

## Clearview Regional High School District Summer Assignment Coversheet 2017

Course	AP English Language and Composition
Teacher(s)	Mr. Porter, Mrs. Willis
Due Date	Collected and counts as a <u>Homework Assignment on 9/8/17</u>  After opportunity for class discussion or questions, counts as a <u>Minor Assessment/Quiz Grade on 9/12/17</u>
Grade Category/Weight for Q1	<u>Homework Assessments</u> <i>The Crucible</i> rhetorical analysis <u>Minor (Quiz) Assessment</u> Non-fiction Reaction and Analysis Essay
New Jersey Student Learning Standards covered:	Make claims and use strong textual evidence to support analysis of what the text says explicitly and implicitly.  Locate and discuss central ideas of a text, including how they develop and interact throughout the text.  Analyze a set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  During and after reading, determine the meaning of words and phrases as they are used in a text, and discuss analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Description of Assignment	Students read, text-mark, and annotate chapters from <i>Thank You For Arguing</i> , <i>The Crucible</i> , and one of several nonfiction options. Writing assignments include rhetorical analysis and an essay response to the selected non-fiction book.
Purpose of Assignment	Analyze non-fiction texts and <i>The Crucible</i> using rhetorical concepts learned from <i>Thank You For Arguing</i> .
Specific Expectations	<ul style="list-style-type: none"> <li>● Extensive text-marking and annotation, along with flash-cards for future study for <i>Thank You For Arguing</i></li> <li>● Effectively written essay that demonstrates good grasp of composition skills and beginning</li> </ul>

	understanding of rhetorical analysis
Where to Locate Assignment	Clearview Website Although you may want to purchase a copy of your own to text-mark and keep, copies of <i>Thank You for Arguing</i> , <i>The Crucible</i> , and some of the nonfiction titles are available as well. Please contact Mr. Porter or Mrs. Willis if you would like to borrow a copy.
Teacher Contact Information	We will be checking my Clearview email weekly throughout the summer:  Mr. Porter <a href="mailto:portermi@clearviewregional.edu">portermi@clearviewregional.edu</a>  Mrs. Willis <a href="mailto:willisni@clearviewregional.edu">willisni@clearviewregional.edu</a>
Helpful Resource(s)	Amazon.com for synopses of books to make selection



## A.P. English Language and Composition

### Summer Reading Information

Welcome to A.P. English Language and Composition! We congratulate you for signing up for a challenging course designed to make you a stronger reader, writer, and thinker.

What does this course entail specifically? According to the College Board, the organization that oversees advanced placement courses, it enables “the development of interpretive skills as students learn to write and read with increasing complexity and sophistication...” (*CollegeBoard AP English Course Description*, Fall 2010. p. 9). How does it do this? It “engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading ...make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.”

Put simply, we read a wide variety of literature and nonfiction very closely as examples of clarity

and style to improve our writing. This approach provides opportunities for students to build upon their composition capabilities; making this process a more conscious evolution in which students explore their ideas, formulate their strategies for written analysis, compose their written reasoning and then revise their work.

As a college-level course, this class is intended as a *rigorous* course of study and “as in the [equivalent] college [freshman] course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (*CollegeBoard AP English Course Description*, Fall 2010. p. 7). To achieve the AP College Board’s course purpose, performance expectations are high and the workload is *significant*. A minimum of six to seven hours of work outside of class per week will be needed to complete assignments that will include long-term writing and reading. The completion of this work is necessary to the success of the student’s in-class work, which will include timed writing assessments and class discussion, among other activities.

To take this class, it is recommended that the student *has held at least a B average* in his/her previous English classes. Please be advised that it is *HIGHLY* suggested that a student has previously completed at least one credit in an Honors English prior to taking this college-level class, as this coming year will be a *rigorous* one.

The purpose of summer reading for this course is to help you begin the shift from formal analysis of *literary* texts to rhetorical analysis of *nonfiction* texts. Everything you do this summer is meant to prepare you to be more successful in this course next year and on the exam that you will eventually take. Our goal is that every student in our classes has the best chance to pass this demanding exam and receive college credit for the considerable work invested in the course.

