2020 Advanced Placement® English Literature & Composition

About the AP® English Literature & Composition Summer Institute
This session is designed for both new and experienced teachers. Our session starts with a full review and analysis of the AP English Literature and Composition Examination. We will discuss strategies students will need to prepare for all facets of it, with an emphasis on skill development. As a group, we will review past examinations with attention to multiple choice questions as well as essay prompts and student responses to them.

Individually, participants will create a multi-genre unit developed around a major work of literature they have NOT taught before. Each participant will bring major work which he or she has never taught before. This work will be the centerpiece of the unit. Participants will add 6-8, or more, poems; 3 or 4 short stories; 2 or 3 non-fiction pieces, and other media which they may choose, eg., film, Twitter, Pinterest, Facebook, art, music, etc. These ancillary materials may be linked to the major work by theme, style, setting or era. Be creative in thinking of assessments for this unit. Time to work on this unit will be interwoven into the Institute. These will be used to prepare effective classroom lessons designed to promote close critical reading and analytical writing.

The goal is for everyone to leave prepared and re-energized.

First: Introductions and statement of purpose; goal-setting.

Review of a previous AP English Lit and Comp exam for style and structure. What will students need to know or do to be successful in May?

Student selection processes: who is in your class and how did they get there? The “politics” of AP.

The College Board policy of equity and access and some strategies to meet those ends

A review of the AP Literature Course and expectations for both students and teachers. How to construct a course which will link to your school’s four year ELA curriculum. Beginning to develop a syllabus: what must be included? What would you like to include? New texts?

Individual work time: begin work on individual syllabi.

Second: Materials found in Dropbox - Odds and Ends, Parts 1 and 2

The nitty gritty: literary terms, Biblical and literary allusions, grammar and syntax. These provide the foundation for students’ ability to respond to the multiple choice and essay prompts.

Pathways to literary analysis: schemes for annotating and color marking. Strategies for close reading.

A look at the multiple choice poetry sections. Participants will take and self-score an AP multiple choice text. Discussion following will focus on pitfalls which may face our AP students.

Strategies for using and scoring released AP multiple choice sections for student practice.

Individual work time: applying what we have done to individual courses.

Third: Materials found in Dropbox – Part 3

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Poetry, the key to analysis. A series of poems with various onramps for students. Poetry questions from past exams with sample student responses. Participants will use the poetry which they have chosen to coordinate with their main text to write both multiple choice and essay prompts.

We will begin the process of scoring sample student essays with both the AP rubric and a generic rubric which will be provided to streamline the grading process. Less time spent grading – more essays will be assigned.

Fourth: Materials found in DropBox – Part 4

The same as above with prose: multiple choice and free response practice.

Participants will select a passage (or passages) from the literature they have selected for their unit to be used for literary analysis. Both multiple-choice questions and essay prompts will be written.

Fifth: Materials found in DropBox - Part 5

The open question, what works of literature may be best for your students as they prepare for the exam? New texts as well as standbys from the canon.

Using the list of suggested works both for main texts as well as “outside” or “summer reading.”

Using former AP prompts in your classroom. Helping students to unpack and use them for a variety of titles.

Scoring sample essays.

Throughout – time for planning a multi-genre unit based on a full-length work NEW to the participant.

Last, but definitely not least:

Sharing ideas and successes

Wrap-up and evaluation

NOTE: plans may change or times may be adjusted for individual needs throughout the Institute

What to bring:
Items you should bring during the week include:

- a laptop computer or tablet capable of accessing DropBox & storage device
- a current syllabus
- a copy of the textbook you will be using next year
- one best practice to share
- a NEW full-length work (novel or play) you would like to teach for the first time next year, as well as any ideas for poems, short stories, essays, artworks, etc., you believe might be included in the unit you create for this new work
- colored pencils/markers
- highlighter(s)
- comfortable clothes and shoes for walking in the summer heat
- a light sweatshirt or sweater in case you get chilly in the AC

Instructor:

Pat Whyte taught for over 20 years in the Rochester (NY) City School District where she taught AP English Literature and Composition and served as English team leader at Wilson Magnet High School. Pat has been an adjunct instructor at St. John Fisher College, SUNY Brockport, and the University of Rochester, where she also acted as the University Supervisor of Student Teachers for the Margaret Warner School of Education. After retiring, she and her husband moved to Bluffton, SC, where she had no intention of

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working. Well, that didn’t last. She taught Advanced Placement English Literature and Composition, as well as IB English at Hilton Head Island High School and eventually ended up coordinating both the IB and AP programs. She is the AP Coordinator for John Paul II Catholic School in Ridgeland, SC. Pat has been a consultant for the College Board since 1990, and has served as a reader and table leader for the AP English Literature and Composition exam. Currently, she conducts a variety of workshops covering various philosophies and strategies for teachers of English, 7-12, and particularly enjoys leading summer institutes for teachers of AP English Literature and Composition.