

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
ADVANCED PLACEMENT SUMMER INSTITUTE - ONLINE
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SYLLABUS

COURSE NUMBER AND TITLE: AP 524.100 Preparing Students for the AP Exam: English Literature and Composition.

ATTENDANCE POLICY: The class will meet from 7:30 a.m. to 4:00 p.m. Monday through Thursday.

CONTACT INFORMATION: kbh.howard@gmail.com.

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

- Understand the skills tested on the AP Literature and Composition exam (Content 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

SCHEDULE OF CLASS: The class will follow the progression of a year in an AP Literature & Composition class. Each day will attempt to replicate the skill-building activities appropriate for that time of the year.

Day 1: A Day in August

- Course Overview – Changes and Updates
- The New Rubric – Benefits and Practice
- Multiple Choice Questions: Task and Skill Analysis
- AP Resources: The Big Green Binder
- Individual work on AP English Unit Plan

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Day 2: A Day in October

- Scoring the Prose Question
- Close Reading Strategies
- Feedback Strategies Essays
- Close-Reading Questions – Exam Passage
- Individual work on AP English Unit Plan

Day 3: A Day in January

- Scoring the Open Question Essay
- Feedback Strategies: Rubrics
- Close Reading Strategies
- Ian McEwan's *Atonement*: A Case Study
- Exploring the Unexplored – Lesson Creation
- Attack the Question This Way – Various Passages
- Individual work on AP English Unit Plan

Day 4: A Day in April

- Scoring the Poetry Passage
- Using Technology to Give Feedback
- Creative Ways to Teach Style, Tone, and Syntax
- Using Professional Writers as Guides
- Close Reading Levels of Questions – Poetry Passage
- Attack the Question This Way – Various Passages
- Creative Assessments to Hone Skills
- Teacher Presentations of Lessons
- AP Literature and Composition Resources

REQUIRED TEXTS:

- Ian McEwan's *Atonement*. (Any edition is fine—please read before the first day of class.)

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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 Thursday afternoon (@5 minutes) to a breakout group of 6-8 teachers.

- Submit to the instructor a unit plan that contains TWO lessons outlined in the format below. The unit plan format will be supplied to you on the first day and is part of the College Board requirement for the APSI (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 Handouts)
 5. How Will You Know if the Student Has Learned Anything?
 6. How Will You Remediate?
- Annotate three passages from existing AP English Literature and Composition Multiple Choice Exams (20% of final grade).

You should follow the format of the 1994 exam that I will provide you in Word®.

- Submit an essay of 500-750 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 class ends. You should use kbh.howard@gmail.com for your submission.

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ACCESSING GRADES AND TRANSCRIPTS

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.

AP CONSULTANT BIOGRAPHY

Kevin Howard taught English for 28 years in Fairfax County, VA. Over the past 20 years, he has presented College Board seminars on teaching the AP English Language and AP English Literature courses, analytical reading strategies, and pre-AP English curriculum and development. He has also been a reader for the AP English Language and Composition exam. Recently, he has worked as part of the REACH and NMSI programs, which attempt to bring the rich AP English curriculum to urban and rural high schools. Additionally, he has published an article in the most recent College Board curriculum development series on argument analysis. He also was selected to present at the National AP Convention in 2009 and 2015.