

ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
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SYLLABUS

AP 521.200 AP English Language and Composition

June 28 – July 1, 2021

(Hours: M-Th: 7:30-4:00 lunch: M-Th 11:30-12:30)

Consultant: Barbara L. Murphy (0070)

June 28 - Morning Session: Class Logistics and Course Overview

Note: Our first day will be devoted to becoming familiar with the College Board's CED, Rubrics, and AP Classroom

Welcome, Introductions and Discussion

- Introduction of participants
- How we will communicate – Zoom and Canvas Norms
- Zoom meeting instructions
- What are main concerns about the new Lang Course? What did you come here to learn?
- Main topics to be covered during this section:

Break out (15 min.): Peruse Materials to be used and/or referenced in the course (See Canvas and googled handouts)

Whole Class Discussion College Board Materials and Other Source Materials

- Address any questions about the materials for the course.
- An overview of The CED <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf> For a tutorial: <https://secure-media.collegeboard.org/ap/modules/overview/english-language/index.html>
- An overview of College Board Resources – individual lessons <https://www.youtube.com/channel/UCViAcUsxrffb-dH50U5VHqw>

Break out (30 min.): Carefully read the following:

- An overview of The CED's “Big Ideas,” “Enduring Understandings,” and “Course Skills” (pp.15-23) PLUS AP Lang Conceptual Framework (on CANVAS under Modules)
- List any questions that you may have that are related to these pages.

Whole class discussion of The CED pp. 15-23 and Conceptual Framework

An overview of AP Classroom and The College Board's YouTube site:

apclassroom.collegeboard.org/12/home

Break out (45 min) Try out AP Classroom:

- Practice with Units 1 and/or 2 with emphasis on the rhetorical situation and the thesis
- Use Nicolas Kristoff's essay “Starving for Wisdom” on p. 96 of PACKET on which to locate two m/c questions (one close reading, one writing) that you could adapt/use that relates to the text and to either the thesis or the rhetorical situation. Identify the Unit, Skill, and Essential Knowledge “code” to which each would apply.

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- Use the same text to locate a rhetorical analysis prompt that could be adapted for use with your text.
- Upload your material onto the Assignments page in CANVAS.

Whole class Presentation and Discussion of Practice Activity
[Lunch Break – 1 hour]

Afternoon Session: Final Project, Using the CED and AP Classroom, Rubrics, Overview of Exam

- Complete any remaining activities from morning session.
- Respond to any questions resulting from the morning session.

Review of Final Course Projects and Graduate Credit Projects

- Both project descriptions are on Canvas – under Modules.
- Break out into groups (Decide on project and divide assignments) – 15 minutes.

The Six Point Rubric for AP English Language FRQs

- Basics of rubrics
- Guidelines for Question 2: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-2020-frq-scoring-guidelines-2019-exam-questions-0.pdf?course=ap-english-language-and-composition>
- Practice with sample student essays from 2020 exam

Break out: Practice essay scoring with the six-point rubric (20 minutes)

- Meet with group and reach an agreement on the scoring of the given sample(s) for the given RA prompt: <https://secure-media.collegeboard.org/apc/ap18-frq-english-language.pdf> Samples: <https://secure-media.collegeboard.org/ap/pdf/ap18-english-language-q2.pdf>
- Present group's comments and questions to the full class

Presentation of Scoring Results

- Questions, defense, comments of each group's findings to the full class

Overview of the AP English Language Exam

- pp. 109-114 of the CED
- Response to questions about the exam

Dazzling Activity Presentation

Assignment: Read pp.25-81 and 85-87 in The CED, note any questions

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June 29 - Morning Session: Rhetorical Analysis

Whole Class Discussion:

- Overview of the day's agenda
- Respond to any questions about the final projects.
- Respond to any questions about the assigned readings.