We have tried to make the instructions for your summer reading assignments as clear as possible. But if you have any questions at all, please send an email to BOTH portermi@clearviewregional.edu AND willisni@clearviewregional.edu. We will both be checking our email regularly throughout the summer, so you can expect a quick response to any questions or concerns.

Although it is not required, and we can provide copies of all texts, it is suggested students purchase their own texts for this class. Doing this will allow students to make any appropriate notations directly within their text, which will aid in the students’ compositions as well as in their ability to closely read assigned texts.

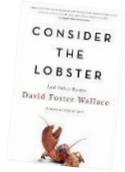
We hope that you will love taking this course as much as we love teaching it. Starting this summer and continuing throughout the school year, you will be encountering some of the most original, thought-provoking, articulate, inspirational, outrageous, infuriating, profound writers you

will ever read. If all goes well, they will make you a better reader and writer. Who knows, some of them might even make you a better person.

Welcome and Happy Reading!

Mr. M. Porter & Ms. N. Willis

### Materials Needed for Summer Reading

				
Composition notebook (which you will use throughout the year)	An essay book of your choice.			<i>The Crucible</i> by Arthur Miller. Penguin



**Assignment One: Read 100 pages from a collection of essays, selected by you. Keep a log of the essay and pages you read and write a brief reaction for **THREE** of the essays in a composition notebook. This assignment counts as a **MINOR ASSESSMENT** grade for the first marking period.**

Throughout the school year, we will be reading and analyzing shorter essays on a wide variety of topics such as education, politics, the environment, and pop culture. To start to become more comfortable with this kind of text, I'd like you to choose a book of essays to read and think about. You can choose a collection of essays by a single author or by a number of different authors. Ideally you will seek out a book you will enjoy reading.

Below is a list of suggested authors and titles. Feel free to use it or be adventurous and find your own. You can find essay collections in Barnes & Noble stores at the end of the Fiction & Literature section; they are also easily searchable on Amazon.com. And, of course, your local library has a sizable selection of essay collections you may borrow.

Just please be sure that you are reading a collection of **essays**. Short stories are not essays: essays are texts that express the author's opinions on a given topic. While a collection of essays may be autobiographical, a full-length autobiography does not count as a collection of essays. If you're not sure whether the book you'd like to read is an essay collection, contact me

by email and I'll let you know.

You should read a total of 100 pages. Some of the suggested titles exceed 300 pages, so you will not need to read the entire book: just select the essays in the book that you find interesting. Don't find any that are interesting? Choose a different book for Pete's sake!

For any THREE of the essays that you read, please write a journal entry in your composition notebook as follows:

- List the date of your reading, the title of the essay read, and its page length.
- In ONE sentence, identify the author's claim or purpose in the essay.
- In a short paragraph, discuss which of the three appeals (ethos, logos, and pathos) the author primarily used. See attached handout for a discussion of the three appeals.
- In a short paragraph, discuss your reaction to the author's claims. Did the author convince you? Move you emotionally in some way?
- Copy verbatim a brief quotation from the essay that you find interesting, appealing, or well-written, then describe in a few sentences what you liked about the quotation and how it represents the author's writing style.

**Suggested Titles (in no particular order)**

*The Best American Essays 2016*

*The Best American Sports Writing 2016*

*The Best American Science and Nature Writing 2016*

*The Best American Travel Writing 2016*

*The Fire This Time*, edited by Jesmyn Ward

*Pulphead: Essays* By John Jeremiah Sullivan

*Me Talk Pretty One Day* By David Sedaris (or any other book by this author)

*Traveling Mercies* By Anne Lamott

*Otherwise Known As The Human Condition* By Geoff Dyer

*We Gon' Be Alright: Notes on Race and Resegregation* By Jeff Chang

*The Book of My Lives* By Aleksandar Hemon

*Small Wonder* By Barbara Kingsolver

*When I Was A Child I Read Books* by Marilynne Robinson

*How To Be Alone: Essays* By Jonathan Franzen

*What Are People For?* Wendell Berry

*The Boys of My Youth* By Jo Ann Beard

*A Supposedly Fun thing I'll Never Do Again* or *Consider the Lobster* By David Foster Wallace

*This Is Running For Your Life* By Michelle Orange

*My Misspent Youth* By Megham Daum

*Thirteen Ways of Looking At a Black Man* By Henry Louis Gates, Jr.

