

## AP Language and Composition

### Summer Reading 2012

First, why not select a book and read for the sheer joy of it? The RHS “good times” reading list has something for everyone ...manga, poetry, urban fiction, classics, best sellers, movie tie-ins, pop culture, physics, cadavers, science-fiction, romance, music, math, basketball, humor, romance, danger, adventure, science, history, and more.

The RHS Summer Reading 2012 list and the MCPS Summer Reading 2012 list, a support for parents/guardians and students as they make appropriate reading selections, are available at the following sites:

- <http://www.montgomeryschoolsmd.org/schools/rockvillehs/SummerReading.shtml>
- <http://www.montgomeryschoolsmd.org/curriculum/readinglists/>

Please read at least one book of your choice or one title from the RHS Summer Reading book list or the MCPS Summer Reading list. After reading, complete the following assignment and submit to TurnItIn.com

- Class – *AP Language and Composition @ 12<sup>th</sup> Grade*

- *Title of book*
- *Author*
- *Genre (fiction, science fiction, fantasy)*
- *Brief summary in your own words (do not give away ending!)*
- *Recommendation: Would you recommend this book to others? Why or why not? Is there a particular group of people to whom you would recommend the book?*

Further, you will be required to answer selected survey questions about your summer reading experience upon your return to RHS in August 2012.

HW: Completion Grade (10%) – submitted to TurnItIn.com by August 27, 2012

**Next...**

*The Language of Composition*, a complete curriculum for this AP English Language course, contains college-level reading material and suggestions for discussion, close reading, and writing.

## **AN INTRODUCTION TO RHETORICAL ANALYSIS**

*We have designed the first three chapters to introduce the central ideas in the book and to help students develop the habits of mind they will need to succeed in the AP Language course. We envision most courses using The Language of Composition starting with these chapters, which students will return to throughout the course. These chapters are designed to acquaint students with larger issues, such as rhetorical strategies, as well as terminology, such as ethos and counterargument. They provide students with tools for reading critically and actively and for thinking about how to use rhetorical strategies in their own writing.*

Renée H. Shea, Bowie State University, Maryland

Lawrence Scanlon, Brewster High School, New York

Robin Dissin Aufses, John F. Kennedy High School, New York

## **Task**

Academic success requires various competencies, among them the ability to know and to use a variety of tools and techniques to generate and organize information and ideas. Jim Burke in his book *Reading Reminders* refers to the tools and technique of *notemaking*. Just as we must make meaning, so we must make notes---in our head, on the page, and in our notebook. Notemaking is not a new strategy though! I hope the *Triple Diary* graphic organizer helps you to read and *notemake* more effectively. To see how long people have been using graphic notes, please [see these excerpts from Leonardo da Vinci's journals](#). Read the first three chapters of *The Language of Composition* and complete the *Triple Diary*. This approach provides you with a place to do your thinking as you read and annotate the first three chapters of *The Language of Composition*.

*In Chapter 1, “An Introduction to Rhetoric: Using the ‘Available Means,” we introduce the principles of rhetoric that students will apply to the readings and the writing assignments in the rest of the book.*

*In Chapter 2, “Close Reading: The Art and Craft of Analysis,” we provide several approaches to texts, practice in reading both written and visual texts rhetorically, and demonstrate how to turn analysis into writing.*

*Chapter 3, “Synthesizing Sources: Entering the Conversation” helps students analyze source material and synthesize that material into their own compositions.*

### **Materials/Access Needed**

1. Internet Access: You will submit your assignments online. If you do not have internet access at home, please use the public library.
2. Turnitin.com Account: create an account on [www.turnitin.com](http://www.turnitin.com), if you do not have one already. Then add the *AP Language and Composition @ Grade 12 (2012-2013)* class to your account. Submit your assignment via this website. A student quick start guide to Turnitin can be found here: [http://www.turnitin.com/en\\_us/training/student-training](http://www.turnitin.com/en_us/training/student-training)

**Class – AP Language and Composition @ 12<sup>th</sup> Grade (2012-2013)**

- |  |
|--|
| • <b>class ID: 5160864</b>                 |
| • <b>enrollment password: APLANGSR2012</b> |

### **Other Internet Requirements: (can be accessed from home or school)**

- Google Docs account with current e-mail address
- <http://www.google.com/google-d-s/tour1.html>
- Book companion site for *The Language of Composition: Reading, Writing, Rhetoric*, First Edition.
- <http://bcs.bedfordstmartins.com/languageofcomp1e/default.asp?s=&n=&i=&v=&o=&ns=0&uid=0&rau=0>
- Active Bedford/St. Martins Exercise Central account  
<http://bcs.bedfordstmartins.com/exercisecentral/Home.aspx>

## Assessment

The **three** parts to this assignment organizer will be assessed as follows:

1. Draft one of the Triple Diary Entry: HW: Completion Grade (10 %) – submitted to TurnItIn.com by August 27, 2012
2. Initiating and participating effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on *An Introduction to Rhetorical Analysis* building on others' ideas and expressing his/her own clearly and persuasively. Submission of the final copy of the Triple Diary - Formative Assessment (60%)
3. In-class Writing Assignment - Summative Assessment (30%)

## Contact Information

If, over the summer, you find that you do not understand any aspect of the assignment and need clarification, please send me an e-mail. I will do my best to respond to you in a timely fashion.

Mr. McCarrick – [Martin\\_J\\_McCarrick@mcpsmd.org](mailto:Martin_J_McCarrick@mcpsmd.org)

## Triple Entry Diary

*Triple Entry Diaries provide students with a place to do their thinking as they read and discuss what they read. They allow for a wider range of informal but productive responses to reading (Burke 210).*

*Keep in mind the difference between taking notes and making notes. The first approach is passive; you write down the main ideas as they appear. The second approach is interactive; you not only jot down main ideas but also write down connections, insights, questions, observation. (210).*

Title/Section Heading	Reader Response <i>Note taking helps you listen better in class, organize your ideas more effectively, and remember more of what you read or hear.</i>	Textual Evidence, page #	Class Notes
<b>Chapter 1:</b> <i>An Introduction to Rhetoric: Using the "Available Means"</i>	Greek philosopher Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion." It is a thoughtful activity leading to effective communication as well as exchanging diverse viewpoints.	1	
<b>Key Elements of Rhetoric</b>	Rhetoric is situational: it has a <u>context</u> - the occasion or the time and place it was written or spoken - and a <u>purpose</u> or goal that the speaker or writer wants to achieve. <ul style="list-style-type: none"><li>• Main idea: thesis/ claim/ assertion</li><li>• Subject</li></ul>	2-3	