

ROBERT C. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE TEACHERS' INSTITUTE
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AGENDA

AP 521.200 Preparing Students for AP English Language and Composition
June 24-June 28, 2019
Barbara Murphy – Consultant (0070)

Day One: June 24, 2019

Morning Session: An Overview of the Goals of AP English Language

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. Announcements re: the 2019 or 2020 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 this new framework and exam.

Day Two : June 25, 2019

Consideration of the Essay Section of the AP English Language Exam

1. What is "good" writing?
2. The AP English Language Trinity and its application to the newly enumerated skills taking effect in Sept.
 - Important definitions
 - *Rhetorical Analysis*
 - modeled practice
 - group practice
 - *Argument*
 - types of argument
 - practice with construction
 - group practice with analysis
 - *Synthesis*
 - types
 - group practice with construction

The "FRQ"

3. Overview & expectations of the AP Language essay questions (2019 exam)
 - Examination and analysis of the essay questions from the 2019 exam
 - Use the given text + current rubric + student samples
 - read the specific text and prompt
 - YOU respond to the prompt with a brief discussion
 - review the current rubric and its rationale
 - compare current rubric with analytic rubric
 - time for small group discussion of samples and their ratings

- time for large group discussion of the process

- Discussion of questions you might have about the exam and/or process
- Examination of analytic rubric in comparison to holistic rubric using the 2018 and 2019 FRQ
- 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: June 26, 2019

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

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)

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 Four: June 27, 2019

"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)

Assignment: Prepare to present final project during tomorrow's class. Bring your school's 2019-2020 calendar to class. Make certain you have your current syllabus with you. If you don't have one, bring the one that is currently in use.

Day Five: June 28, 2019

"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 2019, 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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