

## West High School: AP English Language and Composition 2022-2023 Summer Assignment

Welcome to AP English Language and Composition! This course is aligned to an introductory college-level rhetoric and writing curriculum. "AP Lang" is different from most English classes you have taken before; it will require you to analyze *nonfiction* writing, develop sound reasoning and argumentation skills, and examine the power of language. Your summer assignment includes two parts: a **letter to your teacher** and **analyses of 3 self-selected nonfiction texts**. The approximate time required to complete these tasks is 6-8 hours. Please do not procrastinate; these tasks must be ready for submission on Canvas by the first full day of school. If you have any questions regarding your summer assignment, please contact Mrs. Green ([sarah.green@knoxschools.org](mailto:sarah.green@knoxschools.org)) or Ms. Johnson ([hannah.johnson2@knoxschools.org](mailto:hannah.johnson2@knoxschools.org)) for assistance. This is the best way to avoid panicking and resorting to cheating or plagiarizing (which are wholly unacceptable). We will likely check our email once every two weeks during the summer.

While you will be selecting your own texts for analysis from the provided curated sources, it is important to be aware of the College Board's note about potentially controversial content in this course:

### **Controversial Textual Content**

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

Additionally, please note the following regarding cheating and/or plagiarism:

**Plagiarism:** This school's plagiarism policy will be applied to any plagiarism for the summer assignment or any other class assignment. You will not receive credit for plagiarism because you did not do the work. You may not use SparkNotes, MonkeyNotes, or any other materials to replace reading the actual texts you have selected. This also means you may not use information from these websites for your analyses (ie. direct quotes or paraphrasing). You may not use materials from another student. Do not work collaboratively on these assignments (Collaboration has its place. However, we are working to prepare you for the AP Exam where no collaboration is allowed).

Mrs. Green and Ms. Johnson look forward to guiding you in your thinking and writing during the upcoming school year! Have a wonderful summer.

## AP Lang Summer Assignment Part 1:

### Letter to Teacher

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Please write an introductory letter to help your teacher get to know you and your writing style. The letter should be typed in either Google Docs or Microsoft Word. It will be uploaded to Canvas on the first full day of class. Your letter should include the following components:

- **Formal Greeting**
  - **Introductory Information:**
    - **Potential topics:** Who are you? What should your teacher know about you as a student and/or as a person?
  - **Course Intentions:**
    - **Potential topics:** Why did you sign up to take AP Lang? What have you heard about this course? What are your expectations? What do you hope to get out of this course? What are you excited/worried about?
  - **Picture of You**
    - This can be included anywhere in the letter.
  - **Formal Closing**
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### RUBRIC:

Criteria	Outstanding	Strong	Adequate	Limited	Not Present
<b>Formal Greeting &amp; Closing</b> The student incorporates appropriate greeting and closing language for their intended audience.	4	3.68	3.36	2.96	2
<b>Introductory Information</b> The student's introductory information is thoughtfully structured, engaging, and informative. The writing demonstrates awareness of audience & purpose.	6	5.52	5.04	4.44	3
<b>Course Intentions</b> The student's description of their course intentions is thoughtfully structured and reflective, and thorough. The writing demonstrates awareness of audience & purpose.	6	5.52	5.04	4.44	3
<b>Photo</b> The student followed directions and included a photograph as part of their letter.	4	3.68	3.36	2.96	2

## AP Lang Summer Assignment Part 2:

### Nonfiction Analysis

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Choose 3 texts from the following sources to analyze; one of these texts must be a speech. The other two texts can be in the format of your preference. After you read each text, use the questions on [this assignment page](#) to analyze it.

#### Potential Sources:

- **Speeches:** please select from the linked site; remember, you are *required* to use at least 1 speech
- **Articles:** you may use *opinion* or *editorial* articles from any reputable news source
- **Podcasts:** you may use any episode of a *nonfiction* podcast (examples would be an episode of *This American Life*, *Hidden Brain*, *RadioLab*, *Stuff You Should Know*, etc.)
- **Political Cartoons:** you may research online to find any recent political cartoon (for example, [here](#), [here](#), or [here](#))
- **Essays:** please select from the linked site
- **Letters:** you may research famous letters from politicians, authors, celebrities, etc. such as [here](#)

### RUBRIC:

The following rubric will be applied for EACH analysis.

Criteria	Outstanding (20)	Strong (18.4)	Adequate (16.8)	Limited (14.8)	Not Present (10)
<b>Quality of Analysis</b>	The students' responses for each category are thorough, insightful, accurate, and supported by adequate evidence from the selected text. Responses demonstrate evidence of thoughtful analysis and sophisticated understanding.	The students' responses for each category are thorough, accurate, and supported by adequate evidence from the selected text. Responses demonstrate evidence of thoughtful analysis and understanding.	The students' responses for each category are mostly accurate and mostly supported by evidence from the selected text. Some understanding is evident, but it may not be insightful or sophisticated.	The students' responses for each category are simplistic and/or underdeveloped. Little textual evidence is cited as support. Basic understanding is sometimes apparent, but there may be oversimplifications or misinterpretations. The tasks may be incomplete.	Insufficient evidence to accurately analyze student mastery.