*Uproot: Travels in Twenty-First-Century Music & Global Digital Culture* By Jace Clayton

*I Was Told There'd Be Cake* By Sloane Crosley

*Everything We Don't Know* by Aaron Gilbreath

*A Field Guide to Getting Lost* By Rebecca Solnit

*Some Remarks* By Neal Stephenson

*I Feel Bad About My Neck: And Other Thoughts on Being a Woman* By Nora Ephron

*You'll Grow Out of It* By Jessi Klein

*Against Everything: Essays* By Mark Greif

*The Size of Thoughts* By Nicholson Baker

*Arguably* By Christopher Hitchens

*The Empathy Exams* By Leslie Jamison

*Living, Thinking, Looking* By Siri Hustvedt

*The Next American Essay* By John D'Agata

*Known and Strange Things* By Teju Cole

*The White Album* By Joan Didion

*Notes of a Native Son* By James Baldwin

*The Abundance: Narrative Essays Old and New* By Annie Dillard

Any book by Malcolm Gladwell

Any book by Sarah Vowell

Any collection of essays by E.B. White

Any collection of essays by George Orwell

**\*\*Note: Some of the collections above may contain some objectionable material or language. Look over the table of contents and scan a few of the essays before purchasing/reading the book. Use your discretion and by no means read any essays/books that make you uncomfortable.**

**Assignment Two: Double-entry Rhetorical Situation Analyses for *The Crucible*. This assignment counts as a MINOR ASSESSMENT grade for the first marking period.**

*The Crucible* is a play produced on Broadway in 1953, and revived last year, by Arthur Miller, one of the most important American playwrights of the 20<sup>th</sup> century. The play uses the Salem, Massachusetts witch trials as an allegory for small-mindedness and oppression of thought in general, and, more specifically, the blacklisting of suspected communists in America at the time.

As you read the book, be conscious of the many rhetorical situations that arise: times in the play when one character is trying to persuade another character or characters about something.

After you finish each act, select **one** of these rhetorical situations to analyze from that act for a total of four rhetorical analyses, one for each of the play's four acts.

In an MLA-formatted document, create a two column table. The left column of the table should contain a brief summary of the rhetorical situation you will be discussing, along with any relevant direct quotations from the text. The right column should contain your analysis of that rhetorical situation. You should discuss:

- The speaker and his or her purpose - what they want their audience to do or believe
- The background/characteristics of the speaker's audience - how the speaker tailors what he or she says to that audience
- The tone of the speech/conversation – which words/phrases contribute to the speech/conversation having a specific tone, why did the speaker choose this tone
- The effect of the speech/conversation – did the audience respond as the speaker intended or not

You can address each of these issues in a brief paragraph. Each act's entry, therefore, will have an excerpt in one column and FOUR brief paragraphs analyzing that excerpt in the other column.

### **Due Dates**

Although I would strongly suggest spacing this not insignificant amount of work over the

summer, your journal is due in class on Friday, September 8<sup>th</sup> and your *Crucible* assignment must be submitted to turnitin.com by 11:59 p.m. on Friday, September 8th. Your turnitin.com class id is 15440256 and the enrollment key is aplansummer.

Completing your summer reading assignments on time will be your first demonstration to us of your ability and willingness to handle the workload involved in this class.

### **Getting Help**

If you have any questions, feel free to email us at portermi@clearviewregional.edu and willisni@clearviewregional.edu. We will be checking our email at least weekly throughout the summer.

### **Inspirational Send-Off**

We know that summer reading is probably not everyone's favorite thing in the universe. Please keep in mind, however, that we have an **extremely** challenging test to take next May and your success on that test may gain you college credit.

The assignments we're asking you to complete this summer will give you an excellent start on the road we travel toward success on the AP exam. We hope, and believe, that when all is said and done, you will look back on the time you spent on these assignments was a very good investment in your future.

Enjoy your summer: we look forward to seeing you in September!