

English Literature

Advanced Placement Institute

Participants in this institute will work together and explore a variety of teaching strategies and approaches proven effective in teaching students the goals and objectives shared by teachers of Advanced Placement English literature which include confidence and facility with language; skill in critical reading, writing, and thinking; and success in academic endeavors. The institute is based on the premise that the exam measures skills that students need in order to be successful in college. Therefore, by preparing students for that exam in an engaging and challenging community of discourse we in turn provide them with the skills necessary for success on the exam and in college. This institute will ask participants to actively engage in activities designed to demonstrate specific instructional approaches that have proven effective in preparing students to perform well on AP Exam in English Literature and Composition.

We will also discuss the special challenges teachers face in terms of the level of reading and writing that leads to success on the AP exam and in college. The value of depth versus breadth will be of central concern when looking at course design at both the lesson as well as the unit level.

Teaching the Advanced Placement course in English literature includes using approaches that develop skills to study and write about poetry, drama, fiction and non-fiction. We will concern ourselves with the construction of style analysis covered in the AP English Literature Examination, and with several other modes of writing. Discussion of the AP examination will include test materials and student exemplars from current and previous examinations. We will explore the multiple-choice section to determine the teaching of close reading skills and literary terms and techniques. We will also look specifically at strategies to teach tone, alternative discussion techniques, and how to use critical theory in the AP English classroom.

Coming to the institute having read *Heart of Darkness* by Joseph Conrad and *Hamlet* by William Shakespeare will provide context for the participants that will aid them in engaging completely with the materials.

Course components will include:

1. Advanced Placement Examination in English Literature and Composition. We will spend a significant amount of time dealing with the three free response questions, as well as some time working with the multiple-choice sections of the examination. The study of student samples for a variety of free-response questions from the 2011 exam will provide participants with analysis, reading and scoring techniques. These techniques will enable the AP English teacher to return to the classroom empowered with ideas to help students to read, analyze, write about and score essays based on literature selections. We will consider passages from a variety of sources, including a discussion of how to create practice exams from texts used in the context of an individual course. We will also discuss a variety of strategies to assess student writing.

2. Close Reading and style analysis of prose (including drama and non-fiction) and unit design. "Students should read widely and reflect on their reading through intensive discussion, writing and rewriting" (The College Board, Advanced Placement Course Description). During the institute participants will read, analyze and develop lessons using genre from a variety of periods and styles in order for students "to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form" (The College Board, Advanced Placement Course Description). The works we will look at include a variety drama, fiction, and non-fiction. We will address the concept of weaving a variety of genres within a single unit. In all cases we will discuss how the assessments should drive the design of the unit.

3. Poetry One essential difference between the English Language and English Literature courses is embedded in the inherent distinction in the way one reads and writes about "imaginative literature"—which must include poetry—as opposed to other forms of prose, generally non-fiction in its many forms.

During the institute we will attempt to identify classroom techniques for studying poetry from a variety of time periods, using many of Helen Vendler's ideas to guide our discussions. We will discuss how to embed poetry across the year, rather than sequestering it to an individual unit. We will also focus specifically on the concept of how to teach tone.

4. Critical Theory and Rhetoric Teaching literary theory to high school students may seem irrelevant. After all, Appleman (2000) acknowledges that literary theory is often "dismissed as a sort intellectual parlor game played by MLA types" (p. 2). However, she goes on to argue that in fact not only is it relevant, it "will better prepare adolescent readers to respond reflectively and analytically to literary texts" (p.2). We will explore how using critical lenses allows new distinctions or categories for looking at a work. Although rhetorical analysis is often identified with AP Language courses, we will examine ways in which students can also look at the complex arguments fiction writers make through ingenious rhetorical moves.

5. Ekphrasis and other Approaches to Texts We will examine approaches to critical thinking that include not only printed text, but non-print text including musical and visual texts. Analyzing the conversation between great artists over the years allows students to see literature as an artful exploration of what binds us all together over different times and cultures.

Daily Schedule

Monday	Teaching the AP English Course Initial Course Design Why "coverage" is problematic Essential Questions Examining Research Using Assessments to Drive Curriculum and Instruction. Literary Devices
Tuesday	Prose: Unit Design Discussion Strategies Breaking Down Prompts The 2011 AP English Literature Test: Question One
Wednesday	Teaching Poetry with a Focus on Tone Ekphrasis Using visual text to teach close reading The 2011 AP English Literature Test: Question Two
Thursday	Teaching Drama Rhetorical Analysis of Speeches and Soliloquies Teaching Critical Theory The 2011 AP English Literature Test: Question Three The AP English Literature and Composition Test: Multiple Choice Final Thoughts and Reflection