

**AP Language and Composition
& Honors English III
REQUIRED SUMMER READING ASSIGNMENTS**

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FaceBook: www.tinyurl.com/OHSEnglishSummer (Please feel free to join the group to ask questions or get clarification over the summer. Parents are welcome, but we prefer if the students themselves actively participate).

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Rationale:

AP Language and Composition and Honors English III are accelerated courses intended to give students a broader and more rigorous experience than a general level course. The kind of academic writing required for college is more sophisticated than what is assessed on the Georgia High School Writing Test. This particular text and the accompanying assignment will give you valuable practice with the art of composition over the summer. You have years of experience with “writing essays” in your past English courses, but the scope and sequence of these advanced courses are unlike those you have experienced so far. Therefore, the kind of writing you will do for this course requires a different approach and focus than that of your past writing.

Why are both classes doing the same assignment? Students frequently change their minds and their schedules over the course of the summer and the first three weeks of the semester. Fortunately, what both classes do during the first month of school is relatively similar. Having students do the same assignment is beneficial so that no student has to go re-do a summer assignment. After the third week, the focus of each course is different, but we can continue to refer to each text for specific needs throughout the first grading period.

Texts:

1. They Say/I Say: Moves that Matter in Academic Writing **2nd edition** by Gerald Graff and Cathy Birkenstein --- ISBN 978-0-393-93361-1 ******Be certain to get the 2nd edition;** it is smaller and less expensive than the first edition or the first edition with readings.

AND

2. Invisible Man by Ralph Ellison (do not mistakenly purchase and read the one by HG Wells).

The books can be purchased online, in bookstores, and may be carried in the public libraries. **Books-A-Million on Jonesboro Road has copies of the second book (they do not carry the first but they can order it) and if you bring them the flyer at the end of this document, they will give you a 20% discount.** High quality used copies can be found at various websites – my favorite is www.betterworldbooks.com. I STRONGLY suggest getting your copies early to avoid any back order issues.

The books can also be downloaded via Nook and Kindle.

Assignment and Directions:

This is an accelerated, rigorous course; you are expected to honor your commitment to work independently. You should not put off the reading and writing until the last part of the summer. Instead, re-develop the habit of reading 30-45 minutes 5 days a week (daily if at all possible). You should be able to finish the reading of and writing

about They Say/I Say in approximately 20 days (if you work roughly half an hour a day). If you work for an hour a day, you should be able to finish in eleven days. This is not a complex assignment.

All responses MUST:

- Be typed in a 12 point true-type (Times New Roman) font because you will do some revision as you go. It is more efficient and infinitely easier to revise a typed document than to rewrite one entirely. Remember, this is a collegiate level course and revised papers are typed; in-class, timed responses are handwritten.
- Have margins that are 1-inch (all 4 sides)
- Have line spacing set on 1.5 or double (except for the header on each assignment; see below).
- *Use MLA (Modern Language Association) citations where appropriate.
- Have a header for each assignment; please put each assignment on a different page. The information in the header should be left-justified and include the following information on four lines: Your name, my name, the name of the course, the assignment.

Example:

Jane Doe Mrs. Vincent AP Lang/Comp. Chapter 1 Response

You will turn in your work during the first week of school --- most likely the first Wednesday. The responses will be assessed for both quality and content. The score (no less than 90 points and no more than 150) will be recorded in the “Major Writing” portion of the grade book as they are your first process writes of the year. Honest attempts are better than no attempts at all (plagiarism is equivalent to a non-attempt). You have plenty of time to think, edit, and revise; please do so.

1. Read the introduction (pages 1-15) of TS/IS. Complete option # 2 on page 15. Your response should be no less than a full page and no more than two pages in length. Remember, you are double spacing and that **YOU SHOULD BE PRACTICNG THE TEMPLATE.**
2. Read chapter 1 of TS/IS (pages 19-28). Complete option # 1 on page 28. Instead of writing a paragraph for all options (listed on page 29), **you should choose d, e, or f and respond in a *well-crafted* paragraph that demonstrates the skills outlined in the chapter.** (A paragraph from an Honors/AP student shouldn't be formulaic or limited in sentence number... think double digits.)
3. Read chapter 2 of TS/IS. (pages 30-40).
4. Read chapter 3 of TS/IS (pages 42-50). Complete option #2 on page 51. You will use the either response you created for #1 or #2. You should revise it (your response) according to the ideas presented in chapter 3. These will count as separate responses (even though one is a revision) so do not replace your response from the introduction! I need to see both assignments (1 or 2 and 6).
5. Read chapter 4 of TS/IS(pages 55-66). Complete option #1 on page 67. Choose either Graff's essay (pages 198-205) or Tannen's essay (pages 214-220). Your response can be a bulleted/numbered list, but please write in complete sentences. Try for a minimum of 5.
6. Read chapter 5 of TS/IS (pages 68-75). Complete option #1 on page 75. Again, your response can be a bulleted/numbered list written in complete sentences. Try for a minimum of 5.
7. Read chapter 6 (pages 78-90).

8. Read chapter 7 of TS/IS (pages 92-100). Complete option # 1 on page 100. Your response should evaluate the information in chapter 7 as it relates to your previous writing experience in school. Aim for one to two pages.

9. Read chapter 8 of TS/IS (pages 105-118). Complete option #2 on page 120. Go back to the response you wrote for chapter 7 and mark on it in a different color ink (red, green, orange). *Submit your responses to the three questions at the end of the assignment as your response.* I can easily see if you've marked the response for chapter 7 in a different color ink.

10. Read chapter 9 of TS/IS (pages 121-128). Complete the first half of option #1 on page 128. The assignment calls for two re-writes. I'd like you to do only the first. Choose from any one of the following paragraphs in the text:

- The paragraph which begins "Yet despite this growing..." on page xvi.
- The paragraph which begins "The original idea for this book..." on page xvii.
- The paragraph which begins "The aim of the templates..." on page xxii.
- The paragraph which begins "There are some things..." on page xxv.
- The paragraph which begins "If I am right, then schools..." on page 204.
- The paragraph which begins "In the classroom, if students..." on page 216.

11. Read chapter 10 (pages 129-138). You will demonstrate your knowledge of and ability to use *metacommentary* by arguing the benefits of OR the flaws within the concept of summer assignments (in general or one in specific). Your response should be one and a half to two pages in length.

12. Read the novel, Invisible Man, by Ralph Ellison. Write a paper of 2 to 4 pages on ONE of the two topics below.

- Ellison's central question in the novel is: *How can one person make a difference when all of the avenues to power are occupied by the duplicitous?* How does Ellison answer the question and do you agree with his answer? Explain why/why not. Do not simply summarize the novel.
- Ellison's focus is the alienation of the African-American in an ostensibly free society. He analyzes the ways race is used as a mechanism of power --- not only by whites over blacks, but by some blacks over other blacks. How much has society changed in the past X years? Compare the "Invisible" man then to now.

*Please construct an essay that goes beyond answering these questions.

* You have read *Invisible Man* so please use it as a source when writing your essay. Document all paraphrases and quotes appropriately.

* Please use and mark a minimum of 4 moves in academic writing (what you learned and applied in the responses for TS/IS) when writing this essay.

COMPLETE assignments that are turned in on time will be afforded the opportunity for partial revision and an improved grade.

