

# **2013 AP English Literature and Composition Summer Institute Syllabus for Experienced Teachers July 22-25, 2013**

## **Institute Overview**

The session in English Literature and Composition (Experienced 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 students how to connect device to meaning, designing a curriculum based upon skill development, discussing content specific to the Literature exam (16<sup>th</sup> – 21<sup>st</sup> Centuries, poetry, prose, drama, satire), 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 Language and Composition at Westwood High School in Austin, Texas. In her 24-year teaching career, Elizabeth has taught Advanced Placement Literature and Composition, 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 medical students for the MCAT exam. Having taught both the English Language 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 their course syllabus and planning calendars.
- b. copies of major works they teach in their course
- c. highlighters [pink, blue, yellow, green]

## **Institute Schedule**

### **Day 1, July 22**

#### **Morning**

- Getting Acquainted and Setting Goals for the week
- Review of the Literature Course and expectations
- Overview of College Board policies and information
- AP's Main Question – Connecting Device to Meaning (D2M)

#### **Afternoon**

- Analysis work – A scheme for highlighting and notating passages for close reading
- Analysis work – A scheme for organizing notes and discovering meaning

## **Day 2, July 23**

### **Morning**

- The Sonnet Project – An assignment to review the basics of poetry analysis
- Timed Writing Preparation – Before, During, and After activities
- Managing an Impossible Grading Load – March Madness Plan

### **Afternoon**

- Poetry Analysis– A Student Workshop Model
- Developing your own student workshops
- Planning and Skills Alignment – Syllabus work

## **Day 3, July 24**

### **Morning**

- Working with Pre-20<sup>th</sup> Century Texts – Prose and Poetry
- Multiple Choice Strategies

### **Afternoon**

- Teaching Shakespeare – Focus on motif and character
- Planning a multi-genre unit – Women's Studies and Civil Rights Units as Examples

## **Day 4, July 25**

### **Morning**

- Period Poetry – Focus on American and British Romantics
- Question Three Speed Dating and other Question Three review strategies

### **Afternoon**

- The Argument of Poetry – Bridging the gap between Language and Literature
- Ekphrastic Poetry Lessons
- Creative Ideas for the Classroom
- Wrap Up 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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