

AP ENGLISH 11 SUMMER 2019

About the AP Program

Advanced Placement English Language and Composition is a year-long, college-level course in which you will learn to read complex texts with greater understanding and develop richness, clarity, and complexity in your own writing. We will read a wide variety of texts on several levels. Our ultimate goal is to identify, analyze and model rhetorical choices in careful reading of rich texts. Students in this course are expected and required to take the AP Language and Composition Examination administered on **May 13, 2020**. **Students are also responsible for the \$94 exam fee.** To prepare you for this exam, the class will include practice for the types of multiple choice questions and timed-essays you will encounter on the examination.

IMPORTANT INFORMATION ABOUT YOUR ASSIGNMENT

Due Date: Assignments are due to [turnitin.com](https://www.turnitin.com) the first day of school.
Late work will not be accepted for this assignment.

Note: You are responsible for procuring a copy of your book. I recommend you buy a copy as soon as possible, as annotating is a helpful reading tool. You might also use small Post-it notes for annotating. Bring a copy of the book to class.

ASSIGNMENT #1 READING

Selection: *Black Like Me* by John Howard Griffin

Assignment: Write a short summary and **one of each** type of discussion question for each reading section listed below. Please refer to Costa's Levels of Inquiry on the next page for sample questions.

Preface	
1-37	"October 28 - November 8,"
38-76	"November 10-12 - November 14"
77-99	"November 15 - November 19"
99-122	"November 21 - November 27"
122-150	"November 28 - March 14"
150-164	"March 14 - August 17"
165-194	Epilogue

Note: Page numbers may vary according to the edition of the book.



Costa's Levels of Inquiry

Inquiry-based learning promotes independent learning as students develop open-ended questioning skills.

<p>Level 1: Gathering/Recalling Information (text explicit)</p> <p>The answer can be found in the text (either directly or indirectly). This type of question is typically very concrete and asks for facts. Readers can point to one correct answer in the text. Words found in these questions include:</p> <ul style="list-style-type: none"> • Define (give a clear, concise definition or meaning for a term) • Describe (give a detailed sketch of the topic) • Identify / name (recognize and correctly name someone or something) 	<p>Level 1 Examples</p> <ul style="list-style-type: none"> • Define irony. • Describe how Heck Tate protected Boo Radley at the end of <i>To Kill a Mockingbird</i>. <p>Level 1 Question Stems</p> <ul style="list-style-type: none"> • What information is given? • List the... • Where did...? • What is...? • Who was/were...? • Make a map of... • What events led to _____?
<p>Level 2: Analyzing/Making Sense of Gathered Information (text implicit)</p> <p>The answer can be inferred from the text. This type of question, although more abstract than a Level One question, deals only with the text. Information can be broken down into parts and questions combine information in a new way. Readers infer answers from what the text implicitly states, finding answers in several places in the text. Words found in these questions include:</p> <ul style="list-style-type: none"> • Analyze (break down a problem or situation into separate parts or relationships) • Classify (group items based on similarities) • Compare (use examples to show how things are similar and different) • Contrast (use examples to show how things are different in one or more important ways) • Explain (make clear and discuss an issue from all sides, often emphasizing cause-effect relationships or sequences) • Infer (derive a conclusion from facts/premises) • Synthesize (combine parts into a whole) 	<p>Level 2 Examples</p> <ul style="list-style-type: none"> • Compare and contrast Lennie and George. • What motivated Sammy to quit in "A&P"? • Using examples from the text, explain the writer's argument about balancing freedom and security. <p>Level 2 Question Stems</p> <ul style="list-style-type: none"> • Analyze the character's intentions in the scene. • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? What evidence does he present?
<p>Level 3: Applying and Evaluating Information (experience based)</p> <p>Answers go beyond the text. This type of question requires using concepts/principles in novel or hypothetical situations. These questions ask that judgments be made from information and prior knowledge/experience. They also give opinions about issues, judge the validity of ideas, and justify opinions. Words found in these questions include:</p> <ul style="list-style-type: none"> • Apply (put to practical use) • Evaluate or judge (make a value judgment, give the pluses and minuses along with supporting evidence) • Imagine (form a mental picture; conjecture) • Predict (declare in advance) 	<p>Level 3 Examples</p> <ul style="list-style-type: none"> • Predict how George's future will be without Lennie. • Which character in <i>To Kill a Mockingbird</i> is the most prejudiced? • If you were in the character's position, how would you react? <p>Level 3 Question Stems</p> <ul style="list-style-type: none"> • Predict what will happen to ___ as ___ is changed. • Describe the events that might occur if... • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you...? • How would you solve this problem in your life?

