

ARTHUR P. SCHALICK HIGH SCHOOL



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SUMMER READING/WRITING PROJECTS 2019-2020

Course Description

AP English Literature is a specialized course for students who demonstrate a great interest in and commitment to the study of literature and writing. In this course, students are engaged in the careful reading of literary works from around the world. There will be some study of short stories to learn analytical techniques, but the main focus will be novels, drama, especially Shakespeare, and poetry. Novels which may be included in the yearlong course are A Day in the Life of Ivan Denisovich, Heart of Darkness, Lord of the Flies, and Frankenstein. Drama may include Hamlet and another Shakespearean play, as well as Our Town and another American play. There will also be a fairly extensive study of poetry from across the ages.

It should be understood that this is a college level course and evaluation of writing is based on standards set by the College Board. Essays are graded using a rubric similar to the one used for grading the AP English essays. I STRONGLY encourage you to take the exam in May so that you may earn college level credit for your work next year.

This is not meant to dissuade you from taking AP English. It is a challenge I am sure you are more than capable of tackling.

Please e-mail me during the summer with any questions at **rjost@pittsgrove.net**. I check my e-mail often during the summer.

Summer Reading Assignments

All work may be submitted electronically. I suggest you create work in Goggle docs and share it with me. Other formats are not particularly reliable. All work must be submitted by 3:00 PM, either electronically or in hard copy, on the due date or it will be considered late and points will be deducted from the grade. Hard copies will be submitted in the main office of the high school.

Do NOT use envelopes or folders of any kind.

All multi-page assignments must be stapled.

Failure to follow directions will result in loss of points from project grade.

Due Dates:

Expository Essay	8 July 2019
“Schoolsville” Essay-analytical	29 July 2019
Independent Reading #1	9 August 2019
Independent Reaing #2	4 September 2019
“Me” Brochure	4 September 2019

#1 Expository Essay—

due 8 July 2019 Major grade (test)

Read “More on Expository Essays” (handout); complete “Assignment” (pay attention to the topic choices), an expository essay. A minimum of two drafts is required; the first/rough draft must have visual evidence of revision. If you draft with word processing (and most of us do these days!), then write your first draft, print it, and then, per the article, give yourself “at least 24 hours before starting a revision”. If you draft electronically, you also have the option to revise electronically

in Google docs. Handwritten drafts are perfectly acceptable, of course; follow the same “24 hours” rule as for the typed draft. This paper must be 2-3 pages in length. Please review the “Formatting Guidelines” handout, which is part of this packet.

Rubric Expository Essay

Revision evident/multiple drafts	5
Opening- attention getter, background as needed, thesis	15
Body- topic sentences/main ideas, fully developed, organization, clarity	35
Cnclusion- tied to thesis, not merely a restatement	15
Sentence structure- varied, coherent and complete	15
Mechanics/Grammar/Usage- including Works Cited, if used	10
Format- headings, title, page numbers	5

When the graded papers are completed, you will receive an email with the information to pick them up at the school. You should do whatever you can to pick up the graded work before beginning the next paper so you can work on improving your writing.

#2 “Schoolsville” -analytical essay

essay due 29 July 2019 Major grade (test)

Follow the guidelines below to write an analysis of the poem “Schoolsville”.

1. Read the poem through several times.
2. After two or three readings, begin to take notes on the presence of literary elements (such as diction, imagery, structure, and figurative language) in the text as well as other observations or questions you may have.
3. Craft a response in which you explore your observations about diction, imagery, structure, and figurative language. At the end of the response, use your examination of these

elements to explain your current understanding of the poet's intent.

This piece of writing should be 2-3 pages in length, follow the MLA format (handout included), and follow writing conventions learned throughout your educational writing career.

Poetry Analysis Rubric

Opening	attention-getter, TAG*, thesis	15
Body	TS, MI, SD (quotes), organization, fully developed	40
Closing	tied to thesis, NOT a restatement	15
Sentence Structure		15
Mechanics/grammar/usage		10
Format (heading, title, page #s)		5

* **T**itle **A**uthor **G**enre

#3 Independent Reading— assignment due 9 August 2019 Minor grade (quiz)

Choose a book of literary merit—something challenging but interesting to you—to read for this assignment. Titles must be approved by the instructor unless they appear on “Suggestions to Get You Started” (handout). Both fiction and nonfiction are appropriate as long as the work is of literary merit.

Read this novel and take notes using one of the options listed.

You may choose from any of the note-taking options listed below, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text--beginning, middle, and end.

- Notes must include textual evidence (quotes), cited correctly, and your thoughts, analysis, interpretation, and/or questions about those quotes.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to submit on the due date.

