

2012 AP English Literature and Composition Syllabus (New Teachers)

July 23-26, 2012

Institute Overview

The session in English Literature and Composition (New Teachers) is designed to build upon knowledge and enrich instruction of teachers who have been teaching the Literature course for a number of years. Key areas of focus will include: teaching rhetorical analysis in student-sized chunks, providing resources and models to insure student success, teaching argument and synthesis using the *They Say / I Say* model, preparing students for the challenges of the exam, building Literature skills with fiction and nonfiction, teaching writing as opposed to assigning writing, and creating an innovative and exciting classroom environment. Teacher participation and interaction will be highly encouraged.

Consultant Background

Elizabeth Davis is a 1988 graduate of Texas A&M University with an English Composite teaching field and is currently teaching on-level junior English and AP Literature at Westwood High School in Austin, Texas. In her 22-year teaching career, Elizabeth has taught Advanced Placement, honors, and on-level senior and junior English, has served as English Department chair at two high schools, and has worked with The College Board as a consultant since 2000. She has also taught SAT preparation and worked with the Medical School at Texas A&M University preparing potential students for the MCAT exam. Having taught both the English Literature and the English Literature courses has helped deepen her understanding of making connections and building bridges between the two courses and has also reinforced the importance of teaching writing and analysis at all levels of the vertical team.

Institute Preparation

Participants should bring the following:

- a. a copy of your course syllabus and planning calendars.
- b. copies of major works you teach in your course
- c. highlighters [pink, blue, yellow, green]

Institute Schedule

Day 1, July 23

Morning

- Getting Acquainted and Setting Goals for the week
- Overview of the Literature Course and expectations
- Overview of College Board policies and information
- Rhetorical Analysis: reviewing the rhetorical web, helping students connect device to meaning, focusing on teaching skills

Afternoon

- Rhetorical analysis (cont) – Practicing analysis skills
- Student workshop model (Henry speech)
- Developing a new lesson from the model.

Day 2, July 24

Morning

- Moving from rhetorical analysis to argument – (2007 prompt)
- Preparing for analysis timed writings: before, during and after
- *They Say/I Say: The Moves that Matter in Academic Writing*
- “They Say” Instruction (Great Debaters, Rushin article, *The Crucible*, Porter letter)

Afternoon

- Argument (cont) “I Say” Instruction – Three Ways to Respond
- Introduction to Argument ppt.
- Working through exam passages

Day 3, July 25

Morning

- AP Multiple Choice Strategies
- Practice plan for the course – debrief assignments
- Review of question types
- Workshop on group retest

Afternoon

- Preparing for the Synthesis Essay
- Review assignment, skills,
- The Current Issues Project

Day 4, July 26

Morning

- Teaching Strategies for major works of fiction and nonfiction
- Creative and effective discussion techniques
- The Argument of Poetry

Afternoon

- Managing the load for grading
- Student exam prep
- Creative ideas to revitalize a classroom
- Catch up as needed

Graduate Credit Option

Participants may also earn three graduate education hours for any of the AP Summer Institutes from Washburn University for a reduced tuition rate the successful completion of an academic assignment.

Additional Information

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