### AP Language and Composition English Seminar

2015 - 2016 (Third Tuesday of Each Month at 5:00 – 6:30 P.M. CST)

Shelly S. Cook, M.A., M.T.S.

<table>
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<tr>
<th>Webinar Number</th>
<th>Dates</th>
<th>Webinar Presentation With Lessons and Handouts</th>
<th>Discussion Questions and Assignments</th>
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| 1              | Video   | Shaping a Realistic Syllabus  
Summer Reading  
Brain Research  
Big Rocks for the Junior Year | What do I teach and why?  
How do I do more with less?  
How much time do I really have?  
How can I be most effective?  
How can I best use portfolios?  
Review and hone syllabus. |
| 2              | September | Rhetorical Devices: Building the Bedrock Terminology                         | What terms do my students really need to know?  
How can I help my students write beautiful sentences?  
How can I teach rhetoric in context?  
Find passage that you could use to teach syntax and use of detail and prepare a lesson. |
| 3              | October | Multiple-Choice Reading Strategies  
Teaching Vocabulary               | What do Language Multiple-Choice questions look like?  
What are some strategies to tackling such questions?  
How do I work in as much vocabulary as possible?  
Write AP-Style Language and Composition Multiple-Choice Questions for a selection you are teaching. |
| 4              | November | Jane Schaffer Writing Program  
Part I: Expository | What are the basic stages in teaching writing in sequence?  
How can I teach students to shape essays instead of filling up pages with words?  
Develop a sequential plan for teaching a short and simple expository piece using the methods of the Jane Schaffer Writing Program. |
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<th>Week</th>
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<td>5</td>
<td>December</td>
<td>Jane Schaffer Writing Program Part II: Argument</td>
<td>How can I use what I know about basic expository writing to argumentation essays? How can I teach inferences, counterarguments, concessions, fallacies, and opinions in context? Pick a short argument essay and develop a sequential plan for teaching it using the methods of the Jane Schaffer Writing Program.</td>
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<td>6</td>
<td>January</td>
<td>Satire, Humor, and Tone: Cracking the Conundrum</td>
<td>How can one teach the “sounds” of humor? How do I know when someone is pulling my leg? What's the difference between funny “Ha! Ha!” and funny “Oh, my!”? Find a clip from an appropriate satiric segment build a lesson around understanding how to discern irony.</td>
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<td>7</td>
<td>February</td>
<td>Scaffolding for Argument Writing Prompts</td>
<td>How does rhetoric work in shaping an argument? How can we analyze rhetorical devices? How does method make meaning? Adapt an AP Rhetorical Analysis Prompt for your students.</td>
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<td>8</td>
<td>March</td>
<td>Scaffolding for Argument Why Writing Prompts</td>
<td>What are the basic principles of arguing with integrity? How do I help students find thematic threads in arguments? Adapt an AP Thematic Argument Prompt for your students.</td>
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<td>9</td>
<td>April</td>
<td>Teaching Synthesis and Embedding Quotes</td>
<td>How do I use weaving in crafting arguments? How can students incorporate quotes appropriately and elegantly? How can students avoid the pitfall of the “kerplunk” effect? Prepare a model paragraph that illustrates elegant and effective embedding practices.</td>
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<td>10</td>
<td>May</td>
<td>Transitioning to AP Literature and Composition Evaluating the Syllabus for 2015-2016</td>
<td>What do I need to celebrate about this year? What do I need to improve for next year? How do I help build a bridge to the senior year? What can I do to build student skills over the summer vacation? Read some current non-fiction pieces for consideration for your new year. Include a worthy biography.</td>
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