

# AUGSBURG COLLEGE

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## 2010 Advanced Placement Summer Institute Catalog of Courses

This AP Summer Institute  
has been endorsed by



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Registration materials are available on the Augsburg College Continuing Education website: [www.augsburg.edu/ecs/](http://www.augsburg.edu/ecs/)

**Augsburg College**  
**2010 Advanced Placement Summer Institute**

*Augsburg College is offering the following week-long workshops for teachers of Advanced Placement courses. Instructors are experienced in facilitating College Board workshops. Sessions run 8:30-5:00 pm., either June 15-18, June 28-July 1, or July 19-22. Workshops are available for two semester graduate credits or for non-credit CEUs. Limited dormitory style housing, for the two workshops beginning in June, is available on a first-come, first-serve basis.*

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<http://www.augsburg.edu/ecs/>.*

## **Advanced Placement Workshops**

### **AP\* Biology**

**Shari Cohn, workshop leader**

**June 28-July 1, 2010**

Participants in this workshop will learn how to set up and conduct most of the AP\* Biology labs, including Photosynthesis, Bacterial Transformation, Restriction Enzymes Cleavage of DNA and Electrophoresis, Cellular Respiration, Diffusion and Osmosis, Enzyme Catalysis, Transpiration, Dissolved Oxygen and Aquatic Primary Productivity, and Population Genetics. Participants will have time for postlab analysis and discussion of results. Methods for the labs we do not have time to complete will be discussed. Additional workshop sessions will include activities related to the labs, setting up an AP\* course, and review of College Board materials and past exams.

### **AP\* Calculus AB/BC**

**Rosemary Gundacker, workshop leader**

**June 28-July 1, 2010**

This workshop will provide an overview of the topics included in the AB/BC Calculus curriculum. In addition, topics such as curriculum design and instruction, text selection, technology, and AP\* examination expectations and grading will be incorporated into the week. This will be an active, hands-on workshop where appropriate activities and effective methods of teaching will be used. A graphing calculator will be an integral part of the workshop and computer software will be introduced for demonstrations and graphing. At the conclusion of the workshop we will discuss the audit process and its implications for the teacher.

### **AP\* Economics**

**Francis McMann, workshop leader**

**June 15-18, 2010**

This workshop is designed to investigate the problematic areas of teaching AP\* Micro and Macro Economics. After a review of the College Board's content specifications for micro and macro economics, the workshop will focus on the specific content concerns detailed by workshop participants as well as those topics outline by the Chief Reader in Student Performances Q & A as well as those topics appearing in Professional Development Workshop Materials in AP\* Economics. Throughout the specialized investigations, workshop participants will be able to (1) refine, edit; or modify their existing AP\* Economics syllabus, (2) develop effective pedagogy and learning strategies for teaching economics, including graphical models, (3) develop or refine existing measurement and evaluation procedures; (4) and review AP\* Economic texts and resources.

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**AP\* English Language and Composition****Patty Strandquist, workshop leader****June 28-July 1, 2010**

This workshop explores the ways students use various writing forms: narrative, expository, and argumentative, and various subjects from personal experiences to public policies. It explores the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing in any context. It also provides ideas and strategies to develop students' ability to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively to mature readers. This workshop will look closely at the skills necessary for success on the Advanced Placement English language exam, the synthesis question, and the development of a syllabus for the College Board audit.

**AP\* English Literature and Composition****Terry Caruso, workshop leader****June 28-July 1, 2010**

This workshop will focus on teaching literature and writing to college bound students, and it will draw from a wide range of literary eras, writers, and genres—specifically longer prose, drama, and poetry. The workshop includes such things as pupil selection and retention, creation, managing the paper load, generating reading lists, balancing writing assignments, and preparing students for both the multiple choice and essay sections of the exam itself. The course will address the issues of syllabus submission for AP\* approval as well as equity issues.

