

AP English Language and Composition (grade 11)

Course Description

This course is designed to prepare the student for the spring administration of the Advanced Placement Language and Composition exam. "What makes AP English Language and Composition different from other high school English courses is its focus on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. To best serve this learning, readings will primarily be non-fiction" (Sarrett, Sylvia, The College Board, *English Language and Composition Course Perspective*).

Expectations

This is a college level class; therefore it is quite demanding. It is **required** that you have earned a B or higher in 10th grade Honors English. It is expected that you will maintain excellent attendance in class, as our class lectures and discussions will be vital. You will be doing a great deal of independent reading, analysis, and writing. In order to be successful in this course, you will need to devote time to out-of-class work, adhere to due dates, **actively** participate in class discussions, and realize that earning an A means that you have produced work on an A level for an AP level course.

Summer Project--If enrolling after June 16, you must pick up the other 2 packets from the Guidance Office

Unlike your previous English classes, this course will require you to analyze the rhetorical strategies in works of non-fiction. Your summer reading/writing project is a **requirement** of the course and due as indicated. **No exceptions will be made to these deadlines.** Failure to meet the first deadline will result in your being removed from the class and placed in Honors. In addition, the summer project is worth 3% of your MP 1 average.

AP English Language and Composition Summer Project

Handout: Improving College Reading Skills

Novel: *This Boy's Life*, Tobias Wolf

Required Materials: access to type papers, print them, and bring them to school by the due date

Extra Credit: I'm offering +3 points for Part 1 and +3 for Part 2 for those who bring their work to the school by the drop off due dates. No extra credit will be given for emailing by the email due date.

General Requirements: Read ALL parts carefully so you do not lose points for lack of attention.

- All sections must be double spaced and in 12 point font of a "normal" type.
- Use the proper heading for all assignments, which is the MLA format. **See attached paper.**
- All work must be completed in Google Docs. **Please type each part as one document**, but begin a new page in that document for each assignment.
- Proper wording, grammar and structure are expected at all times, including summer work. Unless a direct quote, **do not use you, your, you're** because it speaks directly to the reader. Use "I" only if first person is appropriate.
- ALL parts of this assignment must be submitted by the due dates or you will not be meeting the requirements of the course. You will then need to call guidance and change your schedule.**
- E-mail me with **any** questions and I will get back to you as soon as I am able. dwells@pittsgrove.net
- Check your school email periodically for any updates or responses to common questions.**

I expect careful, thoughtful work. **Any attempt to turn in work not your own will result in no credit, removal from the class, and I will follow the school discipline code for plagiarism. Do not risk it.**

Read the scoring rubric before beginning assignments.

**PART 1 is DUE TUESDAY, JULY 19 by 2:00 PM in school.
(Mon. 18th by 2:00 PM if emailed)**

Part 1: *This Boy's Life* --- If you cannot get Part 1 to the school office by 2 PM, Tue, July 19, then plan ahead to email it to me in a Google Docs document. You may NOT use other programs, such as Word Perfect because I cannot open them. If you need a computer/printer, Schalick and PTMS have summer hours. Check the school website. IF YOU ARE EMAILING IT TO ME, THE DUE DATE IS MONDAY the 17th, 2:00 PM.

*****Read** the entire novel and complete assignments as you progress through the novel. **All of Part 1 must be typed.** I have placed a checkbox next to each step for you.

1. Vocabulary

Look over the attached **Vocabulary** list and include those words you do not know in your own typed list. Type the word and definition of each word you do not know. You must have at least 25 words, whether from my list or on your own. I strongly recommend my list be considered.

2. Choose **10 quotes** from the novel that **stand out** to you in some way. For each, you will provide the following:

Type the **exact** quote, followed by the page #.

In **4-5 sentences**, **explain why** this quote stands out to you as significant.

