

AP English Language and Composition 2020-2021 Summer Assignment

Welcome to AP English Language and Composition!

I am looking forward to a productive and intellectually stimulating AP Lang course, and to getting to know all of you as readers, writers, and thinkers.

Course Overview:

AP English Language and Composition engages students in becoming “skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.” (College Board).

Summer Assignment: The following reading and writing assignments are a requirement for all students enrolled in AP English Language and Composition for the 2020-2021 academic year.

Required Reading:

1. The Joy Luck Club by Amy Tan
2. Freakonomics: A Rogue Economist Explores the Hidden Side of Everything by Steven D. Levitt and Stephen J. Dubner

****Any of these texts may be purchased (used or new) on Amazon.com or you may consult your public library. Please note that The Clark Public Library will begin offering curbside pickup on Monday, 6/22.**

All completed summer reading assignments must be printed, stapled, and submitted on the first day of school in order to receive full credit. Late submissions will be penalized.

Please do not consult any outside sources. All submitted work must be a reflection of your individual ideas. Plagiarism will result in an automatic zero.

Please feel free to contact me during the summer if you have questions or concerns. My email address is: Jcolosimo@clarkschools.org

Assignment One: *The Joy Luck Club* by Amy Tan (fiction)

Description: “In 1949 four Chinese women-drawn together by the shadow of their past-begin meeting in San Francisco to play mahjong, invest in stocks, and "say" stories. They call their gathering the Joy Luck Club. Nearly forty years later, one of the members has died, and her daughter has come to take her place, only to learn of her mother's lifelong wish-and the tragic way in which it has come true. The revelation of this secret unleashes an urgent need among the women to reach back and remember. In this extraordinary first work of fiction, Amy Tan writes about what is lost-over the years, between generations, among friends-and what is saved.”

Part One: Annotate the novel: Annotating is a key component of close reading. Effective annotating is both **economical and consistent**. You **do not** need an annotation for each page of the novel; however, your annotations **must be evenly distributed throughout the novel**. These annotations will serve as a basis for our **class discussions** in September. Please use Post-It notes for your annotations. I will check these annotations on the first day of school for a grade – be sure to bring your text with you to class!

Use any of the following techniques when completing your annotations for *The Joy Luck Club*:

- Ask questions (essential to active reading).
- *Comment on the actions or development of a character. Does the character change? Why? How? The result?*
- Comment on passages you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.*
- Make predictions.
- Connect ideas to each other or to other texts.*
- Note if you experience an epiphany.
 - Note anything you would like to discuss or do not understand.*
- Note how the author uses language. Note the significance if you can:
 - * *effects of word choice (diction) or sentence structure or type (syntax)*
 - * *point of view / effect*
 - * *repetition of words, phrases, actions, events, patterns*
 - * *narrative pace / time / order of sequence of events*
 - * *irony*
 - * *contrasts / contradictions / juxtapositions / shifts*
 - * *allusions*
 - * *any other figure of speech or literary device*
 - * *motifs or cluster ideas*
 - * *tone / mood*
 - * *imagery*
 - * *themes*
 - * *symbols*

**This rubric will be used to score your annotations for The Joy Luck Club.*

Annotation Rubric:

5 The text contains many margin notes. The annotations demonstrate that the student has carefully read and considered the text's meaning and art. The margin notes serve as an outline of the text and the reader's thoughts about it. This work exceeds expectations.

4 The text contains fewer margin notes compared to the most carefully considered readings. The annotations demonstrate that the student has read and thought about the text's meaning and art. The margin notes identify important details in the text and illuminate what the reader thinks about them. This work meets expectations.

3 The text is less extensively highlighted with some margin notes and short-hand notations. The annotations demonstrate a less-than-thorough reading of the work than do the top ratings. Parts of the text's meaning and art appear unexamined. It is difficult to determine what the reader thinks about the text. This work is below expectations.

2 The reader uses some short-hand notations. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been. This work is significantly below expectations.

1 Perhaps only highlighting is present with the occasional margin note or short-hand notation. Ultimately, there are so few marks that the text appears not to have been read completely. This work has minimal value.