**AP\* Environmental Science****Michael Mayfield, workshop leader****June 15-18, 2010**

The Advanced Placement Environmental Science workshop is designed to aid in the development and teaching of a successful AP\* course within the guidelines of the College Board. I am envisioning an interesting and interactive week focusing on skills that will be helpful in teaching AP\* Environmental Science. We will be emphasizing lab activities, in particular, ways of doing labs that fit within different budgets. Generally, this means looking at both “high tech” and “low tech” ways of accomplishing the same objective. By collaborating, we will cover lab activities that will support all the major study components on the AP\* Topics Outline. This is a participatory workshop and you should come expecting to be involved in the process of developing material and activities to share with others in the course. Additionally, the workshop will help develop the skills and techniques necessary to aid your students to do well on the AP\* Environmental Science Exam. The workshop is intended to be a comprehensive collaborative effort committed to supporting participants in developing and teaching a successful Advanced Placement course.

**AP\* European History (combined with Advanced European History)****Brian Poehler, workshop leader****June 28-July 1, 2010**

The AP\* European History workshop is designed for teachers who are new to the AP\* program and/or the AP\* European History course. The workshop will focus on understanding College Board AP\* European History course guidelines, examining all components of the AP\* European History exam, including how the exam is scored, choosing textbooks and supplementary readings, developing a course syllabus, sharing course methodologies and materials, and studying select course content. The workshop is designed to be highly interactive and professionally rewarding. The goal is to provide teachers with a solid foundation and confidence for creating a highly successful AP\* European History course. Teachers will leave with a variety of materials that can be readily used in their classes.

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### **Advanced AP\* European History (combined with AP\* European History)**

**Brian Poehler, workshop leader**

**June 28-July 1, 2010**

This workshop is a content-focused course that will support experienced AP\* teachers in gaining knowledge, resources, and methodology for teaching European history. The intended audience is made up of teachers who have already taken one AP\* workshop in European history. This course will focus on Post-1945 Europe, exploring such topics as Europe's post-war economic miracle, the global revolutions of 1989, Russia and Eastern Europe after 1945, and Europe's new multi-culturalism. Teachers will leave with articles and primary sources related to these themes, and knowledge of how to integrate these resources in their classroom. The structure of the workshop includes a variety of guest speakers, hands-on exercises and field trips, discussions of readings, and examinations of primary sources.

### **AP\* Statistics**

**Christopher True, workshop leader**

**June 28-July 1, 2010**

This workshop is designed for teachers with a wide range of experience. It will provide an overview of the topics included in the AP\* Statistics syllabus including the broad conceptual themes: Exploring Data, Sampling and Experimentation, Anticipating Patterns, and Statistical Inference. It will include curriculum design, in-class activities, simulations on the TI83+ and Fathom software, text selection, AP\* examination expectations, grading, and information regarding the College Board audit process. This will be a hands on workshop. Participants need to bring a TI83/84 calculator.

### **AP\* Studio Art**

**Alison Youkilis, workshop leader**

**June 28-July 1, 2010**

This course is intended to provide both new and experienced participants with an overview of the Drawing, 2-D Design, and 3-D Design portfolios. Sessions will include discussions with slide examples of each of the three portfolios and each component of the portfolios. Throughout the week, participants will exam the grading process for the AP\* portfolios including a detailed explanation of the AP\* Studio Art reading. Teachers will also be provided with strategies for how to structure the AP\* class: help their students with concentration and breath ideas; and encourage their students to engage in the rigor and pace needed to be successful in AP\* Studio Art. This course will also provide hands-on art activities which will provide teachers time to make art; as well provide them with new ideas for classroom project.

*Supply fee - \$20, in addition to the regular workshop fee.*

### **AP\* U.S. Government and Politics**

**Dave La Shomb, workshop leader**

**June 15-18, 2010**

During this week-long workshop, participants will develop ideas for textbook selection, curriculum strategies, and essay and multiple-choice question examinations addressing issues in American politics and government. Participants will be involved in exploring the delicate intricacies of the American political system, utilizing the College Board's curriculum and instruction format.

### **AP\* U.S. History**

**Kathleen Mullin, workshop leader**

**June 28-July 1, 2010**

This workshop will include developing syllabi following the guidelines of the College Board audit, working with primary sources, helping students learn to assess historical materials and judge their relevance, their reliability, and their importance, and learn to weigh the evidence and interpretations presented in historical scholarship. Participants will investigate AP\* U.S. history exams, including the multiple-choice as well as the essay portions, with particular focus on the document-based question. Pre-workshop reading will be required.

