

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. Unlike other high school English courses, AP Language and Composition focuses on rhetoric: the art of effective speaking and writing; the study of the principles and rules of composition. Therefore, almost all study will be of **non-fiction** works.

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. Excellent attendance in class is necessary, as our class lectures and discussions will be vital to your learning. You will be doing a great deal of independent reading, analysis, and writing. In order to be successful in this course, you must 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 A work for an AP level course.

Summer Project--(If enrolling after June 18, you must pick up all other packets from the Guidance Office.)

Your summer reading/writing project is a **requirement** of the course and due as indicated. **No exceptions will be made to these deadlines.** See me **NOW** if there is an anticipated conflict for you. Failure to meet the first deadline will result in your being removed from the class and placed in Honors. Also note, the summer project is worth 3% of your MP 1 average and additional assignments will be based on this one.

AP English Language and Composition Summer Project

Novel: *This Boy's Life*, Tobias Wolf
Article: "Tobias Wolff on the Iconic Memoir He Never Intended to Write"
Packets: Improving College Reading Skills, Ch. 9 & 10
Required Access: access to type, print, and bring papers to school by the due date or email due date

Extra Credit: I'm offering +3 points for Part 1 for those who bring their printed work to the school by the July 31 due date. No extra credit will be given for uploading to Classroom by the email due date.

General Requirements: Read ALL parts carefully so you do not lose points for not following directions.

- 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 Part 1 as one document**, but begin a new page in that document for each assignment. Then, create a separate document for Part 2. **Name your document Last name_Part1**
- Proper wording, grammar and structure are expected at all times, including summer work. Unless a direct quote, do not use the words **you, your, you're** because it speaks directly to the reader. Use "I" **only** if first person is appropriate.
- Both 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 to Honors.**
- You will be receiving an invitation to join my Google Classroom** where you may post questions/read my responses. If you're sending electronically, you **MUST** do so through Classroom, not an email. Big problem? E-mail me and I will get back to you as soon as I am able. dwells@pittsgrove.net

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

**PART 1 is DUE TUESDAY, JULY 23 by 12:00 PM in school.
(July 23 by 10:00 AM if uploading to Google Classroom and not bringing in)**

If you cannot get Part 1 to the school office by 12:00 PM, July 23 then plan ahead to upload to Google Classroom by 10:00AM. Do 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. **DO NOT expect to arrive to school after 9:00AM to print and turn in your paper.** Why? **1. The media center may not be open that day. 2. Loss of electric, malfunctioning computers, etc. are no excuse. Plan ahead. 3. The secretaries are not your personal secretaries; therefore, do not ask them to help you print/print for you. Thank you.**

Part 1: *This Boy's Life* --- Name your document: Last Name_Part1

1A. As you read, you will keep a Dialectical Journal. The instructions for this method, as well as an example, are attached to this packet. It's a **2 column** note-taking method that requires careful reading and thoughtful reflection, analysis, and even questioning. **You must have notes for EACH chapter.** Remember, these are words/ideas that stand out to YOU. They may be from the narrator or a direct quote. If you don't have access to type along the way, keep a notebook with at least your thoughts and page #. Have everything typed for the due date.

1B. *This Boy's Life* ---**Questions 1 & 2**

This is still **Last name_Part1** Answer completely, clearly, and with well-constructed sentences. DO NOT REPEAT THE QUESTION IN YOUR RESPONSE. Continue MLA format. Each response is worth 10 points and must be well detailed.

Q1. In a well developed paragraph, respond by giving your interpretation of the following. Do not answer each question separately; organize ideas properly. You must provide examples from the novel.

- How would you characterize Jack as a child and adolescent? Before adulthood, do you perceive him as spoiled, unloved, confused, cocky--any words that come to mind.
- Was he respectful to his mother? to others? Explain why or why not.

Q2. Choose what YOU feel this novel tells us that most human beings have in common. In a **paragraph** explain what the element is and why it connects almost everyone. **Provide examples from the novel as well as from life lessons.** I'm looking for YOUR interpretation and how you support it. The only incorrect responses are those that aren't strongly supported.

****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.**

PART 2 is DUE the first day of school in Sept., in class

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 2A: 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 Practices 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 354 bottom – 365)
7. Complete Mastery Tests 1-6 (pages 367-378)

continued on next page

8. Read p. 379-81. Complete Practice 1 (p. 381-82)
9. Read p. 383 and complete Check for Understanding (p. 383-384). Complete Practice 2, p. 384-85. Read page 386.
10. Read p. 387-389. Complete Practice 3, Check for Understanding (388) and Practice 4 (389).
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 Test 1 (p. 403-404) **TURN PACKET IN THE FIRST DAY OF SCHOOL**

Part 2B: Read the attached article “Tobias Wolff on the Iconic Memoir He Never Intended to Write”

Yes, Wolff wrote this article about himself. Your job is to carefully read and **annotate** the text. Correct annotation includes all of the following: highlighting/underlining; paraphrase/summary of main ideas; descriptive outline; and comments/responses. **It is important that you please see the document in Google Classroom for specifics as well as an example.** This is worth 30 points, so only making a few annotations will likely earn you 5-8 points of the 20.

GRADING RUBRIC FOR ENGLISH 11 AP SUMMER PROJECT

Part 1: *This Boy’s Life*

1A. Dialectical Journal (40)

_____ Notes for each chapter (10)

_____ Includes all elements of higher thinking (30)

1B. Questions 1 & 2 regarding *This Boy’s Life*

_____ Question 1 (15 pts.)

_____ Question 2 (15 pts.)

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

_____ Complete packet according to directions (10)

Part 2B: Annotation of “Tobias Wolff on the Iconic Memoir He Never Intended to Write”

_____ **Completely annotated, using** highlighting/underlining; paraphrase/summary of main ideas; descriptive outline; and comments/responses (20)

TOTAL possible points **100**

Your total points earned _____