

**2012 AP English Language and Composition Syllabus (New Teachers)**  
**July 23-26, 2012**

**Institute Overview**

The session in English Language and Composition (New Teachers) will prepare teachers who have never taught AP Language as well as continue the preparation for those in their first years of teaching this course. Key areas to be covered include: preparing students for the AP examination and using the features of the exam to enhance the curriculum; discussing ways to approach the challenging subject of rhetorical analysis; identifying ways to use research in the course, focusing on the synthesis process; incorporating fiction into a course that, theoretically, focuses primarily on non-fiction; and discussing the process of maintaining a writing voice when writing formulaic-style essays. The session is discussion-based, and group activity will be encouraged.

**Consultant Background**

Michael Knoedler has worked as a consultant with the College Board since 2005, facilitating day long workshops as a Midwest regional consultant. He has been a co-facilitator of the English session at the University of Wisconsin-Madison Advanced Placement Summer Institute for the past twelve years. He has been a reader for the AP Language exam and has been part of the College Board mentor-mentee training program for consultants. Before retiring from teaching in 2007, he taught Honors English, AP Language and Composition, and AP Literature and Composition at Dodgeville High School in southwestern Wisconsin.

**Institute Preparation**

Participants should bring the following:

- a. your AP Language syllabus, either in process or as approved by the College Board audit;
- b. two samples of fiction you teach within the AP Language course (if you teach fiction in the course);
- c. two samples of key, but shorter non-fiction works you teach within the AP Language course;
- d. two samples of writing assignments you present to your class;
- e. and, most importantly, your willingness to share your thoughts and to discuss ideas with your peers throughout the week

**Institute Schedule**

**Day 1, July 23**

Morning

- Introductions; Issues and Concerns of Participants
- Equity and Access: the politics of Advanced Placement
- An Overview what AP Language is meant to be vs. the reality of what teachers are expected to include in the course; how to compromise and accommodate effectively
- Discussion of syllabi and the audit process
- AP Language exam overview

Afternoon

- Strategies for success on the multiple choice section
- Overview of rhetorical analysis
- Rhetorical analysis prompts used on the exam
- Group Work: rhetorical analysis/political speeches
- Florence Kelley Speech—2011 Exam Sample

### **Day 2, July 24**

Morning  
rhetorical analysis

- Discussion of David Jolliffe’s article on close reading and
- Application of Jolliffe’s strategies—group work
- Overview of synthesis process/using research

Afternoon

- Application of synthesis process/visual literacy
- Group work—Synthesis prompt from 2011 exam
- Student assignments: impromptu vs. process writing

### **Day 3, July 25**

Morning

- Maintaining writing voice in “formulaic” essays
- The argument prompt: creating original arguments
- Review of past argument prompts—group work

Afternoon

- Teaching Satire
- How fiction can be used in AP Language—group work

### **Day 4, July 26**

Morning

- Using political speeches in AP Language
- Lincoln’s 2<sup>nd</sup> Inaugural Address—group work

Afternoon

- Discussion of projects
- Questions and evaluations

### **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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