

**“Preparing Professionals for Changing Educational Contexts”**  
**Department of Curriculum and Instruction**  
**College of Education, University of Nevada, Las Vegas**

**Course Syllabus**  
***CIG 595v (2 credits)***  
***RPDP AP Pre-AP English Vertical Teams Summer Institute 2010***  
***Summer Semester 2010***  
***June 21 – 24, 2010***

**Instructor:**

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**COURSE DESCRIPTION:**

*CIG 595v: RPDP AP Pre-AP English Vertical Teams Summer Institute 2010*

This four-day institute is an in-depth examination of the *College Board Advanced Placement English* curricula from both content and pedagogical perspectives. The participants will examine strategies to introduce skills, concepts, and assessment methods to prepare students for success when they take AP courses. Its goal is to strengthen the curriculum and increase academic challenge for all students. A Vertical Team is a group of teachers from different grade levels. Two credits.

**GENERAL COURSE OBJECTIVES:**

***Knowledge***

*The education professional will:*

- Describe the structure of the AP English courses and their corresponding assessments.
- Identify appropriate classroom materials for the Pre-AP English classroom.
- Explain concepts, skills, and procedures from the Pre-AP curriculum.
- Describe techniques and content-specific strategies that can be used in the Pre-AP English classroom.

***Performance Skills***

*The education professional will:*

- Create an instructional plan to prepare students for success in AP English course work.
- Design assessments to measure student achievement in Pre-AP English.

***Dispositions***

*The education professional will be able to:*

- Reflect on one’s practices to improve instruction in Pre-AP English.
- Pursue knowledge of topics relevant to AP English by reading professional journals and publications, and using media such as AP Central and electronic discussion groups.

### ***Outcomes***

*The education professional will be able to:*

- Understand appropriate and effective strategies to teach skills and concepts in Pre-AP English.
- Recognize traditional areas of weakness in student achievement in Pre-AP English.

### **Specific Course Objectives:**

- Create a student-centered rather than teacher-centered classroom.
- Engage in a hands-on, minds-on approach to learning.
- Promote cooperative learning through some group or partner activities.
- Integrate technology, where appropriate.
- Build a quality AP program through identification of students with appropriate aptitude, ability, and interest.

### **REQUIRED TEXTS/READINGS:**

- AP English Course Descriptions.
- Pre-AP English Vertical Teams Guides.
- Pre-institute readings as determined by the instructor.

### **COURSE REQUIREMENTS:**

Participant's teaching assignment/license will determine course eligibility.

### **EVALUATION:**

Full attendance in all sessions, out-of-session homework assignments, and active participation in the courses for the entire week is mandatory.

### **MODES OF INSTRUCTION:**

A combination of interactive lecture, cooperative learning groups, whole-group discussion, and hands-on labs will be used to assist the teachers in developing an understanding a concept, skill, procedure, or assessment method. Technology will be used when appropriate.

### **ASSIGNMENTS/PERFORMANCE ASSESSMENTS:**

Homework will be assigned daily, for the first three days of the four-day institute. Instructor may require pre-institute readings and/or require participants to bring lessons and activities to share with the class.

### **GRADING:**

Attendance, Homework & Participation: 100% of total grade

### **COURSE SCHEDULE:**

The daily schedule of the four-day institute is as follows:

8:00 a.m.–11:45 a.m	Class Session
11:45 a.m.–12:15 a.m.	Lunch Break
12:15 p.m.–4:00 p.m	Class Session

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