

Tiverton High School
Summer Reading/Writing Program
AP Language and Composition

All students who have enrolled in AP English Language and Composition are required to complete the summer reading/writing program. Each student must read the assigned essays from **The Norton Reader** tenth edition available from Mrs. Parisi in room 212 and complete the writing assignment. In addition students will read **Julius Caesar** by Shakespeare and take a multiple choice test on it when school begins.

First read carefully these essays in this order and create a list of about 8-10 traits of "good" writing that engages readers:

1. Lewis Thomas's "Notes on Punctuation" pp 566-568
2. George Orwell's "Politics and the English Language" pp 575-584
3. Casey Miller and Kate Swift's "Who's in Charge of the English Language" pp 550-555
4. Wayne C. Booth's "Boring from Within: Art of the Freshman Essay" pp 494-504

Now read the following essays specifically looking for the authors' purposes in using these traits.

1. Eudora Welty's "Clamorous to Learn" pp 423-427
2. Maxine Hong Kingston's "Tongue-Tied" pp 527-531
3. John Tierney's "Playing the Dozens" pp 543-545

Write an essay responding to the prompt below. Essays should be typed, double-spaced, and follow MLA format, using direct quotations from the text and citing page numbers. **NO MORE THAN TWO PAGES**, so be concise and precise in your word choice.

Prompt: In a well-organized essay, analyze how the characteristics of "good writing" outlined by Thomas, Orwell, Miller and Swift, and Booth are demonstrated in ONE of the essays by Welty, Kingston, and Tierney. Focus on just a few characteristics, but use great detail in explaining the authors' purposes for using these techniques.

** Familiarize yourself with the attached rubric. You are now writing for a college-level course.

A note about *Julius Caesar*

Julius Caesar is a Shakespearian tragedy that focuses on the Roman Empire and the murder of Caesar by men whom he considered friends. The conspirators led by Brutus and Cassius convince others and the people that Caesar desired a dictatorship and the end of the Roman Republic and thus he must be destroyed. Marc Antony remains loyal to Caesar and protects his legacy and saves Rome from the conspirator's plot. The play is known for its rhetoric, a term we will live and breathe beginning in the fall. As you read it, consider the persuasiveness of many of the speeches. What is the speaker's purpose and how does he achieve it? In the first week of class you will do a practice AP test question based on the play.

Each student must hand in the essay by **2 pm on Friday, August 18, 2017** c/o Mrs. Parisi at the THS Main Office. Twenty points will be deducted from the grade each day the assignment is late. These writings in addition to the *Julius Caesar* test will constitute 10% of the student's first term grade

Rubric for AP Papers

8 - 9 Proves Mastery 8 = 93 9 = 98

- I. Quality of thought:
 - 1. Makes sophisticated connections between ideas
 - 2. Demonstrates deep understanding of principles behind the question/topic
- II. Quality of support and organization:
 - 1. Provides convincing evidence in support of ideas
 - 2. Considers a variety of sources or points of view, clearly documenting information from outside sources
- III. Quality of expression:
 - 1. Shows creativity in organizing and expressing ideas
 - 2. Expresses ideas with authoritative voice (discourse of the discipline) (clear sense of audience and purpose)
- IV. All of the below

6 - 7 Proves Competence 6 = 83 7 = 88

- I. Quality of thought:
 - 1. Synthesizes material into a clearly identifiable main idea
 - 2. Makes original connections between pieces of data
 - 3. Contains a conclusion that builds on/applies the main idea
 - 4. Distinguishes between levels of generality (fact v. opinion)
 - 5. Addresses all aspects of the question
- II. Quality of support and organization:
 - 1. Supports all assertions with specific, valid, and relevant evidence
 - 2. Focuses all supports on investigating the topic
 - 3. Orders ideas in a logical structure
 - 4. Unites all ideas in a coherent structure, using transitions
- III. Quality of expression:
 - 1. Uses concise language
 - 2. Uses precise and clear diction
 - 3. Uses correct grammar and mechanics

5 Suggests Competence 5 = 78

1 - 4 Suggests Incompetence or Incompetent 1 = 50 2 = 60 3 = 68 4 = 73

- I. Quality of thought:
 - 1. Addresses only part of the question
 - 2. Fails to synthesize information or does so only in vague, cursory terms
 - 3. Confuses opinion for fact
 - 4. Merely summarizes ideas in conclusion
- II. Quality of support and organization:
 - 1. Jumps from idea to idea without logical coherence
 - 2. Supports assertions with irrelevant, vague, invalid or unconvincing evidence
- III. Quality of expression:
 - 1. Makes mechanical, grammatical, or usage errors
 - 2. Uses vague, inappropriate, or wordy language