

**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 521.300 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: kbh.howard@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 (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 Language & 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

- Examining the Exam: Teaching What Matters Most
- Deep Dive into the Big Green Binder
- Scoring with the New Rubric
- Unit Plan Overview

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Day 2: A Day in October

- Scoring the Prose Question
- Close Reading Strategies
- Journals in the Classroom
- Multiple-Choice Questions: Seven Approaches
- Unit Plan Development

Day 3: A Day in December

- Scoring the Synthesis Essay
- Using Non-Fiction Books to Teach Rhetoric
- The Timed Essay: Tools and Techniques
- Entering into a Conversation with Sources
- The Synthesis Question
- Unit Plan Development

Day 4: A Day in March

- Scoring the Argument Passage
- Creative Ways to Teach Style, Tone, and Syntax
- Using Professional Writers as Guides
- Advanced Strategies to Sharpen Reading Comprehension
- Visual Literacy
- Unit Plan Development

Day 5: A Day in April

- The Two-Week Exam Push
- Creative Assessments to Hone Skills
- Teacher Presentations of Lessons
- AP Language and Composition Resources

REQUIRED TEXTS:

- Frederick Douglass's Narrative of the Life of Frederick Douglass. (Any edition is fine—please read before the first day of class.)

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REQUIRED MATERIALS:

- Computer

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 to a breakout group of 6-8 teachers on the final day of class.

- 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?

- Write strategy statements for passages from existing AP English Language and Composition Multiple Choice Exams (20% of final grade).

You should follow the format of the 1991 exam that I will provide you in Word[®]. I have done the first 17 questions.

- 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.