

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
GOUCHER COLLEGE TEACHERS' INSTITUTE  
©2020 GOUCHER COLLEGE**

**AGENDA**

**AP 521.300 Preparing Students for AP English Language and Composition  
July 13, 2020 – July 17, 2020  
Barbara Murphy – Consultant (0070)**

**Course Description**

This session will address the primary goals of the AP Language and Composition course, introducing an in-depth examination of the curriculum and exam as both have been impacted by the changes newly instituted by The College Board. One full day will be devoted to the changes in the revamped AP English Language course framework 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 skills related to rhetorical analysis and argumentation. Participants will work with the 2020 essay questions: text + new rubrics + 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 revised 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 and processes to introduce, develop and reinforce AP-level skills, create essay prompts with rubrics, and construct 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 sample syllabi and to develop and/or evaluate their own 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: July 13, 2020**

**Full Session:** An Overview of the Goals of AP English Language

*The Nitty-Gritty*

1. Introduce ourselves
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. Announcements re: the 2020 or 2021 exams (*Further discussion as institute progresses*)
6. Review of AP expectations and exam procedures

## 7. What's new:

The remainder of this first day will be devoted to a consideration and examination of the newly instituted AP English Language and Composition framework and exam. Throughout the institute, we will be addressing the requirements for a syllabus that addresses the new framework and exam.

### Day Two: July 14, 2020

*Consideration of the Essay Section of the AP English Language Exam and Its Implications for Course Construction and Development*

1. What is "good" writing?
2. The AP English Language Trinity and its application to the newly enumerated skills
  - Important definitions together with practice, analysis and discussion
    - *Rhetorical Analysis*
    - *Argument*
    - *Synthesis*

*The "FRQ"*

3. Overview & expectations of the AP Language essay questions (2020 exam)
  - Examination and analysis of the essay questions from the 2020 exam
  - Discussion of questions you might have about the exam and/or process
  - A brief overview of Question Leaders' and Chief Reader's comments about the exam(s)

*"Just answer the question, please"* Constructing and Evaluating AP Language Essay Prompts with NEW Rubrics

4. Developing AP Comp essay prompts
  - Expectations and rubrics
  - A chance to practice creating sample AP English Language essays prompts based on a given text
  - Presentation of prompts
  - Discussion of prompts regarding expectations, actual construction, rubrics, and evaluation
5. Chance to share ideas and activities (Best Practices)

### Day Three: July 15, 2020

*"Letters, we get letters..."* Structured Close Reading: The Multiple-Choice Question and the AP English Language Exam with Implications for Course Construction and Development

1. Introduction to the newly structured Multiple-Choice section of the exam
2. A close look at the multiple-choice sections from previous and future AP Language exams
3. Sample close readings provided by the AP, including the "revision" texts and questions

*"Do you see what I see?"* Dealing with Multiple Choice Questions

4. Why MC questions
4. Sample of instructor-created close reading + Why bother creating MC questions?
5. 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)
  - types of essay prompts
  - creating the stems
  - checking for clarity
6. Read and discuss mc questions created for the assignment
7. Discussion of participants' ideas and about using the close reading process in the AP Lang class
8. Other ways of developing close reading activities
9. Anything new with the multiple-choice section of the exam
10. Chance to share ideas and activities (Best Practices)

## Day Four: July 16, 2020

“Oh, the skills, the skills...” Developing AP Level Skills, Participants’ Own Class Activities

7. Writing skills
8. Analytical skills
9. Argumentative skills (Specific reference to and application of both *They Say/I Say* and *Thank You for Arguing*)
10. Synthesis skills

“The best laid plans...” Developing a syllabus

11. The syllabus: plans and activities to develop the skills demanded by the AP English Language course
  - Why a syllabus
  - Possible structures
  - A Basic outline
12. Chance to share ideas and activities (Best Practices)

## Day Five: July 17, 2020

“By, Jove, I think they’ve got it!”

1. Individual presentations of final projects with discussion
2. **NOTE: We will spend the remainder of this final class working on the development and revision of a syllabus that addresses the newly instituted AP English Language framework and exam.**
3. A final sharing of the wealth (our mother lode of Best Practices)
4. Evaluation of Institute, distribution of certificates
5. Any final remarks for the good of the order

**Note:** This being the Summer of 2020, 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**

\*\*\*\*\*

## Grade and Transcript Information

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the Goucher website ([mygoucher](http://mygoucher)) and follow the prompts to receive your grade. If you have misplaced your password, please contact the help desk and they will walk you through this procedure (410-337-6322).

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.