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## **PRE-AP and ADVANCED PRE AP VERTICAL\* TEAM WORKSHOPS**

An AP\* vertical team is a group of educators from different grade levels in a given discipline (ideally grades 6-12) who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skills and habits of mind necessary for success in the Advanced Placement program. For these pre-AP\* and advance pre-AP\* sessions, it is strongly encouraged that at least two teachers from the same district attend together.

### **Pre-AP English Vertical Team\***

**Katherine Myers, workshop leader**

**June 15-18, 2010**

In this workshop, participants will learn how to organize a strong vertical team, create and implement a curricular reform action plan, cultivate important leadership skills, create a unified team through team-building activities, and develop community-wide support for the AP English Vertical Team\*. Curriculum topics will stem from the most commonly asked questions on the AP\* Literature and Composition Exams and the AP\* Language and Composition Exams. Teams will have the opportunity to discuss sequencing of texts, implementation of strategies, placement of literary elements, and other restructuring needs. In addition, teams will search for unnecessary repetition in the curriculum as well as ensure that important strategies are taught at the appropriate grade level. This is a wonderful opportunity for teachers to review current strategies and curriculum as well as to review the skills necessary for college-level success. Teachers will have the luxury of communicating with colleagues about the needs and challenges of their students and about the support necessary for their teaching while looking at how best to guide students from early middle school years toward successful college preparation.

### **Pre-AP Math Vertical Teams\***

**Lana Golembeski, workshop leader**

**June 28-July 1, 2010**

This workshop includes establishing the Math Vertical Team\*; setting up Math Vertical Team\* meetings; creating an inclusive, supportive math program; establishing a spirit of commitment within the Math Vertical Teams; increasing access to advanced mathematics; general curriculum alignment and consideration of instructional issues; working with mathematical topics in depth; and goal setting, professional development, and local support. Teams will have the opportunity to work together to discuss and align curriculum and explore the idea of vertical teaming.

### **Pre-AP Science Vertical Teams\***

**Patricia Mason, workshop leader**

**June 15-18, 2010**

This workshop is for organized AP Vertical Science Teams\* who are interested in instructional strategies as well as sequencing curricula and instruction to facilitate student preparedness for AP\* science courses. Some topics covered include density junctures, measuring devices, and national science standards. This workshop addresses teaming activities such as sequencing, goal planning and action plans. It also addresses establishing, maintaining, and evaluating AP Vertical Teams\*. The workshop will engage teams in strategies for establishing coherence, commitment, collegiality, and collaboration among team members. Teams will also have work time to discuss and align curriculum.

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**Pre-AP Social Studies Vertical Teams\*****Arch Bryant, workshop leader****June 15-18, 2010**

Fostering independent learners is the primary goal of an AP Social Studies Vertical Team\*. This workshop session will provide participants with the guidance, knowledge, and practical applications to aid them in teaching those skills necessary for students' success in more advanced level classes. Teams from middle school through high school will have ample opportunities to communicate and collaborate in this workshop. Participants should bring their course textbooks and other essential materials used in their courses.

**Advanced Pre-AP English Vertical Team\*****Steven Fox, workshop leader****July 19-22, 2010**

In this workshop, participants will build on their prior experiences with vertical team planning, focusing on ways to assist typically underrepresented students prepare for and succeed in Advanced Placement English classes. Major activities will include examining curricular materials and aligning their use with the team's goals and sequences; exploring and experimenting with teaching strategies that will help students build the foundations they need for work at advanced levels; inspecting and analyzing the Advanced Placement examinations in both English Literature and English Language to see how the examinations' activities can help teachers determine which skills their students need to target; and writing curriculum units that foster the development of higher order thinking and critical thinking skills. Participants will design lessons and practice delivering them to the others in the workshop. Both reading and writing skills, and the relationship between their development, will receive attention.

**Advanced Pre-AP Social Studies Vertical Team\*****Arch Bryant, workshop leader****July 19-22, 2010**

This workshop is intended for teachers experienced in vertical team planning and teaching. Successes, frustrations and failures will be discussed, with the aim of increasing successes. Identifying team goals and clarifying strategies to better achieve these goals will be the initial focus of the workshop. The higher order thinking, writing and reading skills required for success on the various AP exams in social studies and history, and a sequential development of these skills will be an integral part of this workshop. Participants will have the opportunity to develop new unit and materials for their courses as well as the refine and expand exiting units and materials.

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