

ADVANCED PLACEMENT SUMMER INSTITUTE - ONLINE
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SYLLABUS

AP 521.100 Preparing Students for AP English Language and Composition

Week 1: June 21-June 24, 2022

(Hours: Tuesday-Friday: 7:30-4:00 lunch: Tuesday-Friday 11:30-12:30)

Consultant: Barbara Murphy (0070)

COURSE DESCRIPTION:

This online course is designed to maximize the learner experience, providing relevant AP content and pedagogy through meaningful engagement – all focused on best practices for preparing your AP students for success. The primary goals of the AP Language and Composition course will be addressed, providing an introduction to and an in-depth examination of the curriculum 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 2022 essay questions: text + 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 an in-depth look at the 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 close reading of 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.

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

- Understand the skills tested on the AP Language & 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)

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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

APSI KEY TAKEAWAYS:

By attending this AP English Language and Composition APSI, participants will gain deeper insight into the following key takeaways:

- **Understanding the Course**
AP courses focus on building conceptual understandings and developing transferable skills.
- **Planning the Course**
Helping students develop mastery of the course skills requires careful planning to sequence skills in a developmentally appropriate way so that students master prerequisite skills before being asked to complete more complex tasks.
- **Teaching the Course**
Students need multiple opportunities to practice skills to develop mastery over time. Specific strategies can help students explicitly practice those skills.
- **Assessing Student Progress**
Assessments, instruction, and resources should be aligned to learning goals and matched to performance standards and/or expectations. Students should be progressively challenged, just beyond where they are, to apply their knowledge and skills in different contexts to deepen their understanding.
- **Engaging as a Member of the AP Community**
AP teachers are part of a community with many opportunities to discuss teaching strategies, share resources, and more.

SCHEDULE OF CLASSES:

Day 1 - 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
- College Board Materials and Other Source Materials
- The CED and Conceptual Framework
- An overview of AP Classroom
- Try out AP Classroom

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

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- Review of Final Course Projects and Graduate Credit Projects
- The Six Point Rubric for AP English Language
- Overview of the AP English Language Exam
- **Best Practices Activity Presentation**

Day 2- Morning Session: Rhetorical Analysis

- Rhetorical Analysis
 - ✓ Rationale and Expectations of RA
 - ✓ Types of RA prompts
- The Rhetorical Analysis Rubrics
- Practice with scoring Sample RA student essays

Afternoon Session: Rhetorical Analysis and Developing RA Skills

- Creating RA prompts
- Developing Rhetorical Analysis Skills
- **Best Practices Activity Presentation**

Day 3 – Morning Session: Argument

- Argument Rationale and Expectations
- Types of Argument Prompts
- The Argument Rubrics
- Practice with scoring Sample Argument student essays:

Afternoon Session: Argument Skills

- Developing Argument Skills

Synthesis

- Synthesis Rationale and Expectations
- Types of Synthesis Prompts
- The Synthesis Rubrics
- Practice with scoring A Sample Synthesis student essays
- **Best Practices Activity Presentation**

Day 4- Morning Session: Multiple Choice and Planning Your Course

- The Multiple-Choice Question and Section of the Exam
- Rationale for and expectations of the two types of multiple-choice questions on the AP English Language exam
- Practice with sample m/c questions
- Creating activities to develop skills related to addressing the AP Lang m/c questions

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Planning the AP English Language Course

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

Afternoon Session: Presentation of Projects

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

Final remarks and housekeeping

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.goucher.edu)) 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.