Rhetorical Analysis

- Rationale and Expectations of RA
- Types of RA prompts, p.20 in Packet
- **The Rhetorical Analysis Rubrics**
 - Power Point Presentation re RA Rubrics
 - Discussion of questions about RA rubrics related to a given prompt and student essays.
- **A Sample RA Prompt and student essays: pp. packet and p. 112 in CED**
- **Breakout (1 hr.): Score given student RA essays using the rubric: + present to whole class for comments and discussion year __**

[Lunch – 1 hour]

Afternoon Session: Rhetorical Analysis and Developing RA Skills

- **Choose a text from either the packet or from LoC and create three different types of RA prompts for that reading (1:15 hr.)**
 - Presentation and discussion of texts and prompts to the whole class
 - Discussion of any questions which may arise
 - Scoring sample student RA essays (**30 min**)
 - Discussion of the scoring of samples
 - Adding sophistication to the RA Essay:
<https://www.youtube.com/watch?v=w4VVp7cp8k8>

Developing Rhetorical Analysis Skills

- **Breakout PPP Using AP Classroom:** (Scroll down to AP Videos)
https://www.google.com/search?q=tutorial+for+using+AP+Classroom&rlz=1C1LDJZ_enUS628US629&oq=tutorial+for+using+AP+Classroom&aqs=chrome..69i57j33i22i29j30.6772j1j15&sourceid=chrome&ie=UTF-8
- Review a selection of RA skills in the PACKET.
- Develop an RA lesson/activity that makes use of an aspect of AP Classroom.

Dazzling Activities

Assignment:

- Review AP Classroom Re Developing Skills: CED pp. 91-105 + 5 questions arising from the reading.

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June 30 – Morning Session: Argument

- Overview of the day's agenda
- Discussion of questions arising from last night's reading in the CED

Argument

- **Argument Rationale and Expectations: Read CED-p.88 and pp. 111, 115, 125, 131 in LoC (Asynchronous) (15 min)**
- **Types of Argument Prompts: pp. in packet (Synchronous and Asynchronous) (15 min)**
- **The Argument Rubrics**
 - Overview of Argument Rubrics (Asynchronous) (15 min)
 - Discussion of questions about rubrics related to a given prompt and student essays (Synchronous) (45 min)
- **A Sample Argument Prompt and student essays: pp. packet and p. 112 in CED**
- **(Asynchronous/Small groups) Score given student argument essays using the rubric: + present to whole class for comments and discussion year __ (1 hr.)**
-

[Lunch]

Afternoon: Argument Skills

Developing Argument Skills

Breakout -Develop a lesson/activity that makes use of an aspect of AP Classroom
(Asynchronous)

- (Synchronous) Presentation of activity to the whole class
- Discussion of and questions related to the argument activities

Breakout - Develop two different types of argument prompt based on a text found in the Packet or in LoC.

- Presentation of activity to the whole class
- Discussion of and questions related to the argument activities

Synthesis and Multiple Choice

Synthesis

- **Synthesis Rationale and Expectations: Read CED-pp. 89-90 and pp. 160-165 in LoC (Asynchronous) (15 min)**
- **Types of Synthesis Prompts: pp. in packet (Synchronous and Asynchronous) (15 min)**
- **The Synthesis Rubrics**
 - Overview of Synthesis Rubrics (Asynchronous) (15 min)
 - Discussion of questions about rubrics related to a given prompt and student essays (Synchronous) (45 min)
- **A Sample Synthesis Prompt and student essays: pp. packet and p. 111-112, 123 in CED**
- **(Asynchronous/Small groups) Score given student synthesis essays using the rubric: + present to whole class for comments and discussion year __**

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Assignment:

- Read the Rationale and Expectations of the Multiple-Choice section in the CED pp. 116-122.

July 1 - Morning Session: Multiple Choice and Planning Your Course

Whole Class Discussion: (30)

- Overview of the day's agenda
- Discussion of last night's assigned reading, including, "Why multiple choice?"

The Multiple-Choice Question and Section of the Exam

- Overview of the types of m/c questions, both general and specific
- **Each of the following will be completed in small groups and presented to the class for discussion (1 ¾ hr.)**
 - Answer 3 m/c questions based on a given text + answers + questions about the rationales.
 - Create one "writing" m/c question with answer and rationale.
 - Presentation of m/c questions to the whole class

Planning the AP English Language Course

- Basic syllabus requirements
- The College Board requirement
- Sample syllabi
- Discussion of questions involving the AP English Language syllabus

Breakout for final prep on projects

[Lunch]

Afternoon Session: Presentation of Projects

- Each group will present its project.
- Comments and questions to follow each presentation

Final remarks and housekeeping

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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 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.

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 410-337-6504 or mail to:

Goucher College
Registrar's Office
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 [Transcript-Request.pdf \(goucher.edu\)](#).

Questions? Please call the Welch Center Office at 410-337-6200.