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**SYLLABUS**

**AP 521.200 Preparing Students for AP English Language and Composition**

**June 26-June 30, 2017**

**Barbara Murphy – Consultant (0070)**

**Course Description:**

This session will address the primary goals of the AP Language and Composition course, providing an introduction to and an in-depth examination of the curriculum and exam. The deconstruction of the exam and its requirements will lead participants to an examination of the goals of the AP English Language and Composition course, its objectives, and development with particular attention paid to rhetorical analysis and argumentation. Participants will work with the 2017 essay questions: text + rubric + samples. Time will be allotted for individual rating of essays, plus small and large group discussions about the rating of samples. Also, participants will take a close look at the multiple-choice section of the exam. There will be numerous activities that demand active engagement in the process of choosing various types of texts (i.e., memoirs, speeches, documentaries, commercials, political cartoons, editorials, graphs, charts, biographies, film clips, social media, scientific writing) on which to base AP-level writing prompts and associated assignments as well as selecting close reading texts and creating related activities- including multiple choice, and discussion questions based on those readings. Working as individuals and in small groups, participants will construct classroom activities to introduce, develop and reinforce AP-level skills and create essay prompts with rubrics and objective questions based on prose texts. These activities will be presented and evaluated by the entire group. Participants also will be given the opportunity to closely examine, develop and evaluate syllabi. There also will be ample time to share best practices. Participants can expect both class work and homework as part of their rigorous and productive experience.

**Day One: June 26, 2017**

**Morning Session:** An Overview of the Goals of AP English Language + the AP Trinity

*The Nitty-Gritty*

1. Introduce ourselves + Fill out short questionnaire
2. Review the agenda.
3. Peruse the packet you've each received from the AP
4. Peruse the packet given by your AP consultant
5. Any announcements re: the 2017 or 2018 exams (*Further discussion as institute progresses*)
6. Review of AP expectations and exam procedures
7. What's new
8. What is "good" writing?

**[Break]**

The AP English Language Trinity

9. Important definitions
10. *Rhetorical Analysis*
  - modeled practice
  - group practice
11. *Argument*
  - types of argument
  - practice with construction
  - group practice with analysis
12. *Synthesis*
  - types
  - group practice with construction

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**[ Lunch ]**

**Afternoon Session:** Continuation of the AP Lang Trinity and Introduction to the Exam and Essay Prompts

Locating a Comfort Zone with the AP English Language Prompts

13. The Rhetorical Analysis Essay
  - 2010 – 2016 samples
  - Basic rubric for rhetorical analysis
14. The Argument Essay
  - 2010 – 2016 samples
  - Basic rubric for the argument essay

**[Break]**

15. The Synthesis Essay
  - The process
  - 2010 – 2016 samples

The Essay Section of the 2017 AP Language Exam

16. Overview & expectations of the AP Language essay questions (2017 exam)
17. Use the given text + rubric + samples for Question #2 (analysis)
  - read the specific text and prompt
  - YOU respond to the prompt with a brief discussion
  - review the rubric and its rationale
  - time for small group discussion of samples and their ratings
  - time for large group discussion of the process
18. Chance to share ideas and activities (Best Practices)

**Assignment:** From among the texts to which you have access , choose one (or an excerpt of one) that you think would make a good close reading activity. Bring the text to our next session.

**Day Two : June 27, 2017**

**Morning Session:** Continuation of the Essay Section of the AP English Language Exam and the Multiple Choice Section of the Exam

*The “Others”*

1. Examination and analysis of essay questions 1 and 3 from the 2017 exam
  - use the same format as that for Essay #2
2. Discussion of questions you might have about the exam and/or process
3. A brief overview of Question Leaders’ and Chief Reader’s comments about the 2015 exam(s)

**[ Break ]**

*“Letters, we get letters...”* Structured Close Reading: The Multiple Choice Question and the AP English Language Exam

4. Introduction to the Multiple Choice section of the exam
5. A close look at the multiple choice sections from previous AP Language exams
6. Sample close readings provided by the AP

**[ Lunch ]**

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**Afternoon Session:** Constructing Multiple Choice Questions

*"Do you see what I see?"*

7. Sample of instructor-created close reading + Why bother creating MC questions?
8. In small groups, create sample multiple choice questions based on a given text and discuss results  
Read text and construct THREE multiple choice questions based on it.  
(expectations)
  - a. types of essay prompts
  - b. creating the stems
  - c. checking for clarity

**[ Break ]**

9. Read and discuss mc questions created for the assignment
10. Discussion of participants' ideas and about using the close reading process in the AP Lang class
11. Other ways of developing close reading activities
12. Anything new with the multiple choice section of the exam
13. Chance to share ideas and activities (Best Practices)

**Assignment:** From among the texts you've brought, choose one (or an excerpt of one) that you think would make a good close reading activity for a MC series of questions. Bring the text to our next session.

**Day Three: June 28, 2017**

**Morning session:** Constructing and Evaluating AP Language Essay Prompts and Their Rubrics

*"Just answer the question, please"*

1. Developing AP Comp essay prompts
2. Expectations and rubrics:
3. A chance to practice creating sample AP English Language essays prompts based on a given text

**[ Break ]**

4. Presentation of prompts

**[ Lunch ]**

**Afternoon Session:** Continuation and Finalizing of the Construction and Evaluation of AP English Essay Prompts

*"And the nominees are..."*

4. Discussion of prompts regarding expectations, actual construction, rubrics, and evaluation

**[ Break ]**

5. Final questions and/or remarks about the essay process
6. Third chance to share ideas and activities (Best Practices)

**Day Four: June 29, 2017**

**Morning Session:** Developing AP Level Skills, Participants' Own Class Activities

*"Oh, the skills, the skills..."*

1. Writing skills
2. Analytical skills

**[ Break ]**

3. Argumentative skills

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4. Synthesis skills

[ Lunch ]

**Afternoon Session:** Putting It All Together     *“Once more into the breach”*

5. The synthesis essay and prompt
  - choosing texts
  - developing prompts related to specific goals

[ Break ]

6. Practice developing a set of texts, delineating goals and creating prompts that require a synthesis essay
7. Fourth chance to share ideas and activities     (Best Practices)

**Assignment:** Using a specified textbook, locate two texts and create three different types of essay prompts:  
1 analysis, 1 argumentative, 1 synthesis  
**(Be prepared to present these for group discussion Friday during the morning session.)**

**Day Five: June 30, 2017**

**Morning Session:** *“By, Jove, I think they’ve got it!”*

1. Individual presentations of essay prompts with discussion

[ Break ]

The onslaught of technology and the syllabus     *The plan, boss; the plan...*

2. Discussion of technology in the AP Comp class
3. The syllabus: plans and activities to develop the skills demanded by the AP English Language course
4. A final sharing of the wealth     (our mother lode of Best Practices)
5. Evaluation of Institute, distribution of certificates
6. Any final remarks for the good of the order

**Note:** This being the Summer of 2017, and all things being equal, the agenda should work out as planned. However, this being the **Summer...**

**Consultant: Barbara L. Murphy (0070)**  
**E-mail: blmurf@aol.com**

During our time together, we will be watching, in whole or in part, scenes from several feature films, selected short films, plus several TV commercials.

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**Instructions to receive a transcript of credits earned after the completion of the course:**

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you through this procedure.

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If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to Student Administrative Services (SAS) at 410-337-6504 or mail to SAS at:

Goucher College, SAS  
1021 Dulaney Valley Road  
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to <http://www.goucher.edu/x1891.xml>

Questions? Please call 410-337-6200.