Location, Day, Time: The University of Iowa, the College of Education, and The Connie Belin & Jacqueline N. Blank International Center for Gifted Education have sponsored the Advanced Placement Teaching Training Institute (APTTI)
Location: All sessions will be held on the University of Iowa campus
Days: Tuesday, onsite check-in (11:00 am – 1:30 pm); Tuesday – Saturday, class
Time: Tuesday 3:00 – 5:00, Wednesday – Friday 8:30 am – 5:00 pm, Saturday 8:30 am – 3:00 pm

Consultant: Maridella Carter

Contact information: mcarter1@bssd.net; cartermar@umkc.edu

APTTI sponsor: Kristin Flanary (kristin-flanary@uiowa.edu)
Belin-Blank Center
600 Blank Honors Center
University of Iowa
Iowa City, IA  52242

Required Readings: College Board materials provided
Sample textbooks appropriate for AP coursework
* A Good Man is Hard to Fine and Other Stories, Flannery O’Connor (provided by the APTTI)

Course Description: This two-semester hour workshop will focus on familiarizing participants with the content and format of the AP Literature Exam; with approaches to literary texts and instruction that will help prepare students for the exam; and with ideas for selecting texts that simultaneously engage student interest and are aligned to the AP exam. The course will be interactive, with discussions and sharing of ideas about what to teach and how to help students comprehend and analyze complex literary texts from the Renaissance to the present. We will address assessment by sharing ideas about various ways to evaluate students’ analytic and academic writing skills.

Course Objectives: Participants will
• Understand the skills and knowledge required for success on the AP Lit and Comp Exam.
• Learn about instructional strategies and activities that prepare students for the test.
• Learn about writing assignments and reading/writing assessments that prepare students for the test.
• Learn more about resources available from AP, especially at AP Central.
• Share ideas about texts that work well in AP Lit courses; assignments that work well; and instructional approaches that work well.
• Learn how to use past AP Lit multiple choice passages and questions and past essay questions and student responses in AP Lit classes.
I. Introduction to English Lit Exam and Overview of the AP Lit. Course
   Objectives
   Equity statement
   2009 AP test: review the content
   The English AP Tests: content and format
   Guides for making AP-aligned questions
   Titles from Open Response Questions 1970-2016
   Open-ended questions for FRQ3 1970-2016
   Example of a summer assignment based on FRQ3
   “Standing on Merit: The Role of Quality and Choice in Student Reading,” Barry Gilmore: selecting texts to include in an AP Literature course, and helping students self-select individual texts.

II. Helpful Lists
   AP Literature terms to know
   Tone and style words
   AP Test: Final Reminders list
   Using former AP exams for practice: a guide to integrating them into lessons and units of instruction

III. Poetry/Free Response Question 1
   A. Approaches to teaching poetry
      Using shift points to determine meaning
      TP-CASTT approach to poetry analysis
      Group poetry project and presentations
   B. Addressing form, structure, tone, and comparison/contrast on FRQ1
      Addressing form in poetry analysis (“To Helen” and “Helen,” 1994 test)
      Using shift points and structural analysis to interpret poems:
      Henry VIII Cardinal Wolsey soliloquy (2009 test)
      “The Author to Her Book,” Anne Bradstreet (1996 test)
      Identifying tone: Wayman, Plath (1987 test), and Wilbur (1997 test) poems
      Practice with two poems on a similar topic:
      2007 prompt: Wilbur and Collins poems
      “The Convergence of the Twain” (Hardy, 2002 test) and Titanic (Slavitt poem)
   C. Scoring the 2008 FRQ1: texts by Keats and Longfellow

IV. Short Fiction/Free Response Question 2
   Approaching narratives with essential questions.
   Pairing a story and related article with essential questions: “The Cask of Amontillado” and article on the effects of seeking and getting revenge
   Using levels of questions (literal and inference) with short stories:
   “A Clean, Well-Lighted Place,” Hemingway
   Dealing with student bias in Q2: 2013 and 2014 prompts; Judge Pyncheon--1996 exam
   Applying critical approaches to short fiction: O’Connor stories

V. Novels and plays/Free Response Question 3
   Trifles, Susan Glaspell
   Creating units integrating fiction, poetry, and informational texts.
   Scoring the 2005 FRQ3

VI. Resources for AP Exam Prep and for Developing Units and Lessons on Texts
   AP Central website: practice tests, lesson ideas, syllabi and audit information, special topics
Evening Assignments:

Tues., July 5: Read and respond to Barry Gilmore’s “Standing on Merit: The Role of Quality and Choice in Student Reading”; review the AP Literature and Composition Workshop Handbook, observing materials available for test practice and focusing on the sample syllabi.

