

Dear Colleague,

I am glad you have decided to join us for our AP Institute. I hope the session will be helpful for you. You will find that being with other English teachers who are as excited about teaching as you are is a refreshing and nourishing experience.

In order for the Institute to be most useful for you, bring with you your textbooks and a novel that you teach (or would like to teach). During the course of the week, we will have a chance to compare texts, talk about useful approaches to teaching the novels, and work on a course syllabus.

I would also like for you to choose one short story or poem that you particularly like to teach, to bring enough copies for all the participants (30), and to come prepared to give a 10-15 minute lesson teaching that work. Our best ideas come from each other. These presentations will be given late in the week, so you will have some time there to work on them. However, you do need to bring your copies already duplicated. The University cannot be expected to do it for us.

Again, thank you for trusting me with your week. I promise to make it worth your time and energy. I look forward to meeting you.

Sincerely yours,

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# AP English Literature Institute

Wake Forest University

June 15-19, 2009

Rebecca F. Brown, Instructor

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Monday, June 15	Personal introductions; course syllabus; expectations; College Board materials; equity; essay or objective test discussion; short fiction discussion and/or poetry discussion
Tuesday, June 16	Suggested strategies for teaching AP English; texts; novel choices; Building Success and Vertical Teams discussion
Wednesday, June 17	Strategies; Simulated readings; holistic grading; short fiction and/or poetry discussion
Thursday, June 18	Work with objective section; Vocabulary of tests; Syllabus construction questions and reports; 2009 Essays
Friday, June 19	Syllabus work and reports. Closing evaluations

## **Teaching**

*I developed The Great Teacher Theory late in my freshman year. It was a cornerstone of the theory that great teachers had great personalities and that the greatest teachers had outrageous personalities. I did not like decorum or rectitude in a classroom; I preferred a highly oxygenated atmosphere, a climate of intemperance, rhetoric, and feverish melodrama. And I wanted my teachers to make me smart.*

*A great teacher is my adversary, my conqueror, commissioned to chastise me. He leaves me tame and grateful for the new language he has purloined from other kings whose granaries are filled and whose libraries are famous. He tells me that teaching is the art of theft: of knowing what to steal and from whom.*

*Bad teachers do not touch me; the great ones never leave me. They ride with me during all my days, and I pass on to others what they have imparted to me. I exchange their handy gifts with strangers on trains, and I pretend the gifts are mine. I steal from the great teachers. And the truly wonderful thing about them is they would applaud my theft, laugh at the thought of it, realizing they had taught me their larcenous skills well.*

*Pat Conroy, The Lords of Discipline*