NOTE TAKING OPTIONS:

- 1. Dialectical Journal**—use a two-column format to record notes as you read. In the left-hand column, write important text (with citation). In the right-hand column, respond to the text—reflect, analyze, explain the meaning, significance, or connections.
- 2. In-Text Annotation**—for this method you will need to either own the book or be able to keep it for an extended time. Record your notes *directly* in the book or on post-it notes. Mark significant passages—themes, character and plot development, etc. You must add your own thoughts to these marked passages-- reflect, analyze, explain the meaning, significance, or connections. Add your notes in the margins (if that is your option) or use more post-it notes for your commentary.
- 3. Mind Mapping:** create a visual representation of text, important characters or plot episodes. Use lines, arrows, bubbles and/or sketches to connect notes. Textual evidence (quotes, paraphrases, summaries) must be used and cited properly.

**** NOTES WILL BE SUBMITTED for a minor grade.**

Do not consult outside sources about your reading. It is expected that your notes be original and authentic

If you use the “In-Text Annotating”, please be sure the book can be submitted to the instructor. Keep in mind the book will most likely not be returned until the first day of class.

#4 Independent Reading II

assignment due 4 September 2019 Minor grade (quiz)

Lord of the Flies—This novel will be used as the basis of the first classes in September so it is imperative that you complete the following task. Read this novel and take notes using one of the options listed.

You may choose from any of the note-taking options listed below, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text. Be sure to include notes from the beginning, middle, and end of the text.
- Notes must include textual evidence (quotes), cited correctly, and your thoughts, analysis, interpretation, and/or questions about those quotes.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to submit on the due date.
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NOTE TAKING OPTIONS:

4. Dialectical Journal—use a two-column format to record notes as you read. In the left-hand column, write important text (with citation). In the right-hand column, respond to the text—reflect, analyze, explain the meaning, significance, or connections.

5. In-Text Annotation—for this method you will need to either own the book or be able to keep it for an extended time. Record your notes *directly* in the book or on post-it notes. Mark significant passages—themes, character and plot development, etc.

6. Mind Mapping: create a visual representation of text, important characters or plot episodes. Use lines, arrows, bubbles and/or sketches to connect notes.

**** NOTES WILL BE SUBMITTED for a minor grade.**

Do not consult outside sources about your reading. It is expected that your notes be original and authentic

**#5 “Me” Brochure—due 4 September 2019 Minor grade
(quiz-3x)**

Follow directions below to complete this project.

This assignment will serve two purposes: 1) Introduce yourself to your classmates and me and 2) give yourself a chance to practice both writing and visual skills.

A permanent medium (ink, marker, paint, printed) must be used for this assignment. Use of regular pencil will result in loss of points.

To complete this project:

Fold your paper in thirds

On the cover:

Write your first and last name

Show a hobby

Show a symbol of you as a learner

On the inside LEFT panel

Name a person from a book, movie, or show whom you admire
(FICTIONAL)

List the qualities that you admire in this character

On the inside CENTER panel

List three (3) things you hope to learn this year (not necessarily in this class)

On the inside RIGHT panel

Explain what makes you feel like a successful learner

On the back panel

Write what you were thinking when you began this activity

Grading Rubric

Five (5) completed panels	50	
Directions followed correctly	15	
Mechanics	10	
Usage/SS/Grammar	15	**
Neatness/legibility & Medium	10	

****parallel structure—structure, grammar, etc. (lists especially)**

EXAMPLES:

I admire Jane Eyre because she
 is graceful
 remains calm under pressure
 uses her intellect

I like **walking**, **baking** and **reading**.

More on Expository Essays

The expository essay is one of the most common writing assignments and often one of the shortest. But short doesn't mean simplistic.

An expository essay is a writer's exposition (explaining) of a short theme, idea, or question. It should be concise, and it should cleave to the author's thesis. The thesis should be narrowly stated or defined, and the evidence backing it up should reinforce the author's point of view. Often logic and personal examples form the bulk of the evidence – an expository essay usually doesn't cover or require a great deal of research (though the author's facts should, of course, be right).

An expository essay can be a reaction to a work of literature, a personal testament about overcoming adversity, a political manifesto on world events, or a sports-page diatribe about a rookie sensation. Just as these kinds of sorties can succeed or fail, so too can your own expository essays.

The expository essay works best as a short, sharp strike – “get in and get out.” It makes one major point, provides its support, and finishes up. Clarity is the name of the game. How do you get there? Here are some tips to supplement your knowledge of the form.

