

2019 Summer Reading Assignment and Expectations

AP English Language and Composition (11th)

Decatur High School

Mrs. Gilstrap

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Book to be read:

Of Mice and Men by John Steinbeck

Thank You for Arguing (Third Edition) by Jay Heinrichs

Expectations:

1) Students will read John Steinbeck's *Of Mice and Men* and keep a dialectical journal* as they read. They will complete **at least** 5 journal entries per chapter (for a total of at least 30 journal entries). These must be turned in on the first day of school for a daily grade.

It is very important that you follow the instructions for the dialectical journal **exactly**. We will be using this tool during the school year.

2) You will be tested on *Of Mice and Men* during the first few days of class. *Thank You for Arguing* will be used not only for summer reading, but it will be referenced and used for both reading and composition assignments during our time together. If you have not fully read this book, you will be at a disadvantage for the remainder of the semester. **You must have copies of both books with you on the first day of school.**

3) **HONOR STATEMENT:** Carefully read the statement on the last page of this packet. You and a parent/guardian will sign and return this statement on **the first day of class. There will be no exceptions.** Everyone is expected to sign this statement. The statements will be kept on file throughout the course of the year.

4) You and a parent/guardian will also be expected to sign and return the explanation and description of the Advanced Placement English Language and Composition course. Everyone is expected to sign this as well.

Honor Statement

Academic Dishonesty:

The following will be considered cheating:

- **The willful giving or receiving of an unauthorized, dishonest, or unscrupulous advantage in academic work**

The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aides, books, electronic programs, texting, the internet, or other information.

- **Attempted cheating**

The following will be considered plagiarism:

- **Presenting as one's own words the work or the opinion of someone else without proper acknowledgment.**
- **Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.**

Consequences:

Subject to the teacher's discretion, if a student cheats or plagiarizes, he or she will receive a zero for the entire assignment and will not qualify for make-up of the assignment. Decatur High School's administration reserves the right to assign additional penalties based on the severity of the offense.

In order to prevent misunderstandings, at the beginning of each course the teacher will clarify what constitutes a violation of the honor code in his/her class. This should include an explanation of:

- the extent to which collaboration or group participation is permissible in preparing term papers, laboratory exhibits or notebooks, reports of any kind, tests, quizzes, examinations, homework, and any other work
- the extent to which the use of study aids, memoranda, books, data or other information is permissible to fulfill course requirements
- guidelines on what constitutes plagiarism, including requirements for citing sources

By signing below, I, _____, hereby pledge that all work I am turning
(student name)

in from the summer reading assignments is my own work. I realize that cheating or plagiarism may result in my receiving a zero on the assignment and other additional penalties.

Student _____

Date _____

AP English Language and Composition 11

Dixie Gilstrap

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Class Concept:

Advanced Placement English Language and Composition is a course designed for rigor and challenge on a college level.

Course Overview:

AP Language and Composition is designed to enable motivated students to become skilled writers and readers of both nonfiction and fiction prose. The course is specifically created to give students frequent opportunities to work with the rhetorical situation, examining the author's purposes as well as the audiences and the subjects in the texts. The composition emphasis will focus on narrative, expository, analytical, and argumentative essays, specifically rhetorical analysis, argumentation, and synthesis. These essays will encompass a variety of prose, styles, and genres. Students will be expected to write essays that proceed through several stages of drafts and revisions. Essay revision will be both aided by the teacher (before and after instruction and writing counseling) and through peer editing activities. Activities will include imitation exercises, journal keeping, collaborative writing, and in-class responses. Teacher and peer reviews, as well as class discussion on nonfiction texts, will help the students establish an effective use of rhetoric, including controlling tone and voice appropriate for the writer's audience. Students will write in informal contexts to help them become increasingly aware of both themselves as writers as well as the various techniques employed by the writers they read. Students will write multiple essays analyzing writer's style, organization, diction, details, parallelism, and figures of speech. Students will write in a variety of modes for a variety of audiences, developing a sense of personal style and the ability to analyze and articulate how the resources operate in a given text. Because our students live in a highly visual world, we also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, and music videos. The reading and writing within this course will create student awareness of the writer's purpose, personal voice, audience, and effective use of language and rhetorical devices. Reading assignments will be specifically chosen to give students the opportunities to identify and explain an author's use of rhetorical strategies and techniques.

Students will be required to complete a research paper and the entire research process. This process will also include presenting an argument of their own that entails analysis and synthesis of ideas from an array of sources. Students will be required to cite sources and write all essays using conventions recommended by the Modern Language Association (MLA). Within this course students will also increase their vocabulary by a minimum of 250 words not related to the rhetorical tools of writing. This will be achieved by weekly ACT vocabulary tests.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of 5 hours of course work per week outside of class. Often, this work involves long term writing and reading assignments, as well as independent study time; therefore, effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose. The course is constructed in accordance with the guidelines described in the *AP English Course Description*.

Resources and Provisions:

- Students will be provided with all needed analysis, argumentation, and synthesis writing instructional materials (notes, writing samples, etc.) and copies of in-class and independent reading titles with the exception of summer reading requirements.
- Students will have access to the teacher's website which includes all updated syllabi and unit and lesson plans.
- If a student is absent, it is expected that the student will utilize his or her resources in order to be prepared for his/her return to class.

AP Exam Preparation:

Students will be exposed to numerous AP style multiple choice activities and AP style essay prompts, some of which are not timed activities and some which are timed. These things will be presented in the forms of released AP exams and AP formatted resources.

DIALECTICAL JOURNALS

The term "Dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You **must** label your responses using the following codes:
 - (Q) Question – ask about something in the passage that is unclear
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what's in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: *Beyond the Yellow Highlighter*

Passages from the text-- Must quote at least 10 per reading assigned. Make sure to number them.	Pg#/¶	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much."	82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	87/2	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can write as much as you want for each entry. You can choose to type and save your journals as PDFs or you can write by hand and then scan and save as PDF.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole