

2021 Advanced Placement® English Language & Composition

About the AP® English Language & Composition Summer Institute

My Pedagogy: Welcome to my toolbox! I am a facilitator, an interested liaison between high school and college writing instructors. Secondary and post-secondary educators need more opportunities to share our practice, to reflect upon our challenges, and to confront our assumptions. A productive dialogue between and among proactive rhetoric professionals ensures that high school students are more likely to gain language power and to earn college credit.

In my view, the best educators model their methods for their students; to do so, teachers must complete many of the same tasks that they assign to students. This seminar will allow each of you (and me) to briefly return to “the other side of the desk” as we consider the relationship between theory and practice in the AP context. Participants can expect to “do the discipline”.

Course Overview: As the largest AP exam constituency (around 600,000), English Language and Composition students rely upon emergent and experienced AP teacher-scholars like you. To ensure that you feel empowered to facilitate their development, we will pursue an ambitious agenda that first examines what is **new**. As such, each of you will work collaboratively and individually to do the following by week’s end:

- Internalize the recently unveiled **Course Framework**, a scaffolded articulation of the existing AP Course in terms of:
 1. **Big Ideas** (Rhetorical Situation, Claims and Evidence, Reasoning and Organization, and Style) and their “long term takeaways,” **Enduring Understandings**
 2. **Course Skills** and their companion **Essential Knowledge Statements**, which serve as the course content
- Develop curricula for at least two of the nine model units in the **Course and Exam Description Binder** (which you will receive at the APSI)
- Understand (and potentially appreciate) the move to a **Fall AP Registration** process
- Review AP Resources and Supports, particularly the **Personal Progress Checks**, digital review resources for your students that are aligned to the nine model units; **Progress Dashboard**; and **AP Question Bank**
- Explore approaches to organizing the course, selecting materials, and facilitating learning
- Examine changes to the Language Exam and its Scoring

As part of this process and in addition to it, I am asking you to approach course design from the perspective of a student, working through the process as you would ask your students to do, so you may:

- Create or revise an AP Language course with a skill-based assignment sequence that reflects the new course articulation, elucidates your goals, and enables students to hone the language power upon which they will build in college
- Query your feedback mechanism and the interplay between grading, assignment goals, and revision
- Explore the concept of genre awareness and how you can use it to better prepare students for the diverse writing tasks they will face in college
- Unpack the art and science of synthesis, revisiting how you ask students to demonstrate it
- Expand your argument tool box
- Revisit the ways in which you ask students to demonstrate their rhetorical awareness

Operational Vocabulary: This session offers participants a solid foundation in **rhetoric**: the study of the available means of persuasion for a given audience at a specific place in time. As model rhetoricians, teachers are entrusted with the task of teaching **argument**: a conversation (not a fight) about an issue upon which thinking people potentially disagree. Simply put, when an author makes an argument s/he makes the case for a desired outcome, usually motivated by **exigence**. While that case must be supported by claims, support, and explication, which include but are not limited to appeals to **ethos**, **pathos**, **logos**, and **kairos**, the author must anticipate potential counterclaims and/or competing theses from equally intelligent and well-meaning readers. In other words, argumentation involves “‘giving reasons to change the way one thinks or acts,’. . . The desired ‘change’ is expressed as a claim, which

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is any statement that needs proof before its acceptance. The ‘reasons’ are the support for the claim; they take the form of evidence and explanation” (Lamm and Everett, *Dynamic Argument*, 2007, p. 6). I would further recommend that we follow Carl Rogers in approaching argumentation as a search for mutual respect rather than the quest to win.

Below, pls. find the tentative schedule. Please note, the schedule may be slightly altered based on attendee needs. Meanwhile, I’m looking hugely forward to working with all of you and am only sorry we won’t be able to meet face-to-face, but I hope everyone finds this experience to be both enlightening and engaging 😊.

Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 12:00	9:00 – 12:00	9:00 – 12:00	9:00 – 12:00	9:00 – 12:00
Technical assistance with onboarding and supporting participants will be available Monday through Friday				
Participant introduction in Discussion Board (Asynchronous) On-boarding tech support for participants as needed throughout the morning.	Managing your AP Classroom (sharing best practices discussion) (Synchronous)	Round Robin Discussion: Units 1-6 (Synchronous)	Content-Based Instructional Approaches: Connecting AP goals, classroom methods and college preparation (Synchronous)	Discussion Board Discussion: TBA later. (Asynchronous)
Overview of College Board (Asynchronous)	Units 1-2 as per College Board Course/Exam Guide (Asynchronous)	Unit 7 (Asynchronous)	Preparing Students for the AP Exam (Asynchronous)	Overview of Released Exam Samples (Asynchronous)
Overview of AP Course Framework using the AP Course and Exam Guide (Asynchronous)	Unit 3 as per College Board Course/Exam Guide (Asynchronous)	Units 8-9 (Asynchronous)	Scoring the AP Exam: Introduction (Asynchronous)	Analysis of Released Exam Samples: Introduction (Part 1) (Asynchronous)
-Lunch-	-Lunch-	-Lunch-	-Lunch-	-Lunch-
1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00	1:00 – 4:00
Big Ideas and Enduring Understandings: Foundation (lecture/discussion) (Synchronous)	Best Practices Round Robin Discussion (Consultant choice based on need/interest) (Synchronous)	Types of Writing (Part 1) (Asynchronous)	Scoring the AP Exam: Discussion (lecture/discussion) (Synchronous)	Analysis of Released Exam Samples: Discussion (Part 2) (Synchronous)
Big Ideas and Enduring Understandings (Discussion Board) (Asynchronous)	Units 4-6 as per College Board Course/Exam Guide (Asynchronous)	Types of Writing (Part 2) (Asynchronous)	Multiple Choice Strategies (Asynchronous)	Resources and AP Community (Asynchronous)
				APSI Evaluation (Asynchronous)
6 hours	6 hours	6 hours	6 hours	6 hours

What to bring:

Items you should have access to during the week include:

- A laptop computer/ tablet
- A stable and reliable internet connection
- A favorite lesson or practice to share
- A copy of your school's academic calendar
- A copy of the textbook you will be using next year (if you have access to one)

Instructor:

Diane S. Halm, PhD. A former ELA secondary educator, Dr. Halm is currently a Faculty Fellow at Niagara University where she has taught Writing & Thinking 100, freshman composition, for the last 20 years. On campus, she is the liaison for NUSTEP's English Language and Composition classes – mentoring teachers at local high schools who help students earn college credit concurrently. Dr. Halm has rated Advanced Placement English Language exams for the last 14 years and, as a certified AP Consultant, has assisted both new and seasoned AP ELA teachers prepare for the task during one-day workshops and AP Summer Institutes. She is a member of Niagara's Faculty Learning Community, focusing on excellence in teaching and learning, and presented her research findings on student engagement at the International College Conference on Teaching and Learning (CCTL), hosted by Niagara University in 2014. Her work has been published in five different journals, including the International Journal of Education and Social Science. Dr. Halm has conducted workshops on the importance of teacher feedback at the Lilly Spring International Conference in Bethesda MD and on the impact of revision on student writing and learning at the Gulf Coast Conference on Teaching Writing, held in Destin FL. Contact: dhalm@niagara.edu

