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SUMMER READING & WRITING ASSIGNMENTS

Advanced Placement English Language and Composition

The summer reading selections will reflect a multicultural approach. In this course we will emphasize non-fiction writing such as editorials, columns, and other journalistic pieces, letters, speeches, inaugural addresses and public documents, but we will also include poetry, short stories, and longer works of fiction.

READING ASSIGNMENT #1: Read chapters 1-3 in the course textbook, *The Language of Composition*. The information presented in these chapters will provide a basis for close reading strategies and a guide for our expectations of how to shape the arguments you will write in **WRITING ASSIGNMENTS #1 and #2**. Additionally, our first weeks of instruction will be based on these chapters.

WRITING ASSIGNMENT #1: Your first writing assignment is due on July 15, 2016. You must email, fax, or US mail this assignment by this due date. [US mail must be postmarked no later than July 15, 2016]. This assignment should be written before you complete **READING ASSIGNMENT #2**. You must draw upon your prior knowledge (previously read materials, fiction and non-fiction, current events, personal experiences, etc.) and answer the basic question (B.Q.). You must submit an MLA formatted essay of 3-5 pages typed (12 Times New Roman font, double-spaced) and you may not refer to any part of the summer reading selections.

B.Q.: How does one define himself in a society that does not recognize him as an equal?

READING ASSIGNMENT #2: Select one title from the "Major Works" list and read it, and select two titles from the "Minor Works" list and read them.

[See page 2 for reading selections.]

WRITING ASSIGNMENT #2: An outline of your second assignment is due the first day we meet in September. After reading your summer selections, build an argument that addresses the Major Assertion. This essay will mimic the AP Exam by requiring you to defend, challenge, or qualify an assertion based on sources (in this case, your summer reading). The final draft of your essay (due date for the final draft is TBD) will be 6-10 pages typed (12 Times New Roman font, double-spaced) and should refer to your summer reading selections. Use MLA format.

Major Assertion (to defend, challenge, or qualify): Non-violent protest is the best means for an individual or group to obtain the rights or recognition withheld by a particular society.

SUMMER READING LIST

Advanced Placement English Language and Composition

Major Works [Choose ONE]:

- Alexie, Sherman, *The Lone Ranger and Tonto Fistfight in Heaven*
- Ellison, Ralph, *Invisible Man*
- Erdich, Lousie, *Tracks*
- Johnson, Charles, *Middle Passage*
- Puig, Manuel, *Kiss of the Spider Woman*
- Shakespeare, William, *The Tempest*
- Silko, Leslie Marmon, *Ceremony*
- Wright, Richard, *Native Son*

Minor Works [choose TWO]:

- Du Bois, W.E.B., any excerpt from *The Souls of Black Folk*
- King, M.L., Jr., "Letters from a Birmingham Jail"
- Plato, "The Apology"
- Silko, Leslie Marmon, "Lullaby"
- Thoreau, Henry David, "Resistance to Civil Government"
- Welsh, James, "Plea to Those Who Matter"
- Zola, Emile, "J'accuse"

SCORING GUIDE FOR AP LANGUAGE AND COMPOSITION

This scoring guide will be useful for most of the essays that you read and write.

Essays earning a score of 9 [A+]: meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive control of language.

Essays earning a score of 8 [A, A-]: demonstrate an understanding of sources and successfully establish and support their own position by using appropriate evidence from reading, observation, or experience. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.

Essays earning a score of 7 [B+]: fit the description of 6 essays but are distinguished by more complete or purposeful argumentation or a more mature prose style.

Essays earning a score of 6 [B, B-]: demonstrate an understanding of sources and **adequately** establish and support their own position. Their arguments are **generally sound** and provide **sufficient evidence**, but they are less developed or less cogent than essays earning higher scores. They may contain lapses in diction or syntax, but generally the prose is clear.

Essays earning a score of 5 [C+]: demonstrate an understanding of sources and establish and support their own position, but their arguments are rather **limited, inconsistent, or unevenly developed**. The writing may contain lapses in diction or syntax, but it usually **conveys the writer's ideas adequately**.

Essays earning a score of 4 [C, C-]: respond to the prompt **inadequately**. They may **misrepresent** or **oversimplify** their sources or may use evidence that is **inappropriate** or **insufficient** to develop their own position. The prose generally conveys the writer's ideas but may suggest **immature** control of writing.

Essays earning a score of 3 [D+]: meet the criteria for the score of 4 but demonstrate **less understanding** of the sources, **less success** in developing their own position, or **less control** of writing

Essays earning a score of 2 [D, D-]: demonstrate little success in understanding the sources or developing their own position. These essays may **misread** the passage, **fail to present** an argument, or substitute a simpler task by merely responding to the question **tangentially** with **unrelated** or **inappropriate** evidence. The prose often demonstrates **consistent weaknesses** in writing, such as **lack of development or organization, grammatical problems** or **lack of control** (misinterpreted the question).

Essays earning a score of 1 [F]: meet the criteria of 2 but are especially simplistic in their argument or are weak in their control of writing (less than 2)