

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES  
GOUCHER COLLEGE  
TEACHERS' INSTITUTE  
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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](mailto: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
- How to Score Essays
- Multiple Choice Questions: Task and Skill Analysis
- The Question of the Question

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Day 2: A Day in October

- Scoring the Argument Question
- Close Reading Strategies
- Journals in the Classroom
- A Rhetorical Analysis of *The Declaration of Independence*
- Argument and Persuasion: Paine and Henry
- The Argument Prompt
- Computer Lab Instruction and Lesson 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

Day 4: A Day in March

- Scoring the Prose Passage
- Creative Ways to Teach Style, Tone, and Syntax
- Using Professional Writers as Guides
- Advanced Strategies to Sharpen Reading Comprehension
- Visual Literacy
- Computer Lab Instruction and Lesson 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.)

**REQUIRED MATERIALS:**

- 3-Ring Binder (Large)

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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 Friday morning (5-7 minutes).

- Submit to the instructor TWO (2) additional new lessons that clearly meet the objectives of the AP Language and Composition course (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 ALL Handouts)
5. How Will You Know if the Student Has Learned Anything?
6. How Will You Remediate?

- Annotate one AP English and Composition Multiple Choice Exam (20% of final grade).

You should follow the format of the 1991 exam that I will provide you in Word®.

- Submit an essay of 750-1000 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 last day of class. The instructor will make it clear during the week how and where to submit final work.**

**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 Goucher website ([mygoucher](http://mygoucher)) and follow the prompts to receive your grade.

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If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax to Student Administrative Services, or call SAS (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.