

# **AP Summer Institute: English Literature and Composition**

**Rebecca C. McFarlan  
Consultant Code: 1216  
July 11-14, 2011  
Oakland University**

# Syllabus

## July 11-14, 2011

**Instructor:** Rebecca C. McFarlan  
mcfarlan@ih.k12.oh.us  
(859)781-4571 (home)  
(513) 272-4583 (school)

### **Course Description:**

This week long course is designed to benefit both the new and experienced AP Literature and Composition teacher. Using contemporary and classic literature, we will explore instructional strategies and assessments. During the week we will examine topics of course and syllabi design, the AP exam, seminar approaches, poetry, short works of fiction, major works of fiction (novels and drama), grammar/syntax, and writing.

### **Goals:**

- To Identify and Apply the Standards of the AP Literature and Composition Exam
- To Explore and Develop Effective AP Literature Units, Lessons and Syllabi
- To Expand Participants' Repertoire of Successful Methods and Activities
- To Explore Print and Electronic Resources
- To Develop a Network of AP teachers
- To Understand the Power of English Vertical Teams

### **Learning Objectives:**

In the spirit of inquiry, critical to an AP classroom, along with the learning objectives I have generated some essential questions that often arise in workshops. Over the past 11 years, as a facilitator of College Board workshops, I have found that collectively the group will have more to offer than I alone could give you. To that end we will tackle these questions in the spirit of Socrates by asking even more questions, testing our answers against research and the experience of others, and finally arriving at answers that make sense to our individual situations. Some of us are new to the teaching profession, others are veterans, all have valuable contributions to make.

After the course, the educator will have

# Syllabus

## July 11-14, 2011

- Explored the AP Literature and Composition Exam
  - How is the AP exam structured?
  - How is the exam graded?
  - What skills do my students need to be successful?
  - How do I balance teaching to the test with my curriculum?
  - What are some proven test testing strategies?
- Structured or revised an AP course syllabus and a schedule for the first grading period
  - How do I balance contemporary literature with the canon?
  - Should I require summer reading?
  - How many works should I teach?
  - What role does creative writing play in the AP class?
  - How many writing assignments do I need to assign?
  - Who should be in the class?
  - How will the new AP Audit affect my course?
- Developed a unit or lesson and expanded his or her repertoire of teaching methods, activities, and assessments that prepare students for success on the AP Literature and Composition Exam
  - How do I create a student centered classroom that moves students towards mastery of reading, writing, and thinking skills needed for success on the AP exam?
  - Why is the Socratic seminar approach so important?
  - How can I engage students in challenging texts and writing assignments?
  - What teaching strategies will help me meet the needs of my students?
  - How much writing should students do, and how do I efficiently handle the paper load?
  - How do I prepare students for the AP test while keeping instruction engaging?
  - How should I teach poetry?
- Participated in collegial sharing of ideas and problem solving
  - What resources/units do I have that would be of interest to my fellow participants?
  - How can I help others answer the questions and work through the issues they have about an AP course?

### Materials Provided:

# Syllabus

## July 11-14, 2011

- WIKI for handouts
- Sample texts from various publishers
- Published Materials from the College Board for AP Literature and Composition Courses

### Evaluation for Graduate Credit:

- Attendance and Participation in Class Activities 25%
- Unit Design 25%
- Syllabus for the Year 25%
- Schedule for the 1<sup>st</sup> grading period 25%

### Schedule:

#### Monday, July 11

- General Orientation 8:30 – 9:00
- Introductions of Participants 9:00 – 10:00
- Overview of the Week
- Overview of the College Board
- Initial Discussion of Access and Equity
- Break* 10:00 – 10:15
- Structure of the Exam 10:15 – 12:00
  - Practice with Multiple Choice
  - Multiple Choice Strategies
  - Skills Necessary for success on Multiple Choice
- Lunch* 12:00 – 1:00
- Overview of the 2011 Free Response Prompts 1:00 – 2:00
  - Student Samples
  - Examination of Trends and Requirements of the Prompts
- Course Design 2:00 – 4:30
  - Syllabus
  - Contemporary and Classic Works
  - Writing

# Syllabus

## July 11-14, 2011

- Elements of an Effective Unit Design

### Tuesday, July 12

- *A Doll's House* and *The Importance of Being Earnest* 8:30 – 10:00
  - Teaching Drama
  - Comedy versus Tragedy
- More work with free response (Break 10:00-10:15) 10:00 – 11:30
  - Participant practice
  - Assess participants' essays
  - Discuss incorporating timed writing
- Lunch* 12:00 – 1:00
- Prose Analysis 1:00 – 2:00
  - Literary Theory
  - Close Reading Strategies
  - Seminar Strategies
  - Literary and Rhetorical Terms
  - AP Prose Essays
- Break* 2:00 – 2:15
- Poetry 2:15– 4:30
  - Finding Poetry in Prose and Prose in Poetry
  - Strategies to Engage Students
  - Poetry on the AP Exam
  - Balancing Reader Response and Formal Analysis
  - Teaching Poetic Terms and Devices

### Wednesday, July 13

- Teaching the Novel (Break 10:00-10:15) 8:30 – 11:30
  - *Heart of Darkness*
  - Literary Constructs and Criticism
- Lunch* 11:30 – 12:30

# Syllabus

## July 11-14, 2011

- Work on Units/Syllabi 12:30 – 3:00
- More Poetry 3:00 – 4:30

### Thursday, July 14

- Writing Assignments 8:30 – 10:00
  - Formal
  - Creative
  - Introductions/Conclusions
  - Thesis Statements

*Break* 10:00 – 10:15

- Teaching Discrete Skills 10:15 – 11:30
  - Grammar/Syntax

*Lunch* 1 12:00 – 1:00

- Teaching Discrete Skills 1:00 – 2:30
  - Diction and Tone

*Break* 2:30 – 2:45

- Work on Schedules, Units, or Syllabi 2:45 – 3:30
  - Model Differentiated Instruction
  - Share Schedules, Units and Syllabi

- Wrap-up and Evaluations 3:30 – 4:30

# Equity & Access

## **New Statement:**

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## **Former Statement:**

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.