

May 2019

Welcome to Advanced Placement English Language and Composition. The Advanced Placement curriculum reflects college-level analysis, reading, and writing; this is also a seminar course, requiring students to participate verbally. This course offers a challenging program of literary study and rhetorical analysis designed to prepare the student to take the Advanced Placement Exam in Language and Composition and for college-level reading and writing. The curriculum includes an emphasis on major American writers and some world authors and philosophers of comparable literary merit. The primary focus will be on American fiction and nonfiction.

In our experience students who read a daily paper and thoughtful periodicals have a much more sophisticated understanding of the world and better critical thinking skills than those who do not. This is an excellent time in your life to be informed about the world around you. As the AP graders from College Board note, “Part of being good writers is being involved, informed citizens, people who are aware of important issues being discussed in their community, nation and world and who are capable of contributing intelligently to conversations about these issues.” The AP test reflects that level of awareness. Increasing your knowledge of current events will help you prepare for this exam early.

By taking this advanced course, you have agreed to engage in summer reading. The English Department recommends that you do so at a pace that allows you to enjoy this literature. Reading in June or July will not make your participation in class more difficult than reading in August; we do not recommend trying to read both texts in the last week before school begins. If you or a friend misplace your summer reading assignment, you can access all this information on the District 88 website. Go to www.dupage88.net, then click on WBHS (top right), then ENGLISH (left menu), then click the file “11AP Summer Letter-19” at the bottom of the page.

Summer Reading Titles:

Novel: *The Things They Carried* by Tim O’Brien (ISBN #9780618706419)

Book: *Born a Crime: Stories from a South African Childhood* by Trevor Noah (ISBN#9780399588198)

For each text, answer the two response questions as specified in the attached assignment. These questions will ask that you apply language analysis and argumentative skills, two skills that we will be concentrating on throughout the year. You will be asked to submit these questions on Turnitin.com, so be sure to save your work in a single document to be uploaded the first week of school. We also expect to see annotations taken directly in your texts; for example, you should underline important passages, define unfamiliar words, note outside connections or questions, and label important literary and persuasive devices. These notes and response questions will be checked for a grade; more specific information regarding these assignments are attached.

Finally, we have attached 2019/2020 Willowbrook English Department Academic Honesty and Plagiarism Policy/Contract. As society becomes more reliant on technology, Willowbrook teachers have seen a notable increase in plagiarism, including students claiming material from online sources and/or claiming the work of past and present peers as their own original ideas. Because of this, we want to be sure each student understands the seriousness of this offense and request that you sign and date the policy and return it to us the first week of classes.

We look forward to meeting you, and learning with you, next year.

Sincerely,

Mrs. Terri Woebel
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English 11 AP: Language and Composition Summer Reading Assignment

PART ONE: Reading Response Questions:

Directions: Responses to the following four questions should EACH be two fully developed paragraphs. Responses should be typed and edited closely to avoid errors. You may NOT work on this assignment with another student enrolled in 11AP, and all ideas must be original as stated in the Academic Honesty Policy. The first week of school, you will be asked to upload this assignment on Turnitin.com, which checks for academic honesty. If you have questions about the assignment, please feel free to email one of us.

When using textual evidence, it is important to lead into and cite quotations. For example:

In the chapter “Love,” the narrator remembers, “Many years after the war Jimmy Cross came to visit me at my home in Massachusetts, and for a full day we drank coffee and smoked cigarettes and talked about everything we had seen and done so long ago” (O’Brien 27).

The Things They Carried:

1. Tim O’Brien’s *The Things They Carried* is a work of **fiction**, but the author attempts to make the reader feel like it is a piece of nonfiction. How does author Tim O’Brien use language techniques, such as dedicating the book to its own fictional characters, to blur the lines between fiction and nonfiction in his novel? Give specific examples from the novel where he directly questions or challenges storytelling and truth to support your response.
2. In the chapters, “On the Rainy River” and “Speaking of Courage,” among others in his work of fiction, *The Things They Carried*, Tim O’Brien explores what it means to be brave, of courage versus cowardice. His narrator and characters struggle with these concepts and at times reach some surprising conclusions.

O’Brien’s complex theme is important not only for his characters but also for readers. For example, some might view courage as standing up for one’s beliefs; others might view courage as facing one’s personal limits; still others might view courage as simply fighting in a war for one’s country.

Write a developed response (2 paragraphs) in which you define courage, based upon the text of “On the Rainy River,” “Speaking of Courage,” and/or other stories from *The Things They Carried*. Use specific examples from the novel to support your response.

Born a Crime:

1. Using examples from the memoir, explain how Trevor Noah uses a humorous and conversational tone in order to convey serious material and make the message more accessible to a wide range of readers. Use examples from the beginning, middle, and end of Noah's memoir to support your answer. Be sure to cite all examples (whether quoted or summarized) from the text.
2. In the brief section before the beginning of the chapter, "Chameleon," Trevor Noah writes the following: "Part of the effort to divide black people was to make sure we were separated not just physically but by language as well. In the Bantu schools, children were only taught in their home language. Zulu kids learned in Zulu. Tswana kids learned in Tswana. Because of this, we'd fall into the trap the government had set for us and fight among ourselves, believing that we were different. [...] The great thing about language is that you can just as easily use it to do the opposite: convince people that they are the same" (49).

Using examples from your own life and/or current events and (most importantly) the beginning, middle, and end of Noah's memoir, write an argument that qualifies (agree/disagree with specific limitations using words like *somewhat*, *might*, *could*, *may*, *in some cases*, *often*, *etc.*) to what extent is this claim true. Be sure to cite all examples (whether quoted or summarized) from the text.