ASSIGNMENT #2 EDITORIAL COLUMNS/ PRÉCIS

Rationale: In order to become a “global citizen,” you must actually become aware of local, national and global issues. Your task will be to explore topics via opinion pieces.

Selection: You have been provided a list of columnists, publications and categories from which to choose. This is not an exhaustive list. You may consider a columnist from *USA Today*, *The Wall Street Journal*, *The Washington Post*, *The Boston Globe*, *The L.A. Times*, and *The Chicago Tribune*.

Assignment: Read and annotate **three** op/ed pieces during this summer. Complete a SOAPSTone Analysis and précis paragraph for each op/ed. Please type your SOAPSTone Analysis and précis paragraph. Label the topic and issue you’ve chosen at the top of your précis paragraph. Example: Sports–Doping. Include the headline, byline, publication date and source. Please use MLA format.

Possible Columnists or Opinion Pages

David Ignatius, <i>The Washington Post</i>	Gene Weingarten, <i>The Washington Post</i>
George F. Will, <i>The Washington Post</i>	Dave Barry, <i>The Miami Herald</i>
Charles Krauthammer, <i>The Washington Post</i>	Paul Krugman, <i>The New York Times</i>
David Brooks, <i>The New York Times</i>	Robert J. Samuelson, <i>The Washington Post</i>
Maureen Dowd, <i>The New York Times</i>	The Boston Globe Opinion Page
Thomas Boswell, <i>The Washington Post</i>	Wired Magazine Opinion Page
Post Frank Deford, Sports Illustrated, NPR	The Week’s Opinion Page

Possible Topic Categories

- Issues of War (PTSD, Government Funding, Medal of Honor)
- Education (SAT scores, college applications, class sizes)
- Popular Culture (TV programming)
- Science and Technology (Apple vs. Samsung,)
- Politics and Partisanship (Presidential election, political gaffes, fact checking)
- Sports (Lance Armstrong, Doping)
- Science & Environment

Annotations

For each column complete a SOAPStone analysis. (Please type this assignment.)

Speaker-Remember it is not enough to simply name the speaker. What can you say about the speaker based on the evidence, the writing style, the topic etc.? What does the speaker value?

Occasion- Be certain to discuss and record both the larger occasion, that is, those issues or ideas that must have made the speaker think about this incident, as well as the immediate occasion, whatever made the author decided to focus on it in their writing.

Audience-To whom is this writing directed? It is not enough to say: "Anyone who reads it." You will want to identify a certain audience by describing some of its characteristics. Be specific. The audience will rarely be "working adults." Consider party affiliation, societal values, religious beliefs, etc.

Purpose- The purpose could be purely a personal one (i.e. to assuage guilt, to boast, etc.), but it also could be direct towards the audience, in which case you will have to decide what the message is and how the author wants this audience to respond.

Subject-What is the topic of the author's writing. You should be able to identify this easily based on the writing's focus.

Tone- Try to choose a description of the tone that fits the piece as a whole. You must also include specific words or phrases from the text and explain how they support your statement. Instead of using vague generalities like, "realistic" and "happy," consider specific adjectives like, "pragmatic" and "complacent."

Précis Paragraph

After you have completed these annotations, construct a précis paragraph for each editorial.

1. The first sentence includes the name of the writer (usually including a descriptive phrase); the work's genre, title, and date of publication; a rhetorically accurate verb ("asserts," "argues," "implies," "posits," etc., but not "writes" or "states"); and a that clause containing the major assertion (thesis statement) of the work.
2. The second sentence provides an explanation of how the writer develops and/or supports the thesis, usually in chronological order.
3. The third sentence includes a statement of the writer's apparent purpose followed by an in order to phrase. It should assess what the writer wanted the audience to do or to feel as a result of reading the work.
4. The fourth sentence describes the intended audience and/or the relationship the writer establishes with the audience. This sentence should consider how the language of the work excludes or appeals to certain audiences. It may also report the writer's tone.

Sample Précis

In 2005's "Cheating is a National Problem," the editorial staff of USA Today implies that the epidemic of cheating among students directly correlates to those examples set on a national level by business executives. Corrupt business practices are specifically highlighted via statistics from the Pew Research Center. USA Today's piece suggests that cheating is a reflection of widespread deceitfulness in order to convince the audience that dishonesty is something learned in a larger setting than just the classroom. The audience consists of Americans worried about the moral decline of this country; the tone towards "cheaters" is one of warning and disdain.