



AP English Literature & Composition One-Day Workshop

Date: November 14

Location: Bismarck Event Center

Time: 8:00-4:00

Facilitated by: Tom Tucker

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Greetings, I am looking forward to meeting you on November 14th and hope you will find the presentation informative and helpful as you teach AP English Lit. & Comp. Thanks, Tom Tucker

College Board Equity & Access Statement

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage educators to:

- Eliminate barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.
- Make every effort to ensure their AP classes reflect the diversity of their student population.
- Provide all students with access to academically challenging course work **before** they enroll in AP classes.

Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

Objectives

Participants in this workshop will have the opportunity to:

- share hints for improving student achievement.
- participate in content updates.
- discuss the new AP English Literature and Composition Curriculum Framework.
- network and develop a support system with other workshop participants.

Agenda

This schedule is a guide for what we hope to accomplish during our workshop. Some activities may have to be adjusted according to the pace or needs of the class, or due to unforeseen circumstances. Participants will be given as much advance notice as possible when changes occur. Your indulgence and flexibility are appreciated.

Time	Item	Description
8:00 am	Welcome and Introductions	
	Course Overview	--Equity and Access; the advantages of diversity in the AP Lit classroom --How the AP Lit test has changed (1972 prose and 1974 poetry prompt)

Time	Item	Description
	Importance of Teaching Poetry	<ul style="list-style-type: none"> --Strategies for poetry instruction --Tone and poetry --Reading skills necessary for poetry multiple-choice questions --Essential poetry terminology --Writing about poetry --Recognizing poetry shifts; organizing essays based on poetry shifts --Paired poetry activities ("La Guitarra" translations)
10:00 am	Break	
10:15 am	2016 Question #1 (Richard Wilbur's "Juggler")	<ul style="list-style-type: none"> --Sample poetry essays --A Reader's Perspective: The Poetry Question --Reading skills necessary for prose multiple-choice questions --AP Lit multiple-choice strategies --Examining recent prose passages and prompts on the AP Lit test --Ideas for using your own prose passages for close reading activities --A paired prose prompt from <i>A Farewell to Arms</i> (1985) --Writing about prose passages
	2016 Question #2 (passage from <i>The Mayor of Casterbridge</i>)	<ul style="list-style-type: none"> --Sample prose passage essays --A Reader's Perspective: The Prose Question --The importance of addressing endings in Question #1 and #2 (handout)
12:00 pm	Lunch	Provided
1:00 pm	2016 Question #3 (focus: Deception)	<ul style="list-style-type: none"> --Sample essays --Student preparation for Question #3 --A Reader's Perspective: The Open Question --A 1-9 run of <i>The Great Gatsby</i> essays; 1-9 run of rarely used titles --The importance of incorporating "the meaning of the work as a whole" throughout the essay
	Wrap Up	<ul style="list-style-type: none"> --Self-assessment of your AP Lit syllabus --Tips for New Teachers of AP Literature --Sharing ideas for close reading activities --Addressing concerns/issues about AP Literature