(Is it a strong statement about _____; a weak statement about _____; a specific example of an element such as irony, sarcasm, etc. and WHY; develops characterization by _____) Do NOT state "This quote is significant because...". Simply state the reasons. EX- Toby's resistance to authority is evident. He..... **Remember, these are words that stand out to YOU.** They may be from the narrator or a direct quote.

***Note: any attempt to use an outside source such as SparkNotes, for this or ANY portion of your project, will result in no credit and removal from this AP class.**

You MUST CHOOSE QUOTES OTHER THAN THE FOLLOWING---do not use these quotes at all:

- I was subject to fits of feeling myself unworthy.... It didn't take much to bring this sensation to life, along with the certainty that everybody but my mother saw through me and did not like what they saw.
- It was truth known only to me, but I believed in it more than I believed in the facts arrayed against it. I believed that in some sense not factually verifiable I was a straight-A student. In the same way, I believed I was an Eagle Scout.... And on the boy who lived in their letters, the splendid phantom who carried all my hopes, I saw, at last, my own face.
- Whatever it is that makes closeness possible between two people also puts them in the way of hard feelings if that closeness ends.
- When she was worried she wore a pale, tight-lipped mask.... Now the mask was gone. She looked young and pretty... As we walked we made plans.... We were ourselves again—restless, scheming, poised for flight.
- When we are green, still half-created, we believe that our dreams are rights...and that falling and dying are for quitters. We live on the innocent and monstrous assurance that we...have a special arrangement whereby we will be allowed to stay green forever....

Composition assignments

Complete the typed responses to the 2 questions on the attached page that says *This Boy's Life* Questions.

PART 2 is DUE MONDAY, August 10 by 2:00 PM in school. (Sunday 9th by 2:00PM if emailed)

Because this course focuses on analysis of non-fiction, we will begin the year by discussing how to analyze. To prepare for this, your project will begin with understanding *purpose, tone, and argument*.

Part 2: Using Improving College Reading Skills handout, complete checklist numbers 1-12 below.

You will be writing directly in the packet for the parts below but are responsible for reading all parts.

- 1. Read pages 339-342, mentally complete the questions (not written).
- 2. Complete Practice 1 & 2 on page 342-344.
- 3. Read page 344 on tone. Complete responses to p. 344-5 (Practice 3).
- 4. Read list of “tone” words p. 345-346. Place a check mark ✓ next to the ones you easily thought of as examples of tone. Leave the others unmarked so I can see what you’re comfortable with.
- 5. Read pages 347-349. Apply this info by completing each Check Your Understanding and Practice 4, 5, 6 pages 349-354.
- 6. Complete Review Tests 1, 2, 3, 4 (pages 355 – 365)
- 7. Complete Mastery Tests 1-6 (pages 367-378)
- 8. Read p. 379-82. Complete Practice 1
- 9. Read pages 383-385. Complete Practice 2. Read page 386
- 10. Read p. 387-389. Complete Practice 3, 4
Pages 390-396 are not included in this packet
- 11. Complete Review Test 4 p. 397-401
Page 402 is not included in this packet.
- 12. Complete Mastery Tests 1, 2, 3 (p. 403-408) **YOU WILL KEEP YOUR PACKET FOR PART 3 AND TURN IT IN THE FIRST DAY OF SCHOOL WITH PART 3.**

COMPOSITIONS (typed) Each is ONE typed page, no less and if over, no more than a ¼ page. I should see evidence that you are applying what you have learned about Purpose and Tone. Each must have an introduction, conclusion, and proof (body) paragraphs. Each on a separate page, using the attached MLA format. These two assignments will be turned in Aug. 10---keep the packet.

Comp #1—Type a **1 page** essay in which you use an **optimistic** tone to describe the positive occurrences/uses in texting and other social media and their positive effects.

Comp #2—Type a **1 page** essay in which you use a **straight-forward** tone to describe the importance of a driver’s education course and behind the wheel practice with a certified instructor.

PART 3 is DUE THE FIRST DAY OF SCHOOL. Bring to class.

