

2014 Ad Astra
AP English Literature and Composition Syllabus (New Teachers)
July 21-24, 2014

Institute Overview

The session in English Literature and Composition (New Teachers) is designed to introduce the basics of teaching the Advanced Placement English Literature and Composition course and to enhance teacher's knowledge of the AP program. Key areas of focus will include: teaching the major eras and genres of literature, preparing students for the challenges of the multiple choice and free-response sections of the exam, developing a syllabus that pinpoints skills students need in order to respond to literature effectively, 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 AP English Language and Composition and AP English Literature and Composition at Westwood High School in Austin, Texas. In her 25-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. Teaching both the English Literature and the English Language 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, orange]

Institute Schedule

Day 1, July 21

- Getting Acquainted and Setting Goals for the week
- Overview of the Literature Course and expectations
- Overview of College Board policies and information including Equity in Access
- Reviewing AP's main question – Connecting Device to Meaning (D2M)
- Writing D2M samples for students to model
- Student workshop model (Poetry Analysis)
- Developing a new lesson from the model.

Day 2, July 22

- Timed Writing Preparation: Before, During, and After Activities
- March Madness – Timed Writing Immersion Model
- Teaching Pre-20th Century Texts – Close Reading Practice
- The Sonnet Project – Teaching Poetic Devices
- Teaching Shakespeare – focus on character types and analysis
- Multiple Choice Test Strategies and Question Types
- MC Practice plan for the course – preview and debrief assignments
- Workshop for group retest activities

Day 3, July 23

- Period Poetry – Romanticism (Connecting the American and British Romantics)
- The Poet Speaks of Art – Ekphrastic Poetry
- Open-ended response preparation – Speed Dating Activity
- Planning workshop – Working with your calendar and planning your syllabus

Day 4, July 24

- Multi-genre Considerations – Incorporating poetry with major works
- The Argument of Poetry
- Discussion 101 – Ideas for small and large group discussion
- Carousel Motif Study
- 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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