This AP Literature and Composition workshop is a college/university level course that focuses on different genres, contexts, literary skills, and sociocultural issues in order to prepare students for the exam in May and to also teach beyond the exam—so as to help students conceptualize what English can mean in the larger context of their lives. Together, we will carefully and critically analyze literature; understand the way writers use language to provide meaning; consider a work’s structure, style, and themes as well as literary elements such as: figurative language, point of view, tone, diction, allusion, syntax, imagery, symbolism; study representative works from various genres and time periods (from the sixteenth century through contemporary times- poetry, prose, plays, short stories, young adult literature, film, TV, radio, music[hip-hop, punk, EMO, grunge, Indi-rock, country, rock]); apply different critical lenses to reading including but not limited to: classical/ancient, feminism, archetypal, cultural studies, formalism/new criticism, queer, postcolonialism, deconstruction, Marxism, psychoanalysis, structuralism/poststructuralism; study characterization and development; consider the social and historical values a work embodies and reflects; consider how ethnicity, social class, gender, sexual orientation, gender expression, national origin, disability, size (weight/height), and ability are reflected by literature; explore ways to write in different genres for different audiences and purposes including but not limited to: expository, analytic, rhetorical, and prose; engage, when possible, with multi-modal literacies, for reading, writing and presenting; reflect on the writing revision process as a way to help students become a more effective critic of one’s own writing; become a more effective communicator and thinker about reading and writing; and, discuss ways to prepare students for the college application process. Most of the week will be taught through constructivist (hands-on), culturally relevant, and liberatory pedagogies as teachers will be invited to discuss, engage, participate, reflect, share, question, probe, teach, re-teach, and push beyond where their current practices reside. The week will provide teachers with an overview of an AP curriculum, offer tools for immediate application to their practice, test taking practice and strategies for the essays and multiple choice sections, and provide essential networking.

SJ Miller is Associate Professor of Literacy at the University of Colorado, Boulder and affiliate faculty for CU’s Center for the Study and Prevention of Violence (CSPV), LGBTQ Studies, and Women and Gender Studies.

BIO

SJ Miller’s research is framed around social justice, which cuts across theory, epistemology and pedagogy and links across socio-spatial justice, Urban Education, preservice and inservice secondary language arts teacher dispositions, and marginalized/undervalued student literacies and identities.

Currently, SJ is Executive Committee member of the Conference on English Education (CEE), consultant for the College Board providing best practices to secondary Pre- and Advanced Placement English teachers, AP Literature and Composition Table Leader and AP Grant Mentor, new incoming co-editor of English Education, coeditor of the inaugural book series with Peter Lang Publishers, Social Justice Across Contexts in Education, Lambda Literary Board Member, and advisory board member for Routledge’s Critical Studies in Gender and Sexuality in Education, Journal of Adolescent and Adult Literacy, and CU’s Chancellor’s LGBT Committee.
Most notably, SJ won the 2005 Article of the Year Award from the English Journal for “Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom,” and co-authored Unpacking the Loaded Teacher Matrix: Negotiating Space and Time Between University and Secondary English Classrooms which received the Richard A. Meade award from NCTE. sj helped draft the Beliefs Statement about Social Justice in English education and helped pass the NCTE Resolution on Social Justice in Literacy Education, which informed the newly-vetted CAEP Social Justice Standard 6. SJ’s co-authored Generation BULLIED 2.0: Prevention and intervention strategies for our most vulnerable students, has been awarded "Essential Book for Professionals Who Serve Teens," by Voices of Youth Advocate Magazine. SJ is past co-chair of AERA Division K, CEE Commission for Social Justice, and past co-president of NC-TEAR.

SJ’s works have appeared in a number of journals including; English Education, English Journal, Alan Review, Teacher Education and Practice, Scholar-Practitioner Quarterly, Journal of Curriculum Theorizing, International Journal of Critical Pedagogy, and the Educational Leadership Quarterly

Education
Ph.D.  Educational Thought and Sociocultural Studies
University of New Mexico, Albuquerque, New Mexico, May 2005

MA  Jewish Communal Services and Jewish Studies, June 1993
Hebrew Union College, Los Angeles, California,

BA  Social Sciences, minor Psychology,
University of California Berkeley, California, May 1992
Honors: high honors both in major and from the university
Opportunities with other AP experts in the field.

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Dear AP Literature and Composition Cohort, 5/27/2015

Hi friends! Welcome aboard. I am excited to meet each of you and support you in your love of teaching the English language arts. I share with you over nineteen years of experience as an educator, editor, College Board consultant, AP table leader, AP syllabus auditor, award-winning author, social activist, and performer, and now as co-editor of English Education and series editor with Peter Lang publishers of Social Justice Across Contexts in Education. I have taught in various sociocultural contexts at the secondary and university levels and have taught AP English in rural, suburban and urban contexts. Currently, I am an associate professor of Secondary Literacy Studies at the University of Colorado, Boulder where I prepare secondary preservice English students for the classroom and doctoral students in literacy for academic positions in teacher education. My teaching is fueled by a desire to create systemic change through teacher preparation because I deeply believe that teachers are transformational agents.
Our week together promises to provide you with a landscape of teachings that are based in constructivist (hands-on) and liberatory pedagogies as you will be invited to discuss, engage, participate, reflect, share, question, probe, teach, re-teach, and push beyond where your current practices reside. The week will also provide you with an overview of an AP curriculum, tools for immediate application to your practice, test taking practice and strategies for the essays and multiple choice sections, and essential networking opportunities with other AP experts in the field.

Our workshop will be college/university level and will focus on different genres, contexts, literary skills, and sociocultural issues in order to prepare students for the exam in May and yet, to also teach beyond the exam—so as to help students conceptualize what English can mean in the larger context of their lives. Together, we will carefully and critically analyze literature; understand the way writers use language to provide meaning; consider a work’s structure, style, and themes as well as literary elements such as: figurative language, point of view, tone, diction, allusion, syntax, imagery, symbolism; study representative works from various genres and time periods (from the sixteenth century through contemporary times- poetry, prose, plays, short stories, young adult literature, film, TV, radio, music [mash up, hip-hop, punk, EMO, grunge, Indi-rock, country, rock]); apply different critical lenses to reading including but not limited to: classical/ancient, feminism, archetypal, cultural studies, formalism/new criticism, postcolonialism, queer, deconstruction, Marxism, psychoanalysis, structuralism/poststructuralism; study characterization and development; consider the social and historical values a work embodies and reflects; consider how ethnicity, social class, second language learners, gender, sexual orientation, gender expression, national origin, language, non-conformity across all identities, disability, and ability are reflected by and within literature; explore ways to write in different genres for different audiences and purposes including but not limited to: expository, analytic, rhetorical, and prose; engage, when possible, with multi-modal literacies, for reading, writing and presenting; reflect on the writing revision process as a way to help students become a more effective critique of one’s own writing; become a more effective communicator and thinker about reading and writing; and, discuss ways to prepare students for the college application process.

In preparation of our week together, please obtain and bring a copy of Laurie Halse Anderson’s Speak, and as many different colors of highlighters and sticky tabs as you can find. Feel free to bring a laptop so you can work/type/facebook (LOL) as we go! Just a note: We will have “some” nightly homework as it relates to the week, but it will be topical and relevant.

Should you have any questions prior to our time together, please feel free to contact me via email at sj.miller@colorado.edu.

Associate Professor of Literacy Studies
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