Total Points Possible: 100 (25 points each). Full points will be rewarded for responses that are 2 paragraphs in length, free from grammatical errors, and developed with ample and properly cited support from the text.

PART TWO: Reading Annotations

Annotating in a text is a vital component of an Advanced Placement English course. Annotating texts allows you to have a conversation with the author and remain actively engaged in the reading. Notes should be taken throughout the reading, but they do not need to be on every page. Annotating is required in a reading and writing course; therefore, the argument: “I do not feel comfortable writing in books” is an unacceptable excuse for not completing this assignment. You must make notes in the text as well. Only underlining or highlighting will **not** earn you full credit on this assignment.

While reading, you should take notes on

- possible motifs, symbols, themes, comparisons, character traits, etc.
- key factual information, story elements, or interesting persuasive arguments.
- unfamiliar words and their definitions. It is essential to always read with a dictionary nearby.
- questions you have or any confusing sections you need clarification about.
- significant quotations. You might note these for their content or particularly impressive style.
- connections you make to other texts or society.
- ideas you defend and those you challenge.

Total Points Possible: 40 - see attached rubric (this rubric will be used throughout the year to assess annotations in your texts).

Annotations Rubric

“Books are for use, not for show; you should own no book that you are afraid to mark up, or afraid to place on the table, wide open and face down.”

- William Lyon Phelps

40-36 Points

Student made annotations throughout the text, which included the suggestions made on the summer reading assignment:

- possible motifs, symbols, themes, comparisons, character traits, etc.
- key factual information, story elements, or interesting persuasive arguments.
- unfamiliar words and their definitions. It is essential to always read with a dictionary nearby.
- questions you have or any confusing sections you need clarification about.
- significant quotations. You might note these for their content or particularly impressive style.
- connections you make to other texts or society.
- ideas you defend and those you challenge.

35-31 Points

Student made some of the annotations listed above, but was not as thorough as “A” quality annotations.

30-26 Points

Student made annotations in the text, but mainly consisted of reader response reflections, and did not include a variety of the suggestions listed above.

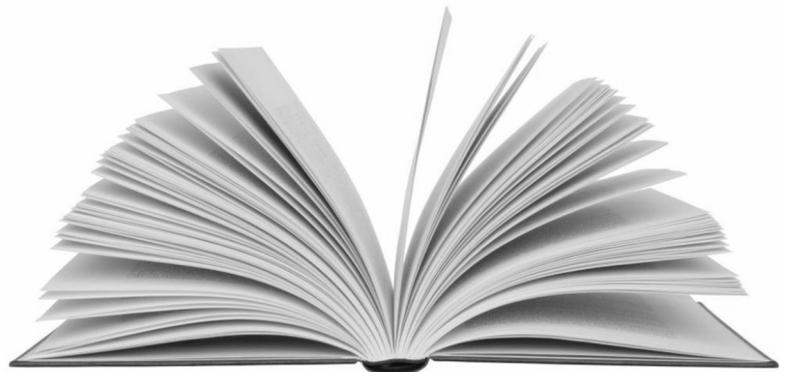
25-21 Points

Very few written comments in the text; mainly points were underlined or highlighted.

20 Points or Below

A few underlined or highlighted moments in the texts, no written comments, and/or only one book was annotated.

Additional Comments:



2019/2020 Willowbrook English Department

Academic Honesty and Plagiarism Policy/Contract

Plagiarism is a violation of school rules and results in the cancelation of all grades associated with the assignment. A serious offense is grounds for suspension or expulsion at many colleges and has derailed the career of a number of academics and politicians.

Technically, plagiarism is the act of claiming another person's writing or ideas as one's own without giving credit to that original author. Even taking an idea from someone else and including it in your paper without a citation after it is plagiarism. This includes taking another student's work. Be careful, ask when you are not sure, and lean over backwards to give credit where credit is due. Also, if you are using websites that are created to cheat, copy, purchase, and/or take essays, then you will receive a zero.

The following is the definition for plagiarism according to *Black's Law Dictionary*.

Plagiarism: The act of appropriating the literary composition of another, or parts or passages of his writing, or the ideas or language of the same, and passing them off as the product of one's mind.

To be liable for plagiarism, it is not necessary to exactly duplicate another's literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof.

To avoid plagiarism, be sure to conform to the following (adapted from *Lester's Guide of the Research Paper*):

1. Acknowledge all borrowed material, whether it is a direct quotation or paraphrasing of another's idea. Introduce the information with the authority's name and include the source of information in a properly formatted parenthetical citation.
2. Always put quotation marks around direct quotations, along with citing them.
3. Simply rearranging material which is not originally yours into your own words is still plagiarism; be sure to cite the ideas of others clearly.
4. Include documentation for every piece of borrowed material.
5. Include a properly formatted works cited entry in the "Works Cited" page for each source that is used in your assignment; do not include works that you did not cite.

Plagiarism includes but is not limited to the written work. Use of another person's work or ideas without acknowledgement will always result in the aforementioned consequences. Examples including musical compositions, artwork, projects, computer software, websites, peer's work, etc.

The consequences for plagiarized work will be a zero on the assignment and a Dean's referral.

Contract: *I have read this information sheet. I fully understand my responsibility to cite all sources and the devastating consequences to my English grade (zeroes on all related grades) if I plagiarized or in any way fail to give credit.*

Printed Name

Signature

Date

Contract: *I have received this policy and discussed it with my student. I understand the consequences of failing to honor this policy.*

Printed Name

Parent's/Guardian's Signature

Date