NOTES--Using the information you learned in the Part 2 assignment, you will take notes on an essay titled *Coping With Nervousness* (separate packet). Your notes should focus on the structure, the purpose, the tone, and the argumentative techniques used in the essay. **I expect you to write in the margins, to underline/ highlight, as well as write notes and observations on a separate piece of paper.** Focus on analyzing structure, purpose tone and argumentation.

MORE INFO ATTACHED

Student Name

Ms. Wells

English 11 AP Block 1

June 1, 2016

MLA Formatting Handout

Follow these guidelines for all submitted assignments, paying particular attention to formal papers. This paragraph and every detail above are exactly how your papers should be formatted.

This paragraph illustrates how to begin the second paragraph of a paper. The remainder of this handout, however, will be in list form so it is an easier reference to read.

TYPED ASSIGNMENTS:

- Double space (as demonstrated above; notice no extra spaces after the date or title or between paragraphs)
- Times, Helvetica, Arial, Times New Roman, or similar font choices
- 12 point font
- 1" margins on all four sides
- Title ALL papers—the title is centered and NOT underlined, bold, larger font, etc.
- Your last name and page number belong ½" inch down from the top, in upper right corner, beginning with page 2. Number each page after that **including** the Works Cited. If you cannot type it correctly, you may neatly print it in black ink on each page.

HANDWRITTEN ASSIGNMENTS: formal writing completed in class

- Clearly & neatly in black or dark blue pen
- Clean edges of papers
- Front side only

MORE INFO ATTACHED

This Boy's Life: When you are choosing **vocabulary** with which you are not familiar, be sure to consider these words.

Abhorrent

Audacity

Bellicose

Benevolent

Catechism

Epitaph

Grandiloquent

Haughtily

Impertinence

Impugn

Incessant

Incredulity

Languidly

Parapet

Perspicacity

Pious

Pompadour

Taciturn

Ululating

Vigilance

MORE INFO ATTACHED

English 11 AP

This Boy's Life ---Questions

Answer completely, clearly, and with well-constructed sentences. **Type each response on a separate page** but in 1 document and number them 1, 2. *Use MLA format.

1. Readers learn of Toby's inappropriate behavior at school on pages 77-82. In two paragraphs, respond to your interpretation of the following. Do not answer each question separately. This is a 2 paragraph response with questions to guide you, so you must decide how to organize ideas properly.

- Toby isn't even a teen yet, and he is in much trouble already.
- Why has he done this?
- What do you think of his mother's response to this situation?
- Do you think the earlier behavior of Toby's led to his teen and adult behavior?

2. What does this novel tell us that every human being has in common? We could even go so far as to say every living being. Choose what YOU feel is the common element and in a paragraph explain what the element is and why it connects everyone. Provide examples from the novel as well as from life lessons.

MORE INFO ATTACHED

GRADING RUBRIC FOR ENGLISH 11 AP SUMMER PROJECT

Part 1: *This Boy's Life*

Vocabulary:

_____ 25 or more vocab words, defined (10 points)

Quotes:

_____ 10 quotes--quote/page#/significance (20 pts.)

Composition assignments (Questions 1, 2—last page of packet: *This Boy's Life* Questions)

_____ Question 1 (10 pts.)

_____ Question 2 (10 pts.)

Part 2: *Ten Steps to Improving College Reading Skills*

_____ **Numbers 1-12** assignments (10 points) to be collected the first day of school

_____ **Composition #1** (tone--optimistic) (15 points) Due Aug 10
optimistic tone is clear
specific examples
well-developed/organized
sentence structure and mechanics

_____ **Composition #2** (tone---straight-forward) (15 points) Due Aug 10
straight-forward tone is clear
specific examples
well-developed/organized
sentence structure and mechanics

Part 3: *Ten Steps to Improving College Reading Skills*

_____ **Notes** (10 points)
notes demonstrate understanding of the essay's structure, purpose and tone
notes written on essay itself
notes also written on separate paper

TOTAL possible points 100

Your total points earned _____

END OF DOCUMENT