Wed., July 6: Read “Desiree’s Baby” and answer the constructed response questions on it. Write an essential question (level 6 question) the story addresses.

Thurs., July 7: Read “A Good Man is Hard to Find” and “The Life You Save May be Your Own,” O’Connor.

Friday, July 8: Read “Good Country People” and “Everything that Rises Must Converge,” O’Connor.

Assignment for participants earning two hours graded graduate credit: Develop a tentative syllabus for your AP Lit course, including course objectives, major texts you’ll include in the course, and descriptions/a list of major projects and writing assessments you’ll use in the course.

Evaluation Options: Students registered for this course at the graduate level have two options available to them for evaluation. By default, graduate students will receive a “Satisfactory/Unsatisfactory” grade. This option enables participants to focus on course content without the traditional concerns about letter grades.

Graduate students may earn a letter grade if they have spoken with their College Board Consultant. If you prefer to earn a letter grade for the course, you must talk with the Consultant as soon as possible.

Grading Procedures: This is a version of “contract grading.”

You are guaranteed a Satisfactory (or a “B,” following a discussion with your College Board Consultant) if you:

1. Satisfactorily participate in all activities and discussions during the Advanced Placement Teacher Training Institute, receiving a College Board/Belin-Blank Center Certificate of completion.
2. Read the assigned short stories for class discussions on the critical approaches to literary texts.

You may earn an “A” if you:

1. Complete the above; and
2. Provide a comprehensive syllabus for your AP Literature and Composition course: objectives, texts used, major assignments and assessments listed.

Course Requirements: Satisfactory completion of all required activities is mandatory for either the “S” or the letter grade.

University of Iowa College of Education: Important Information and Contacts

Student Rights and Responsibilities
All students in the College of Education have specific rights and responsibilities. You have the right to assistance with any complaints you have about classroom activities or instructor actions. Information is available at http://www.education.uiowa.edu/dean/policies/student-complaint. You have the right to an experience at The University of Iowa free from harassment of any type; you can find university policies, as well as resources for you should you encounter harassment of any type, at http://www.sexualharassment.uiowa.edu/policy.php.

You also have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability; you, however, have the initial responsibility to register with Student Disability Services, and to let
me know if any special needs you may have. Resources concerning University support for students with disabilities 
is available at https://sds.studentlife.uiowa.edu/.

Your responsibilities as a student at The University of Iowa include active participation in the educational process. As 
well, you are also expected to be honest in completing all activities and assignments for this class. You may not 
submit an assignment completed for another class to fulfill requirements for this class, unless you have discussed 
this possibility with the instructor and considered appropriate revisions/edits. (The College's policy on inappropriate 
student conduct is on-line at http://www.education.uiowa.edu/dean/policies/student-academic-misconduct.) You 
have a responsibility to your classmates to help to create a classroom environment where all may learn. At all times 
and in all activities, this means that you will respect the other members of the class and the instructor, and treat them 
with the courtesy you hope to receive in turn.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by 
this course, that students' learning needs be addressed both in and out of class, and that the diversity that students 
bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that 
are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, 
perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in 
this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for 
you personally or for other students or student groups.

In addition, in scheduling deadlines, I have attempted to avoid conflicts with major religious holidays. If, however, I 
have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me 
know as soon as possible so that we can make other arrangements.

For any of these policies, or about concerns, you can contact: Dr. Laurie Croft, Associate Director for Professional 
Development, The Belin-Blank Center, 600 Blank Honors Center, The University of Iowa, Iowa City, IA 52242. You 
may also call Dr. Croft at (319) 335-6148, (800) 336-6463, or e-mail her with questions or concerns at laurie-
croft@uiowa.edu.

For concerns you would rather discuss with someone other than Dr. Croft, you may contact Dr. Susan Assouline, 
Director, Belin-Blank Center, UI College of Education. Dr. Assouline may be reached at either susan-
assouline@uiowa.edu or 319-335-6148 (800-336-6463).