

AP Language and Composition for AP Teachers

Course Description and Outline

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OVERVIEW

This session is for experienced AP English Language teachers. With the 2019 changes coming to AP, in some sense, this will be “new” to all of us. We will explore a rich variety of materials and classroom strategies and provide valuable professional development and guided planning time. The over-arching goal is to achieve a healthy blend of the big picture of the course and the exam and practical strategies that answer that ever important question: But what do I do on Monday?

The 2019-20 school year will bring substantial shifts and exciting opportunities for AP teachers and their students. During our time together, we will address the three big changes:

- Fall Registration for the AP exam, exemplifying College Board’s Equity and Access Policy
- New Instructional Resources, including Unit Guides, Personal Progress Checks, the Progress Dashboard, and AP Multiple Choice Question Bank.
- The new 6-point analytic rubric for scoring the exam essay questions.

COURSE REQUIREMENTS – WHAT TO EXPECT

- **What to do before you come** – Visit <apcentral.collegeboard.org> and follow these links to the teacher training assets: AP Courses & Exams / Course and Exam Pages / AP English Language and Composition / Updates for 2019-20.
- **What to bring** – Laptops or tablets are not required, but you may want to bring one for access to your own files and multiple digital resources. Or bring a hard copy of your course outline if you have one. These will be useful during planning time dedicated to building new units or incorporating new ideas into existing curriculum.
- **Homework** – Each night there will be a variety of suggested homework activities for that will augment and enhance the day’s learnings.

BROAD TOPICS OUTLINE (subject to change and updates)

Day 1

- **A New Iteration for AP English Language and Composition:** What’s “new,” what’s not?
- Introduction to the redesigned Course and Exam Description (CED)
- **Teaching Writing and Writing Management in AP English:** methods for differentiated instruction, feedback, and management of timed and multi-draft writing

Day 2

- **Rhetorical Analysis:** the “arch method,” a fundamental strategy for prose passage analysis; successful strategies, activities, and projects for strengthening students’ critical reading and analytic skills
- The AP Exam, Rhetorical Analysis Question 2: writing and evaluating effective rhetorical analysis essays on the AP exam; discuss student samples, the new 6-point rubric

Day 3

- **Argument as Exploration:** what argument is and is not in the AP Language curriculum; successful strategies and classroom activities to move argument “beyond debate”

- The AP Exam, Argument Question 3: writing and evaluating effective argument essays on the AP exam; discuss student samples, the new 6-point rubric

Day 4

- **Researched Argument – the Synthesis Question 1:** reading and pre-writing approaches for the synthesis prompt; methods and strategies for teaching synthesis skills; classroom projects and activities
- **Multiple-Choice:** the new AP Multiple-Choice Question Bank, deconstructing AP multiple-choice questions; organizing and implementing the multiple-choice strand in the class; test preparation and test-taking strategies for students