Advanced Placement Summer Institute 2021

University of Arkansas at Little Rock

Advanced Placement English Literature and Composition

**What’s On for Today:   
Monday, 8:30-4:30**

# Activities

1. Review the materials from yesterday. Prepare any questions or comments you have on those resources and through today on the ‘asynch’ activities.

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| **New Teachers** | **Experienced Teachers** |
| Begin your course syllabus by deciding if you are going to (1) create your own (2) adopt one from another teacher, (3) adopt the CED as your syllabus, or (4) something else.  Read “What to Cover” for an overview.  Look through page 1 of the handout “Course Planning.” Fill in all the blanks. This is not public but for you. Use pencil; you’ll want to make changes ;o)  If time permits, use “Unit Planning Guides” to practice sketching out *one* unit. You’re looking for the questions that arise. | Look carefully and individually at the Curricular Requirements and the Course Skills. Decide where your course can use adjustment or enhancement. All this remembering that last year cannot be a strong measurement, but it’s all we have.  Use the “Unit Planning Guides” to check or adjust alignment with the Skills.Which literary works, long and short, provided payoffs in students’ mastering the Course Skills? Which did not? Which could have under different circumstances or if approached with different strategies?  Are there new works you are considering adding? |

1. Review the “Course Norms,” a combination of our norms and those from the College Board and the University of Arkansas at Little Rock.
2. Read the Peter Viereck poem, “*Vale* from Carthage*”* (699). Then write a response of about one page to the poem. The response can take any form you like—an analysis, a personal reaction, anything about the poem and you. The response is private; no one will see it unless you give it to them. After 20 minutes, set the poem and your response aside. We’ll come back to it later.
3. Complete the brief activity, “At the End of the Day.” Keep your response on hand since you will refer to it during our week.
4. Take a break.
5. Download the page, “Course Skills” and keep it hand for our work on setting up or refining a course. Veterans: Can you give one specific time during the last year your students worked on each of the 31?
6. Download the “Curricular Requirements.” For new teachers of AP English Lit and Comp, these are the requirements for being audited to be authorized as a teacher of the course. More on this soon. Veterans: Did your course manage this year to satisfy them all? (In spite of everything?)
7. The first page of the piece “A Path” is intended to help a new teacher see the order in which the pieces can profitably come in planning, or revising, the course. Note that students will experience those steps in the reverse order. Record questions or comments it brings up for discussion.
8. View the College Board presentation, “Slide Deck 1 Course & CED.” Take notes on any questions or comments to help with our discussion on Monday.