Workshop Description
The session in English Literature and Composition will provide teachers with strategies and ideas to help them instruct the Advanced Placement course as described by The College Board. Areas of focus will include: teaching students how to connect device to meaning in both prose and poetry selections, designing a curriculum based upon skill development, discussing content specific to the Literature exam (16th – 21st Centuries, poetry, prose, drama, satire), reviewing 2014 sample student responses, teaching writing as opposed to assigning writing, and creating an innovative and exciting classroom environment. Teacher participation and interaction will be highly encouraged.

Learning Outcomes
Identifying and developing the skills and concepts necessary for success in AP English Literature and Composition and in their post-secondary education
Focusing on skill development, especially connecting author’s craft to purpose in both prose and poetry and in reading for analysis and deeper understanding
Planning and implementing a comprehensive syllabus which addresses all genres and eras of literature
Developing and executing a learner-focused classroom

What Participants Should Bring:
• Existing syllabus (if available)
• Favorite lessons and/or calendars for the 2015-16 school year
• Highlighters: pink, blue, yellow, green, orange

Consultant Bio
Elizabeth Davis is a 1988 graduate of Texas A&M University with an English Composite teaching field. In her twenty-six year teaching career, Elizabeth has taught Advanced Placement, honors, and on-level senior and junior English, sponsored the yearbook and student council, and served as English Department chair at both high schools. She has also taught SAT preparation and worked with the Medical School at Texas A&M University preparing potential students for the MCAT exam. Having taught both AP English Literature and AP English Language courses has helped deepen her understanding of making connections and building bridges between the two courses and has also reinforced the importance of teaching writing and analysis at all levels of the vertical team.
She has worked as a consultant for The College Board since 2001.