

## PART VI

# CORRELATION CHART FOR THE AP\* EXAM AND *THE PRENTICE HALL READER*



The references to CB are to the College Board's publication known as the Acorn Book, which provides a course description for the AP\* English Language and Composition course. You can purchase a copy from the AP\* Website (<http://apcentral.collegeboard.com>) or you can download a free pdf. copy using Abode Reader. Directions can be found at the Website. The following chart shows how *The Prentice Hall Reader* meets the objectives of the AP\* English Language and Composition course.

### **AP\* Guidelines**

### ***The Prentice Hall Reader***

#### **Be Exposed to a Range of Readings**

Although no specific reading list exists for the course, students are expected to read “complex texts with understanding” (CB 8) drawn from genres such as autobiography and diaries, biographies and history, criticism, essays, fiction, journalism, political writing, and science and nature writing.

*The Reader* contains 60 essays by professional writers drawn from each of the genres. The readings are scaled in difficulty. Twelve essays by student writers and nine poems and short stories are also included.

#### **Learn to Write Using Research**

Students are expected to be able to use “research materials” and “demonstrate the ability to synthesize varied sources (to evaluate, use, and cite sources) [CB 9]” using a formal documentation system (CB 8).

Chapter 11: The Research Paper shows students how to locate, evaluate, and integrate sources. It includes cautions about Web materials and offers a guide to both MLA and APA documentation. Two student research papers are included as models.

**AP\* Guidelines*****The Prentice Hall Reader*****Learn to Write Using Research** (*Continued*)

“Demonstrate understanding of the conventions of citing primary and secondary sources” (CB 11).

“Evaluate and incorporate reference documents into researched papers” (CB 11).

In addition, each of the 60 essays features a writing prompt that involves research, and each essay has an Exploring the Web activity that links the reading to Web exploration.

**Be Able to Analyze Images**

Students are to be able to “analyze image as text” (CB 11), that is, “how such images both relate to written texts and serve as alternative forms of text themselves” (CB 9).

Each chapter includes a section with a visual image with suggestions on how to read and write about images.

**Increase Working Vocabulary**

Students are to develop “a wide-ranging vocabulary used appropriately and effectively” (CB 10).

Each reading includes a list of important vocabulary words. A separate quiz booklet is available for instructors that includes reproducible vocabulary quizzes for each reading.

**Master Standard Written English and Develop Maturity in Their Writing**

Students are to develop “a mastery of standard written English” as well as “stylistic maturity in their own writings” (CB 11).

Students are to use “a variety of sentence structures, including appropriate use of subordination and coordination” and “increase coherence” by “repetition, transitions, and emphasis” (CB 10).

Each reading has an exercise on Focusing on Grammar and Writing designed to focus attention on the writer’s use of grammar and mechanics, including sentence variety. The Glossary and Ready Reference at the back of the text provides definitions and examples of grammar, mechanics, and rhetoric devices.

**Construct Arguments**

Students are to be able to “create and sustain arguments based on readings, research, and/or personal experience” (CB 11).

Chapter 9: Argument and Persuasion offers extensive advice on constructing arguments and includes nine essays (including three sets of paired essays) and three other texts that use argument.

**AP\* Guidelines*****The Prentice Hall Reader*****Be Able to Address Different Audiences and Write for Different Purposes**

Students should demonstrate the ability to “write for a variety of purposes” and to “revise a work to make it suitable for a different audience” (CB 11).

Opening units—How to Write an Essay and How to Revise an Essay—address purpose and audience. Each essay of the 60 essays includes four writing prompts—for a blog or journal entry, a paragraph, an essay, and a research paper. Audience and purpose vary in the assignments.

**Understand and Use the Writing Process Effectively**

Students should be able to “move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review” and to “write thoughtfully about their own process of composition” (CB 11).

*The Reader* follows a writing process model throughout. Opening units are devoted to How to Write an Essay and How to Revise an Essay. Each of the eleven chapters (including Chapter 11: The Research Paper) follows the writing process from getting ready to write, through writing, and then revising.

**Develop Critical Reading Skills**

Students should learn “to read complex texts with understanding” (CB 8).

An opening unit is devoted to How to Read an Essay. Each chapter includes an example of how understanding a particular rhetorical pattern aids in critical reading; each essay is preceded by two Before Reading questions.

**Create Compositions Using Different Modes of Discourse**

Students should be able to “produce expository, analytical, and argumentative compositions” (CB 11).

*The Reader* is organized around the traditional division of discourse: narration, description, exposition, and argumentation.

**AP\* Guidelines*****The Prentice Hall Reader*****Experience Readings Based on Thematic and Imaginative Approaches**

The course “might be organized thematically around a group of ideas or issues, using a variety of works” (CB 9).

*The Reader* contains an alternate table of contents that is arranged thematically.

“Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP\* English Language and Composition course” (CB 10).

In addition to essays, *The Reader* contains nine poems and short stories that demonstrate how the rhetorical modes can be seen in imaginative literature.

**ADDITIONAL FEATURES**

*The Prentice Hall Reader* was originally developed to provide teachers and students with a rich set of resources for both teaching and learning how to write.

*For the student*

1. An organization and design in each chapter that helps you find answers quickly to questions about finding a topic, writing, and revising an essay
2. Extensive links between the advice in each chapter’s introduction and the essays that follow in sections marked “In the essays, look for”
3. Activities and questions that promote collaborative learning and small-group work
4. Step-by-step advice on how to write, revise, and read an essay
5. Examples of real essays and research papers written by students
6. Readings on timely, interesting topics
7. A Glossary and Ready Reference that explains and illustrates common problems with grammar and writing and ties these explanations back to activities in the text

*For the teacher*

1. An *Annotated Instructor’s Edition* that includes
  - a. a Teaching Strategy for each reading
  - b. background information necessary to explain context or allusions
  - c. critical reading activities to be used in class
  - d. class activities
  - e. possible responses to all of the discussion questions included in the text

2. Collaborative activities for each essay
3. Activities that link grammar and writing
4. Suggestions for linking to Web research
5. Cautions and advice on the use of Web sources
6. More than 450 writing suggestions for students
7. An Instructor's Supplement for the AP\* Edition of *The Prentice Hall Reader* is available from your Prentice Hall representative that contains three additional teaching tools: "Teaching from *The Prentice Hall Reader* in an AP\* Language and Composition Course" (an extended essay by an AP\* English Language and Composition teacher); an "Instructor's Quiz Booklet for *The Prentice Hall Reader*," containing two reproducible quizzes for each reading (a vocabulary quiz and a content quiz); and "Teaching Writing with *The Prentice Hall Reader*," a manual on planning the writing and reading in a composition course.