Assignment One Continued (*Joy Luck Club*):

Part Two: Complete two written responses while reading *The Joy Luck Club*.

Each response should be at **least** 350 words (include a word count at the end of each entry) and should include specific quotes from the reading (include proper MLA citations). Quotes should be integrated. Use the attached writing structure when formulating your responses.

Remain formal. Avoid the use of personal pronouns and idiomatic expressions.

This assignment **MUST** be typed and submitted on the first day of school. Be sure to follow MLA format (**double-spaced in 12-point font, with one-inch margins**). (See Purdue's Online Writing Lab as a resource guide on MLA style.)

You are **required** to use the following AP prompts for *The Joy Luck Club* responses:

Prompt One: Analyze a rhetorical device used by the author to achieve her purpose.

Examples of rhetorical devices/literary devices: anecdote, rhetorical question, repetition, anaphora, metaphor, allusion, diction, syntax, imagery, etc.

Prompt Two: Analyze the author's view on a specific subject/topic.

Writing Structure for *Joy Luck Club* Responses:

Step One: Topic sentence

Step Two: Context before first quote (two sentences)

Step Three: Quote (integrate quote)

Step Four: Analysis (at least four sentences)

Step Five: Context before second quote (two sentences)

Step Six: Quote (integrate quote)

Step Seven: Analysis (at least four sentences)

Grading Criteria:

- **Topic sentence presents a claim rather than a fact**
- **Topic sentence advances and supports argument**
- **Provides a brief context before each quote**
- **Integrates each quote and provides accurate MLA citations (author's last name and page number)**
- **Provides at least four sentences of analysis after each quote. Analysis directly relates to argument**
- **Analysis is extensive and thought-provoking rather than literal and repetitive**

Grammar/Mechanics

- **Avoids the use of personal pronouns (I, you, we, us)**
- **Avoids contractions**
- **Avoids the use of idiomatic expressions and clichés**
- **Varies sentence structure and diction**

Please note: Your knowledge of the text will be further assessed upon returning to school in September. It is at my discretion to choose an assessment technique (e.g. writing a formal analysis, participating in a formal discussion, etc.) best suited for the class upon commencement. You are strongly advised to be familiar with the content in order to complete the various tasks awaiting you in the fall.

Assignment Two: *Freakonomics* (nonfiction)

“*Freakonomics* is a groundbreaking collaboration between Levitt and Stephen J. Dubner, an award-winning author and journalist. They set out to explore the inner workings of a crack gang, the truth about real estate agents, the secrets of the Ku Klux Klan, and much more. Through forceful storytelling and wry insight, they show that economics is, at root, the study of incentives—how people get what they want or need, especially when other people want or need the same thing.”

In order to prepare for our Socratic Seminar on *Freakonomics* in September, you will complete the following assignment. In order to earn full credit, your answers must reflect careful and thoughtful consideration of the questions, as well as deep insight and critical thinking. Go beyond the surface level to create thought-provoking, original responses that will spark discussion with your classmates. Remember: the more effort you put into preparing for the seminar, the more interesting it will be.

Guidelines:

- For each question, you will create a **text to world example**.
 - *Text to World* – Support your answer by connecting it to history, current events, psychology, science, etc. (movie/TV connections often earn a lower score)
- Each response must be at least 350 words (**double-spaced in 12-point font, with one-inch margins**). Include a word count.

You must answer the following questions using text to world examples:

Question One: “Could any man resist the temptation of evil if he knew his acts would not be witnessed?” (page 50) (response must be at least 350 words)

Question Two:

Do you agree or disagree with the following statement: “Information is so powerful that the assumption of information, even if the information does not actually exist can have a sobering effect” (63). (response must be at least 350 words)

Please Note: In addition to reading *Freakonomics* and responding to the Socratic Seminar questions, your knowledge of the text will be assessed upon returning to school in September. It is at my discretion to choose an assessment technique (e.g. writing a formal analysis, a quiz, etc.) best suited for the class upon commencement. *You are strongly advised to be familiar with the content in order to complete the various tasks awaiting you in the fall.*