1 ANSWER THE QUESTION

It sounds obvious, but you'd be surprised how many essays fall far afield of the topic they're supposed to discuss. Answering the question means that you must, in your thesis, specifically state your answer to the question or your position on the topic at hand.

SAMPLE ASSIGNMENT: Discuss the ways in which the Star Wars movies can be considered philosophy.

BAD THESIS: The Star Wars movies can be considered philosophy.

This doesn't answer the question – we don't know why or how.

ALSO BAD: There are many ways in which the Star Wars movies can be considered philosophy.

Again, the thesis doesn't answer the question – “many ways” could mean virtually anything. We still don't know why or how.

GOOD THESIS: By dramatizing the conflict of good versus evil, and by espousing the benefits of personal courage, the Star Wars movies transcend entertainment to become philosophy.

The author tells us two specific ways the movies are philosophical. Whether the author can defend this position remains to be seen.

2 AVOID DATA DUMPS

Expository essays need a position: yes, no, sometimes, never. You can take any one of these positions (if you can defend it). What an expository essay should *not* do is list facts about a topic without having those facts lead to anything. Lists and descriptions of information that don't relate to the argument or story are sometimes called "data dumps".

Some students try the data-dump approach because they haven't read the assignment and are hoping that a bunch of vague, general information will inveigle their teacher's senses. It might sound smart – data dumps are full of facts – but they don't answer the question, and in an expository essay, that's a cardinal error.

WRONG: Darth Vader does many evil things, such as slaying Obi-Wan Kenobe, who used to be Darth Vader's pupil; during the films, Vader overpowers Kenobe, claiming "now, I am the master."

There are facts aplenty, but the sentence doesn't explain what any of them have to do with one another or with the thesis.

RIGHT: The film suggests that the moral choices of one person can affect the fate of empires; for example, the choice of one man – Darth Vader – to turn from his evil ways results in the dissolution of the despicable galactic dictatorship.

The fact at the end explains what Vader does and how that relates to the theme.

3 BACK UP YOUR STATEMENTS

While expository essays aren't about finding all the facts – that's what a research paper is for – you'll want to explain why you argue the way you do. Support your arguments with evidence: facts, anecdotes, and reasoning. Clarify the relationship between the evidence and the argument.

WRONG: *Star Wars: The Phantom Menace* was bad because of Jar-Jar.

This sentence is unclear; it puts two things together without telling how they're related.

RIGHT: The presence of Jar-Jar Binks, a laughable character more suited to a Disney film, gave the first Star Wars film a silliness which is inconsistent with its more profound themes.

This is much better. The statement isn't necessarily a great argument, but at least the reader can see how the facts are related.

4 DON'T WRITE FOR YOUR TEACHER

Your teacher knows you. Your teacher knows the assignment. Your teacher knows the subject matter on which you're writing. The expository essay, however, isn't a conversation between you and your teacher. Your essay should be clear enough for anyone to read it – even someone who knows nothing about your subject.

This means that you shouldn't assume your reader knows about your subject. Good writers clarify and elaborate.

WRONG: Yoda's size makes him a very ironic character who shows the power of mind over body.

The author assumes we've seen the movie and know who Yoda is.

RIGHT: In *The Empire Strikes Back*, the audience discovers that Yoda, a master of philosophical and spiritual practice, is a two-foot-tall green munchkin; the irony of the situation underscores the film's conviction that spirituality is more important than physical strength.

The other mistake writers make when writing for their teachers is an excessive wordiness and convoluted sentence structure. These writers aren't writing to explain, plead, or convince a reader. They're just hoping to sound smart. It's a bad habit.

WRONG: The inherency of neither good nor evil is trenchantly noted when Anakin Skywalker's purported evil turns to good, validating the faith that even in perfidious individuals morality may be found.

Here are a lots of big words used incorrectly in a convoluted sentence. The author may sound like an expert, but most readers will fall asleep.

RIGHT: Anakin Skywalker's vacillations between good and evil demonstrates that both are present in the human spirit.

This is an improvement, and the author even left in a delicious vocabulary word. Don't write for your teacher, and don't write to sound smart. Good papers can be read and understood by anyone who picks them up.

5 REVISE THE NEXT DAY

Once you've finished writing, do a revision. This means more than running your eyes over every line or clicking on the spell check. It means reading what you've written and applying a critical eye. Do the paragraphs support your thesis? Is the relationship between evidence and assertion clear? Are sentences concise? Is there a better way to phrase a sentence?

Wait at least 24 hours before starting a revision. If you've just finished writing a sentence without a subject and you think it's great, you're probably still going to think it's great 20 minutes from now. Do your work ahead of time, and leave a day for revision.

