

## **SYLLABUS**

**COURSE NUMBER AND TITLE:** AP 521 Preparing Students for the AP Exam: English Language & Composition.

**ATTENDANCE POLICY:** The class will meet from 8:30 a.m. to 4:00 p.m. Monday through Thursday and from 8:30 a.m. to 1:00 p.m. on Friday.

**CONTACT INFORMATION:** wbborah@gmail.com

**COURSE OBJECTIVES:** The course will prepare the beginning and experienced English teacher to

- Understand the skills tested on the AP Language & Composition exam (Knowledge)
- Grade student essays accurately and give effective feedback (Content Knowledge and Pedagogy and Student Learning)
- Construct lesson plans that increase students' skills in critical reading and analytical writing (Content Knowledge and Pedagogy and Student Learning)
- Develop focused units that prepare students for success (Content Knowledge and Pedagogy and Student Learning)
- Use a range of primary and secondary source material to augment the study of rhetorical forms (Content Knowledge)

Additionally, the course will meet the following GPE standards

- Demonstrate the ability to incorporate theory and research into practice related to the area of specialization
- Use reflective practice within the area of specialization
- Apply knowledge of psychological and educational theory, research, and/or philosophy related to the area of specialization
- Demonstrate effective communication and presentation skills related to the area of specialization

### **CLASS OBJECTIVES:**

- Student profiles: Open Enrollment and High Standards (not an oxymoron)
- The “dilemma” fiction v. nonfiction: Skills based curriculum
- Exam overview
  - Synthesis
  - Rhetorical analysis
  - The open prompt
- Prompts, passages, and common skills
  - “C” Word

Goucher College  
English Advanced Placement Language and Composition  
Syllabus: 2018

- Lady Mary
- *The Onion*
- Woolf
- Lamb
- Alexander
- Writing the thesis
  - Explicit, Implicit, and Context: *The Question of the Question*
  - *Crack and the Box*
    - Classroom applications: Guided Student Practice
      - Rhetorical Vocabulary
      - Journal
      - Annotations
- Multiple choice and rhetorical analysis: Continuation of *Crack and the Box*
- Visual and media presentations
  - Application to metaphor: Camus
  - Application to rhetoric:
- 2008 Question #2
  - 2014 question #2
- 2008 Question #1
  - 2014 question #1
- Essay Progression
  - Student writing
  - Writing frequency
  - Self-evaluation and rewriting
- The “Open Prompt” 2008 Question #3
  - Speed dating
  - Evidence
  - Commentary
- Electronic lesson preparation in groups
- Lesson Presentations
- AP Course Audit and syllabus: <http://www.collegeboard.com/html/apcourseaudit/>  
PLEASE NOTE: Variety and Purpose
  - Teacher
  - Resources
  - AP Lang. and Comp.
- Multiple Choice Practice
- Speed Reading and Grading Questions

### **Audio/Visuals in the AP English Language Classroom**

- Social Commentary and Camus
  - o Subject
  - o Tone
  - o Purpose
  - o Audience
  - o Bonus: Authorial Bias
- Subject Synthesis and Persuasion
  - o Authorial Position
  - o Tone
  - o Purpose
  - o Audience
  - o Net Benefits

### **REQUIRED LESSON APPLICATION:**

During the week I will set aside time for you to either modify a lesson you have constructed or create a lesson which addresses the “skills” needed to be successful with the free response questions and/or the multiple-choice section. We will also have time to present these to our peers in class. For that presentation you may use your laptop and the LCD projector or a document camera and the LCD projector.

### **DESCRIPTION OF REQUIREMENTS FOR GRADUATE CREDIT:**

- Present a lesson during the seminar that increases a student’s critical thinking skills (10% of final grade).

Select a lesson or approach that works for you in your classroom. Explain its usefulness and make an argument that it increases a student’s critical thinking skills in particular ways. You will present this lesson on Friday morning (5-7 minutes).

- Submit to the instructor TWO (2) additional new lessons that clearly meet the objectives of the AP Language and Composition course (20% of final grade).
1. Lesson Plan Title
  2. Specific AP Objectives—What Will the Student Be Able to Do After Your Lesson
  3. Required Materials
  4. Step-By-Step Procedures (Include ALL Handouts)
  5. How Will You Know if the Student Has Learned Anything?

6. How Will You Remediate?

- Annotate one AP English and Composition Multiple Choice Exam (20% of final grade).

You should follow the format of the 1991 exam that I will provide you in Word®.

- Submit an essay of 750-1000 words that articulates the four skills or habits of mind your course will feature, with thoughtful descriptions of how your content will be used to teach these core skills (30% of final grade).
- Class participation: Actively engage with the information and approaches presented, work constructively in small-group activities, ask questions as needed for clarification (20% of final grade).

**Due Date: All assignments must be submitted no later than two weeks after the last day of class. The instructor will make it clear during the week how and where to submit final work.**