

**2014 Ad Astra**  
**English Literature and Composition**  
**Advanced Placement Summer Institute for Experienced AP Teachers**  
**July 21-24, 2013**

**Institute Overview**

Designed to provide an overview of the structure and content of an AP English Literature course for juniors and seniors, this course will enable participants to examine their current teaching units and methods and to develop strategies for teaching students with a focus on AP skills.

**Topics will include the following:**

Participants will:

- simulate a reading from the 2014 AP English Literature Exam,
- examine AP multiple-choice questions as a teaching tool,
- develop strategies for teaching prose and poetry in line with the skills students need to perform well on the AP English Literature Exam,
- develop strategies to teach composition in order to help students identify the rhetorical strategies needed to write effective AP essays, and
- examine strategies for teaching novel/drama/poetry AP units

Other possible topics include scope and sequence, design-down curriculum, and vertical teaming, depending on participants' needs.

**Consultant Background**

**Robert Wofford** teaches AP English Literature at Las Cruces High School in New Mexico, and is also a facilitator for gifted and talented students. A College Board endorsed AP English Literature Consultant, he has presented at numerous conferences and Advanced Placement Summer Institutes in the Southwestern region of the College Board and has presented at national Advanced Placement Annual Conferences. He participated in the National Endowments for the Humanities' summer seminars for secondary school teachers, most recently studying Dante in Siena, Italy, and he taught for one year in Canada as a Fulbright exchange teacher. Mr. Wofford has been a reader for the AP English Literature exam and he holds a BA in English education and an MA in English with a focus on rhetoric and the teaching of writing from New Mexico State University.

**Institute Preparation**

Participants should bring the following:

- an AP lesson to share (with 30 copies of a handout if one is involved)
- sticky notes, highlighters
- a copy of their current syllabus

## **Institute Schedule**

### **Day 1, July 21**

Introductions/Goals/Overview

Poetry Possible Topics:

- TSAR—analytical reading
- How to teach a difficult poem
- Structure and meaning
- TP-CASTT
- Plot/Subject/Theme/Technique
- Metaphor Triangles (and symbolism)

### **Day 2, July 22**

Possible Topics Sonnets

Tone *in* and *from* poetry

Follow up from July 21 Prose Analysis

DIDLS and tone vocabulary

TATT Outline

Analyzing prose:

Selected passages for study

Useful handouts

### **Day 3, July 23**

The AP Reading: Scoring AP Poetry, Prose and Open-ended Questions

AP Multiple Choice

Options:

- Scope and Sequence/AP course design
- Essentials of an AP program

### **Day 4, July 24**

#### **Options:**

Composition and Error Analysis

Developing Essay Structure 9-12

Continue Prose Analysis/Tone

Teaching sound in poetry

Sharing of Best Practices

Evaluation and wrap up

### **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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