



# ELA AP Language & Composition

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- PS 1 Students will analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies. This process includes students' understanding of *what* an author is saying, *how* an author is saying it, and *why* an author is saying it. Additionally, this process looks at how an author's rhetorical choices develop meaning or achieve a particular purpose or effect with a given audience. [AP English Language and Composition Course Description, Effective Fall 2014](#), College Board
- PS 2 Students will create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience. Students learn to see argument as addressing a wide range of purposes in a variety of formats. They should be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions. Students' ability to create informed arguments depends largely upon their reading of primary and secondary sources. The more that students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become. [AP English Language and Composition Course Description, Effective Fall 2014](#), College Board
- PS 3 Students will evaluate and incorporate sources into researched arguments. When entering into a conversation or discussion with others, students must comprehend, analyze, and evaluate (not just summarize or quote) others' positions. Such a process involves purposefully reading, listening, and watching a wide range of texts other media, plus the ability to credibly support an evaluation of a speaker or writer's position. [AP English Language and Composition Course Description, Effective Fall 2014](#), College Board