range of English literature from the early Middle Ages to the present day OHCREL both synthesizes existing scholarship and presents cutting edge new research employing an international team of expert contributors for each of the five volumes OHCREL endeavours to interrogate rather than inertly reiterate conventional assumptions about literary periods the processes of canon formation and the relations between literary and non literary discourse It conceives of reception as a complex process of dialogic exchange and rather than offering large cultural generalizations it engages in close critical analysis of literary texts It explores in detail the ways in which English writers engagement with classical literature casts as much light on the classical originals as it does on the English writers own cultural context This second volume and third to appear in the series covers the years 1558 1660 and explores the reception of the ancient genres and authors in English Renaissance literature engaging with the major and many of the minor writers of the period including Shakespeare Marlowe Spenser and Jonson Separate chapters examine the Renaissance institutions and contexts which shape the reception of antiquity and an annotated bibliography provides substantial material for further reading

Victorian Environmental Nightmares Laurence W. Mazzeno, Ronald D. Morrison, 2019-05-06 The twelve essays in Victorian Environmental Nightmares explore various environmental nightmares through applied analyses of Victorian texts Over the course of the nineteenth century writers of imaginative literature often expressed fears and concerns over environmental degradation in its wide variety of meanings including social and moral In some instances natural or environmental disasters influenced these responses in other instances a growing awareness of problems caused by industrial pollution and the growth of cities prompted responses Seven essays in this volume cover works about Britain and its current and former colonies that examine these nightmare environments at home and abroad But as the remaining five essays in this collection demonstrate environmental nightmares are not restricted to essays on actual disasters or realistic fiction since in many cases Victorian writers projected onto imperial landscapes or wholly imagined landscapes in fantastic fiction their anxieties about how humans might change their environments and how these environments might also change humans

Young Adult Literature in the Composition Classroom Tamara Girardi, Abigail G. Scheg, 2018-08-27 Young adult literature holds an exceptional place in modern American popular culture Accessible to readers of all levels it captures a diverse audience and tends to adapt to the big screen in an exciting way With its wide readership YAL sparks interesting discussions inside and outside of the classroom This collection of new essays examines how YAL has impacted college composition courses primarily focusing on the first year Contributors discuss popular YA stories their educational potential and possibilities for classroom discussion and exercise

English Teachers' Accounts Nandana Dutta, 2021-10-20 This book looks at the figure of the English teacher in Indian classrooms and examines the practice and relevance of English and India's colonial legacy many decades after independence The book is an account of the varied experiences of teaching English in universities in different parts of the country It highlights the changes in curriculum and teaching practices and how the discipline lent itself to a study of culture historical contexts the fashioning of identities or reform over the years The volume presents the dramatic changes in the composition of the English classroom in terms of gender class caste and indigenous communities in recent decades as well as the shifts in teaching strategies and curriculum which the new diversity necessitated The essays in the collection also examine the distinctiveness of English practice in India through classroom accounts which explore themes like post coloniality feminism and human rights through the study of texts by Shakespeare Beckett Doris Lessing and poetry from the Northeast This book will be of interest to academics researchers students and practitioners of English Studies education colonial studies cultural studies and South Asian studies as well as those concerned with the history of higher education and the establishment of disciplines and institutions

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