

ENGLISH LITERATURE AND COMPOSITION (Experienced)
THE PACIFIC AP INSTITUTE July 9-12, 2019
SYLLABUS

SCHEDULE (Note: Precise times and activities may be adjusted slightly.)

Tuesday—Prose and the Novel

- 8:00 Getting Started—Introductions, Pre-Writing, Plans, the Exam, and the College Application Essay
- 9:00 **Navigating the Novel**—Analysis and Approaches (Summer Reading, Choices, “Happy/Sad,” Approaches, etc.)
Work: *Portrait of the Artist as a Young Man*,
- 12:00 Lunch
- 1:00 Continuing with the Novel
- 2:00 The AP Exam—Holistic Scoring—Theory, Uses, Practice and Scoring of samples
- 3:30 Review of the day, questions, preparation for tomorrow, consultation

Wednesday—Novels (continued) and Drama

- 8:00 Meet, Greet, and Review
Finish work on novels
- 9:00 **Delving into Dramas**—Choices, Usefulness, Approaches, Nature of Tragedy
Works: *Hamlet*, *A Streetcar Named Desire*
- 12:00 Lunch
- 1:00 Scoring of 2019 samples (Question 2)
- 3:30 Review of the day, questions, preparation for tomorrow, consultation

Thursday—Poetry

- 8:00 Meet, Greet, and Review
- 9:00 **Pondering and Plowing through Poems**—Analysis, Approaches Choices, Terminology, Methods, etc.
Works: “Chapman’s Homer,” African-American poetry, Chaucer, Sonnets, etc.
- 12:00 Lunch
- 1:00 Scoring of 2019 samples (Question 1)
- 3:30 Review of the day, questions, preparation for tomorrow, consultation

Friday—Poetry (continued) & Final Bits and Pieces

- 8:00 Meet, Greet, Review
Finish Poetry discussion
- 10:30 Scoring of 2019 samples (Question 3)
- 8:30 A.P. Objective/Multiple-Choice questions
- 12:00 Lunch
- 1:00 A.P. Objective/Multiple-Choice questions
- 3:00 Bits and Pieces:

Writing—Out-of-Class
Writing—In-Class
Plagiarism
The Internet (web sites)
AP EDG
Lederer’s Favorites
That’s all, Folk

Approaches to Grammar
Vertical Teams
English Language
Becoming a Faculty
Consultant
Evaluations

4:00

STATEMENT OF PURPOSE AND EXPECTATIONS

This thirty-hour summer institute is designed to consider the AP English Literature and Composition exam; its structure, purpose, content, and goals; and, most important, ways to prepare high school students for the requirements of and success on the exam. As such and through examples, we will consider literature and approaches that will be useful, types of writing that students will be expected to master, and ways of using the exam in class. Specifically, the close reading and textual analysis techniques of New Criticism will be reviewed and then applied **to *A Portrait of the Artist as a Young Man, Hamlet, A Streetcar Named Desire***, a variety of poems, and briefly to other appropriate works. Then, after a review of holistic scoring of student writing, we will look at examples of free responses from this year's AP Exam and consider what the College Board expects from the students.

Participants enrolling for credit are expected to submit a preliminary outline for an AP audit-ready syllabus, including works to be covered, writing assignments, units, and a time-line for the course.

Please feel free to email me with specific issues you would like to have addressed during the seminar: tomlederer@comcast.net.

While the specific focus of this institute is the AP program and preparing for the exam, the techniques presented can be adapted for the study of literature in any high school English class.

TEXTS

The College Board will provide two books of workshop-related materials. UCR Extension APSI will also provide a binder of materials specific to this institute, including relevant excerpts from the works to be studied, plus a variety of material for use in your own classes. I strongly recommend that participants purchase a copy of ***CliffsNotes AP English Literature and Composition*** (Third Edition) by Allan Casson and Jean Eggenschwiler. Publishers will provide some sample copies of pertinent textbooks.