

Summer Reading Assignment 2018

AP English Literature & Composition

Books

How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines, Revised Edition by Thomas C. Foster

Frankenstein by Mary Shelley

Assignment

1. Read *How to Read Literature Like a Professor* and outline each chapter
2. Read *Frankenstein* and keep a dialectical journal as you are reading.

Dialectical Journal Instructions

As you are reading, you will compose a dialectical journal that reflects your understanding and analysis of the text. Each entry in the dialectical journal must be hand written and organized neatly in a composition book or spiral notebook.

A dialectical journal is another name for double entry journal or a reader-response journal. A dialectical journal records a dialogue, or conversation, between the ideas in the text and the ideas of the reader. In your journal, maintain a dialogue about what the passages mean, symbols and imagery, and how the author uses language to influence the reader's response. In your journal, write down your thoughts, questions, insights, interpretations, and ideas as you read.

How To Read...Chapter Notes Instructions

For each chapter summarize the chapter thesis (statement it's making), main ideas, and examples (you can only use one example from the book the other should be your own).

Dialectical Journal Format

Divide the page in half. In the left column, write down passages, quotes or paraphrased content from the novel that you find interesting, important, or that you have cause to question. In the right column, write down your thoughts, commentary, and questions about the material in the left column.

Advanced Placement Literature and Composition Syllabus

Teacher

Email

Class Reading:

Students will read a variety of Short Fiction, Novels, Poetry, and Drama from a wide range of genres and time periods (16th – 21st Century). The most important requirement for this course is that students read every assignment both carefully and ON TIME. Unless otherwise directed, all reading is to be done outside of class. It is imperative for students to plan time in their schedule for more reading than most courses require. Multiple readings are essential to properly analyze and understand texts and be successful in your writing and on tests.

Texts:

We will be reading the following novels during the year. Students are required to obtain their own copy of each before the assigned reading start date. A hard copy is recommended for annotating, but an electric copy or eBook is acceptable. Most of these novels are available for free from Google Books or Project Gutenberg. If you have any issue obtaining a book, please come talk to me.

Frankenstein by Mary Shelley
Catcher In The Rye by J.D. Salinger
A Midsummer Night's Dream by William Shakespeare
Hamlet by William Shakespeare
Brave New World by Aldous Huxley

Required Materials: Paper, Pencils, Multi-colored Highlighters (Package with at least 5 different colors), Blue or Black Pens, Binder/folder

Students are required to come to class every day with the appropriate materials.

Suggested Material: AP Preparation Material/Review Books
(Barron's, Cliffs, Princeton Review)

Class Binder/Folder:

You will be required to keep a class binder containing all classwork, notes, and handouts.

Homework:

All homework and outside assignments must be completed before entering the classroom on the due date.

Late work policy: It is imperative that all work is turned in on time. Late work that is not due to an absence is automatically dropped to 70%.

Absentee Policy:

Daily attendance is a crucial element to succeed in this class. Absences should be avoided whenever possible. Excessive absences will be cause for parental contact or a parent conference.

Students are responsible for all work assigned during an absence. All assignments will be posted on the website and on the board in class – plan ahead. Students have one week to make up work missed during an absence, after that it will receive no more than 70%.

Students are responsible for scheduling make-up tests. County policy is two days for each absence. Make up tests are scheduled according to my availability, not the student's availability.

2018 Summer Assignment AP Language and Composition

AP Language is a complex and challenging college-level English course. It is expected that students arrive with an understanding and acceptance of the level of commitment this course entails as well as a base skill set and reading level that meets or exceeds that of the average honors English student. Further, students are expected to work toward mastery of the skills needed to pass the AP English Language and Composition exam in May 2019. Below, please find the summer preparation coursework. **All work MUST BE HANDWRITTEN and will be collected during the first week of school in the fall of 2018.** Place all written work in a RED prong poly folder, with your name written on the top right in permanent marker. Place your index cards in a ziplock bag in the pocket of the folder and make sure EVERYTHING clearly labeled with your name.



1.: Obtain a copy of *Rhetorical Devices: A Handbook and Activities for Student Writers* - by Prestwick House ISBN: 978-1580497657 *

Read the "Introduction," "Examples of Rhetorical Pitfalls," and "The Four Aims of Rhetoric."

Directions: Complete the first 12 lessons in the book. If you don't mind carrying the book back and forth, you may write directly in it. If you wish to donate your book to the classroom library, please do not write in it. Label all

work.

*** Please do not purchase an electronic book version.**

2. Refer, again, to your rhetorical devices handbook. These devices are vital for understanding this course. Please obtain 3x5 index cards and create a flashcard for EACH term, not just the ones you were supposed to complete. The front of the card should have the term The back should have the definition and **an example from text** (and an MLA-style citation/source). These MUST be handwritten. Include a works cited page. Place in a ziplock bag or plastic sleeve of some sort for safe storage. We will use these often.

2. STUDENT CHOICE ASSIGNMENT- You must read one fiction and one non fiction piece.

Directions- Fiction: Read one of the following: *The Grapes of Wrath; The Kite Runner; The Life of Pi; The Great Gatsby; The Fountainhead; The Awakening; The Scarlet Letter, or The Handmaid's Tale*

Keep a dialectical/cornell notes journal, noting important elements throughout. Determine the author's central arguments/ideas. Be prepared for a "did you really read this?" assessment essay and an oral presentation on your choice during week one.

