

AP English Language and Composition (grade 11)

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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, email me to find out where you can get a book and copies of the needed packets.)

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: *The Things They Carried*, Tim O'Brien
Video Clips: Please access these through our Google Classroom
Packets: Improving College Reading Skills, Ch. 9 & 10
Reading: From an interview with Tim O'Brien (in Google Classroom)
Required Access: Access to type and upload papers to Google Classroom by the 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 uploaded to Google Classroom.** 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 documents Last name Part 1; Last name Part 2
- 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 our Google Classroom. Everyone must join.** When sending work electronically, you **MUST** do so through Classroom, not an email.

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 also submit a school discipline referral for plagiarism. Do not risk it.**

PART 1 is DUE FRIDAY, JULY 31 by 11:59 PM in Google Classroom.

As of June 17, 2020, students are not permitted in our school, including to use the Media Center. If you borrowed a Chromebook during the school closure, you will have it over the summer to use. If you need one for your summer work, please email me ASAP so I can try to get you one. **Loss of electric, malfunctioning computers, etc. are no excuse for not submitting one time. Plan ahead. Do not wait until that evening to do your work.**

Part 1: *The Things They Carried* --- 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. Have everything typed for the due date.

1B. *The Things They Carried* ---Questions 1 & 2

This is still Last name Part1: Answer completely, clearly, and with well-constructed sentences. DO NOT REPEAT THE QUESTIONS IN YOUR RESPONSE. Continue MLA format. Each response is worth 10 points and must be well detailed. **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.**

Q1. Ch. 7 is a complicated, often contradictory chapter about telling true war stories. The conclusion is that there is no such thing as a true war story, by "normal" standards, but all of them are true because of how they are remembered. Watch the video clip from the interview with O'Brien #1 and explain in 1-2 paragraphs how this idea of war stories can apply to all "true" stories.

Q2. Many students are dissatisfied by the ending of the novel because they don't feel closure. Write a 2 paragraph response about how YOU feel about the last chapter. Do not answer each question individually, but incorporate your ideas in your paragraphs. What did you learn in general by reading the book? What did you learn about story O'Brien's ideas about storytelling? Do you agree with O'Brien. EXPLAIN.

PART 2 is due the first day of school. At this moment, school will begin Tuesday, Sept. 8, 2020. Be prepared to either bring the completed work to school or, if we are delayed, show it to me in a Zoom.

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*. We will begin the semester working on these areas. I will be instruction under the assumption that you understand the preliminary work and are ready to dive in with a brief review then graded exercises and quizzes.

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 \checkmark 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)
- 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. **continued on next page**
- 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 transcript from an Interview with Tim O'Brien # 1.

Take notes and upload them to Google Class by 12:59 PM, Sept 1, 2020. **Focus your notes on the following:**

•List and explain each of the following:

- O'Brien's **purpose** of his words (be as specific as possible)
- O'Brien's **tone** and explain why for each word (use at least 3 **specific** words but NOT passionate)
- O'Brien's **argument**. This is challenging because you're interpreting an interview, not an essay.

Complete sentences aren't needed for this (Part 2B). They are notes. Use your packet information to guide you.

GRADING RUBRIC FOR ENGLISH 11 AP SUMMER PROJECT

Part 1: *The Things They Carried*

1A. Dialectical Journal (40)

_____ Notes for each chapter (15)

_____ Includes all elements of higher thinking (25)

1B. Questions 1 & 2 regarding *The Things They Carried* (30)

_____ Question 1 (15 pts.)

_____ Question 2 (15 pts.)

Part 2A: *Ten Steps to Improving College Reading Skills* (10)

_____ Complete packet according to directions. **Due first day of school**, whether in person on Zoom(10)

Part 2B: Purpose, tone, argument of O'Brien's interview (20)

_____ **Due September 1, 2020**, uploaded to Google Classroom by 12:59 PM (20)

TOTAL possible points **100**

Your total points earned _____