

Schedule for the Week:

Tuesday (8:30 am - 4:45 pm) – Overview of the Course

- 8:00 Registration, Check-In
- 8:30 APSI Welcome/ Introductions, Overview of Week, Goals
Writing exercise (and debrief) regarding the school year
Course and Exam Description: Macro View
- AP Classroom Overview: Progress Checks, AP Daily, Question Bank, Instructor Resources
- Essay Rubric (all three questions), especially Decision Rules for each essay prompt
- 10:30-10:45 Break
- Profile of an AP Student: Equity & Access, Diversity & Inclusion
- First generation college students; ESL students; AVID students
- Share and discuss Lessons and Units directly addressing these issues (with possible texts):
- Making Monsters lesson (physical or mental disability, otherness in appearance - *Grendel*, *Frankenstein*, novels or stories in any of the following units)
 - Indigenous Peoples Unit (“The Lone Ranger and Tonto Fistfight In Heaven,” “Shamengwa,” “The Red Convertible,” *The Round House*, *Ceremony*, *House Made of Dawn*)
 - International Authors Unit (*Bless Me, Ultima*, *The God of Small Things*, *Obasan*, *Native Speaker*, *Cry*, *The Beloved Country*, *The Sympathizer*, *Frog*, *Americanah*, *Homegoing*, *Things Fall Apart*, *One Hundred Years of Solitude*, “Interpreter of Maladies,” “Clothes” “The Garden of Forking Paths,”)
 - Black Writers Unit (*Invisible Man*, *Passing*, *Native Son*, *Go Tell It on the Mountain*, *Beloved*, *Song of Solomon*, *Fences*, *A Raisin in the Sun*,)
- 12:00-12:45 Lunch
- 12:45-4:45 Discussion: Questioning and Effective Practice (Read/Think/Write/Share)
- Revisiting Levels of Questioning (Fact, Inference, World Connection)
 - Socratic Seminar - Thoughts on and Ideas for Student-Led Discussion
- Short Fiction (Units 1, 4, 7): Spiraling Skills
- Question 2 (and Rubric): The Prose Passage (Breakout Time)
- Choose a Buddy with whom to Write/Present a Lesson (your choice of topic)

Wednesday (8:00 am – 4:15 pm) – Longer Works

- 8:00 Multiple Choice: Poetry and Poetic Language (Pre-20th Century), question structures
- Multiple Choice Practice Packet
 - AP Classroom
 - Discussion and sharing of effective strategies
- Critical Reading: Habits and Strategies (for all texts)
- Discussion: teaching and making time for reading?
 - Discussion: coaching students in annotation and note-taking?
 - Share effective strategies
- 10:00-10:15 Break
- Whole Class and Choice Works Planning (Units 3, 6, 9)
- Written reflection: What works are you teaching and why? Do chosen works reflect or expand the imaginations of your population?
 - Discussion and sharing: Effective activities and lessons used to teach whole class works.
- 11:45-12:30 Lunch
- 12:30-4:15 Discussion: Coaching Writing
- How are students writing on a daily basis in your class?
 - How are you coaching essay structure? Planning? Revision (even in a timed setting)?

- See & Say plan, Thesis crafting and placement
 - Pressure Testing a Thesis Lesson
- Seminar and Workshop Strategies
 Question 3 (and Rubric): The Open Question (Breakout Time)
 Buddy Lesson work time

Thursday (8:00 am – 4:15 pm) – Poetry

- 8:00 Share Resources (Folder)
 Fall Registration and Personal Progress Checks through MyAP
 Discussion: Routine Practices for Acclimation,
- Daily Poetry Responses
 - YouTube, LOC, online resources

- 10:00-10:15 Break
 Discussion: Poetry Lessons and Strategies
- Interview With A Poem
 - Structure (including Sonnet) and Written Response

11:45-12:30 Lunch

- 12:30-4:15 Poetry (Units 2, 5, 8): Spiraling Skills
 Question 1: The Poetry Question (Breakout Time)
 Buddy Lesson work time

Friday (8:00 am – 4:15 pm)

- 8:00 Share Resources (Folder)
 Adapting Prior Prompts for the new rubric and its consistent language and structure
 Buddy Lesson work time

10:00-10:15 Break

- 10:15-11:45 Discussion: Grammar/Usage, Vocabulary
- Directly teaching grammar vs. teaching as you go?
 - Should you quiz?
 - Rubric notes on clarity, coherence, “vivid, persuasive” prose, and the nature of a “well-written essay” (with examples)

11:45-12:30 Lunch

- 12:30-4:15 Discussion: SLIDD Elements
- student examples (ask for them)
 - Satire/Irony (especially Question 2): example works? “Harrison Bergeron,” *Slaughterhouse Five*, *Candide*)

Polishing and Sharing Units
 Planning and Calendars (including scheduling the marking of papers and managing the paper load)
 Buddy Lesson Presentations
 Contact Information/Community Building/Evaluations

The University of Texas at Austin
AP English Literature & Composition Summer Institute for Experienced Teachers
26-29 July, 2022

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Course Description:

This four-day course is designed to benefit experienced AP English Literature and Composition instructors. Our focus will be on collaboration and augmentation of the good work we are all doing.

Overall Plans:

- Examine the Course and Exam Description and its alignment with AP Classroom and AP Daily online supports.
- Discuss and share ways to address the particular challenges presented by our current culture of distracted nonreaders.
- Explore instructional strategies and write collaborative lessons designed to develop and maintain student skills in critical reading and written literary analysis.
- Share and plan activities and assessments that offer students opportunities to practice and revise written responses to the types of questions appearing on the AP English Literature and Composition Exam. We will also share ideas for research and written responses to it.

Topics:

- Overview of the Course and Exam Description and different ways to plan the pacing and organization of a course around mandated skills (and what's no longer tested).
- Discuss what an inclusive, equitable, diverse classroom and curriculum is in practice. Plan modifications, as needed.
- College Board online resources (AP Daily, AP Classroom, videos, and other resources) and their use as teaching supports.
- Critical reading and analytical writing considerations and skill scaffolding
- Textual selection and cultural sensitivity considerations (is the canon necessary?)
- Assessment and its rationale (what are your assessment goals, and how do they support student learning?)
- Seminar and Workshop Approaches
- Sharing and developing new lessons on poetry, short fiction, novel, drama
- Grammar and Usage considerations (discussion and sharing)

Course Outcomes:

- Reconsideration of the AP Student, and the critical importance of Equity and Access, Diversity and Inclusion
- Discussion of the Course as both preparation for the Exam and as a legitimate English Literature course
- Competence in planning the Course – readings, analysis exercises, writing exercises, assessments
- Competence in teaching the Course – the modified Workshop model
- Competence in assessing student skills mastery – the importance of practice and revision
- Invigoration about the good work you're doing for kids. :)

Suggested Materials:

- Lesson plans you'd like to revise or ideas about lessons you'd like to write
- Computer (laptop, iPad)
- Notebook
- A literary work your students find interesting to read and useful on the Exam (or something you've read that you'd like to use in some way)