General AP Language and Composition Writing Rubric

- **9 (95 -100 percent)** The completed assignment demonstrates sophisticated thinking and dedicated effort. The student's skill, knowledge, and effort are immediately apparent. It is well-written, thoughtful, and insightful. Impressive "A" level work all around that demonstrates a command of the conventions of standard English grammar and usage.
- **8 (90 - 95 percent)** The completed assignment demonstrates understanding and effort. It lacks the consistency and sophistication of those graded as a 9, but is still well-written, thoughtful, and obviously shows that the student took the time to present quality work and follow the conventions of standard English grammar and usage.
- **7 (85 - 90 percent)** The assignment is complete, yet lacks full understanding or effort. It is accurate yet fails to provide consistent and thoughtful analysis and may present some minor slips in standard English grammar and usage.
- **6 (80 - 85 percent)** The submitted assignment reflects some understanding, comprehension, and skill, but it is too brief to demonstrate insightful thinking. The assignment represents a passable level of grade-level knowledge and skill and may present some slips in standard English grammar and usage.
- **5 (75 - 80 percent)** The submitted assignment demonstrates that some areas are not written at grade-level knowledge or skill, or the assignment is missing a key aspect of the assigned work. Although this assignment reflects some level of understanding and skill, it is not consistent enough to represent grade-level work and may present slips in standard English grammar and usage.
- **4 (70 - 75 percent)** The submitted assignment demonstrates more inconsistencies than a 5 assignment, and/or it demonstrates a questionable student effort, which means that the student occasionally performs at grade-appropriate knowledge or skill with questionable effort and presents slips in standard English grammar and usage.
- **3 (65 - 70 percent)** The submitted assignment demonstrates that the student did not fully comprehend the assignment directions. The assignment is incomplete in some areas, even though it does demonstrate some effort towards completion. The assignment is below expectations, and it demonstrates a lack of knowledge and skills and presents slips in standard English grammar and usage.
- **2 (60 - 65 percent)** The submitted assignment demonstrates that the student *tried*. It is significantly below expectations and has numerous errors, although *something* stands out to score the assignment higher than a 1.
- **1 (50-60)** The student attempted the assignment.
- **0 (not submitted)** A 0 is assigned when no work is submitted or the student did not complete a majority of the assignment.

AP Language and Composition

Course Overview:

AP English Language and Composition is designed to be the equivalent of a college-level course. Therefore, the assignments and assessments are consistent with those you would encounter in an undergraduate English course. We will engage in the critical skills that will prepare you both for the AP Language and Composition examination as well as for success in the college classroom.

Course Description:

In this course, you will be engaged in the close reading and critical analysis of a variety of non-fiction texts. We will examine the way in which authors use rhetoric to examine and respond to a variety of social and cultural issues. The course includes extensive and intensive studies of a selection of representative works from various genres, periods, and cultures. This course requires that you closely examine and respond to texts in writing. Additionally, you will be introduced to several genres of writing and will have the opportunity to revise and revisit the major essay types over the course of the year. You will be required to polish each of these essays and maintain a writing portfolio, which will serve as your point of reference for conferences with me throughout the year. Novels will be assigned from time to time as well. All work, including summer work, is to be HAND WRITTEN unless otherwise noted.

Course Goals

- To prepare students to critically read and analyze rhetoric in a variety of non-fiction texts
- To prepare students to become close readers who make meaning based on the details present in a text
- To engage students in writing as a process and allow opportunities for revision of previously created drafts
- To prepare students for the college writing classroom
- To provide opportunities for students to write, both formally and informally, in and about a variety of genres.
- To provide students with necessary tools to pass the AP Language and Composition exam.

Required Texts and Materials

It is your responsibility to check out the AP textbook from the book room. You must bring it to class daily.

Materials

Three Ring Binder (1) with dividers
Blue or black pens for assignments
Purple or green pens for editing
1-2 packages of 5 color highlighters
A supply of 3x3 sticky notes
Index cards
1-2 single subject notebooks
Loose leaf paper
Colored pencils or marker

***If you have extras and would be so kind, we are always in need of tissues and hand sanitizer, as well as sticky notes and colored printer paper for our classroom community.**

AP Language Overview- 2018-2019

AP Language is a rigorous course that is skills based. This means that the final assessment is based on the ability to cold read a wide selection of literature and apply critical thinking and reading skills to demonstrate mastery.

This is not a “learn to write” class. Students will need a strong background in reading and writing in order to be successful in this course. While the FSA writing score is a good indicator of skills, the course writing is significantly more challenging. Class participation and presentations are also mandatory components of this course.

Students with a great deal of outside activities and commitments will need to determine whether they will be able to put in the time and effort that is essential to success in this course.

The ideal AP Language Student...

- Has a strong work ethic and is able to commit to near continual reading and writing
- Is physically and mentally present the majority of the time
- Likes to read and is capable of comprehending at a high level
- Is a strong writer and consistently scores high on essays
- Is able to think outside the box to generate unique ideas
- Is willing to consider all angles of an argument
- Has taken AP courses previously
- Scores high (level 4 or 5) on state assessments OR class assignments
- Is able to commit to almost nightly homework- there is a steep penalty for late assignments
- Is comfortable with presenting in front of a group as well as leading and participating in class discussions
- Is willing to commit to rigorous summer prep assignments

All students are required to complete the summer assignment work, as this will form the basis of our first series of class discussions and assignments.