Pre-Workshop Requirements: Before attending (preferably at least a week before),
- Visit the Advanced Placement English Language and Composition description and to scan resources available to teachers.
- Assemble a collection of texts and resources s/he might use in the AP
- Draft an email to the facilitator at wynn@oakland.edu overviewing her/his experience teaching writing generally and AP specifically (if at all) as well as provide information about the participant, the student body, and session goals. If the participant already has an audit-approved syllabus, s/he should attach that as well.

Texts and Materials: I will request textbooks from publishers, some of which are listed under recommended resources, but please secure the required resources before coming. I will distribute a course packet on the first day.

Required:
- Purchase and read Elyn Sak’s *The Center Cannot Hold: My Journey through Madness*, which we will use for model assignment creation.
- Purchase and scan Gerald Graff and Cathy Birkenstein’s *They Say/I Say: The Moves that Matter in Academic Writing* (W.W. Norton, 2009).
- Bookmark *Writing Spaces* (volumes one and two), free electronic editions, from which you may borrow many gems.
- Bring a flash drive and register for Dropbox.com, so I can share exam samples with you. If you have laptop or tablet, bring it too.

Recommended Resources:
- David Jolliffe and Hephzibah Roskelly’s *Writing America: Composition in Context* (Pearson, 2013).
- Steven Fox’s *Advanced Composition Skills: 20 Lessons for AP Success* (People’s Education, 2009).
Course Overview: As one of the largest AP exam constituencies, English Language and Composition students rely upon experienced and emergent AP teacher/scholars like you. By the end of the week, each participant will have:

- examined appropriate texts and identified innovative approaches to teaching them;
- designed or redesigned a syllabus, which includes an assignment sequence that elucidates your goals and enables students to hone the language power upon which they will build in college;
- unpacked the AP exam and examined its relationship to the course (no longer will you have to feel guilty about teaching to the test);
- interrogated the definition of “text” as that which includes more than the traditional and static print text, thereby finding a more prominent role for visual and digital texts;
- queried your feedback mechanism and the interplay between grading, assignment goals, and revision; and
- explored the efficacy of targeted “grammar,” usage, and syntax instruction about such topics as rhetorically accurate verbs and concise sentences.

Course Goals, Objectives, and Essential Questions:

First, this workshop will help both experienced AP teachers to understand, to internalize, and to employ College Board objectives for the English Language and Composition course, a course whose lifeblood is the nonfiction text. To that end, we will examine the following questions:

- How is what I am currently doing similar to or different from an AP English Language and Composition course?
- What resources are available to me as I seek to create or revise an AP English Language and Composition Course?
- How should I frame the course? By theme, genre, chronology, etc.
- How do Michigan curriculum standards and my district’s standard’s compare to the AP English Language and Course Description? How might I respond if they don’t seem to complement one another?

Second, we will thoroughly investigate what it means to teach writing across the disciplines and within different genres, such as satire, memoir, journalism, and academic essay. But rather than simply trying to expose students to every potential genre, we will discuss ways to facilitate genre awareness.

If you intend to teach what amounts to a college rhetoric course, you must expect to teach students to write for a non-English teacher audience. While an effective English Language and Composition course exists in various iterations, it is not a course in literature or literary analysis. We will pursue the following questions to determine what and how to teach:

- For whom do I envision creating and teaching this class?
- What concerns should guide my choice of non-fiction texts? Should the texts be arranged by modes, themes, chronology, country of origin, political persuasion, etc.? Is there a canon of texts from which I should draw?
- What writing skills and experiences do rhetoric faculty members expect of their incoming students?
- What writing skills and experiences do non-rhetoric faculty members expect of their incoming students?
Third, this workshop will explore how writing center pedagogy might inform the way you structure class assignments, offer feedback and design peer review processes that work.

- What kind of assessment/feedback should I employ to encourage the independent learner the College Board seeks to create with an AP Program?
- Is the feedback I currently offer students helping them to showcase what they know about what they read? Does my feedback serve to further the revision process, or do my comments largely serve to justify the grade I assign?
- What role might writing center pedagogy play in honing students’ writing skills?

Operational Vocabulary: This session offers participants a solid foundation in **rhetoric**: the study of the available means of persuasion for a given audience at a specific place in time. As model rhetoricians, teachers are entrusted with the task of teaching **analysis**, **argument**, and **synthesis**, not as assignments or exam prompts but as skills involved in all expression. Our students need to understand the appeals—ethos, pathos, logos, kairos, and telos—that are organic to or most appropriate for their purposes. Most importantly, students must understand what they intend to accomplish with each writing task, how they intend to accomplish it, and why those choices will advance their purposes.

My Pedagogy: Welcome to my toolbox! I am a facilitator, an interested liaison between high school and college writing instructors. Secondary and post-secondary educators need more opportunities to share our practice, to reflect upon our challenges, and to confront our assumptions. A productive dialogue between and among proactive rhetoric professionals ensures that high school students are more likely to gain language power and to earn college credit.

On my view, the best educators model their methods for their students; to do so, teachers must complete many of the same tasks that they assign to students. This seminar will allow each of you (and me) to briefly return to “the other side of the desk” as we consider the relationship between theory and practice in the AP context. Participants can expect to “do the discipline” during the day. Evenings will be devoted to reflective writing and reading for the next day's activities.

Expectations: Participants are asked:
- to come prepared and to extend each day’s discussion into evening reading and syllabus activities;
- to collaborate on seminar activities and to participate in discussion;
- to frame or revise a syllabus that includes an assignment sequence outline;
- to more fully develop a unit that includes required texts, scaffolding activities, informal writing, and a capstone project; and
- to attend all four (4) sessions.

All participants who attend all day every day, participate fully, frame their syllabus, and scaffold their curriculum unit will receive a College Board Certificate of Completion.