Assignment

Pick one of the following questions and write a clear thesis statement. Then write a 400-word expository essay supporting that thesis.

1. Is the place of sports in modern society healthy or unhealthy?
2. Should music be taught in high school? How and why?
3. Identify one person from history whom you admire. Then write an essay arguing why your school should be renamed for this person.
4. Describe the contents of your locker or desk drawer. Then explain why everyone should organize their locker or drawer the way you have.

Schoolsville

A poem by Billy Collins

Glancing over my shoulder at the past,
I realize the number of students I have taught
is enough to populate a small town.

I can see it nestled in a paper landscape,
chalk dust flurrying down in winter,
nights dark as a blackboard.

The population ages but never graduates.
On hot afternoons they sweat the final in the park
and when it's cold they shiver around stoves
reading disorganized essays out loud.
A bell rings on the hour and everybody zigzags
into the streets with their books.

I forgot all their last names first and their
first names last in alphabetical order.
But the boy who always had his hand up
is an alderman and owns the haberdashery.
The girl who signed her papers in lipstick
leans against the drugstore, smoking,
brushing her hair like a machine.

Their grades are sewn into their clothes
like references to Hawthorne.
The A's stroll along with other A's.
The D's honk whenever they pass another D.

All the creative-writing students recline
on the courthouse lawn and play the lute.
Wherever they go, they form a big circle.

Needless to say, I am the mayor.
I live in the white colonial at Maple and Main.
I rarely leave the house. The car deflates
in the driveway. Vines twirl around the porch swing.

Once in a while a student knocks on the door
with a term paper fifteen years late
or a question about Yeats or double-spacing.
And sometimes one will appear in a windowpane
to watch me lecturing the wallpaper,
quizzing the chandelier, reprimanding the air.

Source: http://www.billy-collins.com/2005/06/schoolsville_bi.html

Name
Ms. Jost
English 12AP
13 June 2019

FORMATTING HANDOUT

Follow these guidelines for all submitted assignments, paying particular attention to formal papers.

ALL ASSIGNMENTS:

The heading is shown above. Follow this exactly for all submitted for assignments (HW, formal papers, projects, etc.). Your last name and page number must be on every paper beginning with the second page of your work (this heading is for example purposes). This may be NEATLY hand printed if necessary.

TYPED ASSIGNMENTS:

Double space

Times, Helvetica, Times New Roman, or similar font choices

12 point font

1" margins on all sides

Title ALL papers/essays—centered, no quote marks unless quoting, no bold

HANDWRITTEN ASSIGNMENTS:

Clearly & neatly written in ink—no felt tip pens

Clean edges of papers (no “nibblies”)

Name
Ms. Jost
English 12AP
13 June 2019

Lit Terms on the AP Exam

irony
pathos
etos
logos
analogy
digression
metaphor
tone
diction
epistolary
meter
paradoxical
syllogism
imagery
pastoral
anecdote
allegory
oxymoron
understatement
allusion
parable
ballad meter
heroic couplet
iambic pentameter
blank verse
free verse
circular reasoning
object (direct/indirect)
appositive
clause
conceit
chiasmus
didactic

Suggestions to Get You Started

- *The Color Purple*
- *Death of a Salesman*
- *Life of Pi*
- *The Autobiography of Malcolm X*
- *Jane Eyre*
- *The Curious Incident of the Dog in the Night*
- *Colossus*
- *Ancillary Justice*
- *The Handmaid's Tale*
- *Nineteen Eighty-Four*
- *The Hate U Give*
- *A Long Fatal Love Chase*
- *As I Lay Dying*
- *Sirens of Titan*
- *Brave New World*
- *Bodega Deams*
- *A Tree Grows in Brooklyn*
- *The Catcher in the Rye*
- *The World According to Garp*
- *Snow Falling on Cedars*
- *Fast Food Nation*
- *How the Garcia Girls Lost Their Accents*
- *Cold Mountain*
- *Siddhartha*
- *Reading Lolita in Tehran*
- *The Jungle*
- *A Streetcar Named Desire*
- *Absalom, Absalom!*
- *Death of a Salesman*
- *A Passage to India*
- *Color of Water*
- *As I Lay Dying*
- *The Adventures of Huckleberry Finn*

Name
Ms. Jost
English
12 June 2019

My signature/printed name indicates I have read and understand the summer reading and writing assignments. Further, I understand it is my responsibility to contact the instructor before the end of the current school year with major conflicts and during the summer as questions arise.

Student Signature/Name

Date

Email (PRINT)

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