

AP English 11
Language and Composition
Pre-Course Reading 2018-2019

The Summer Reading program for AP/GT 11 (Advanced Placement Language and Composition) has several purposes: First, it will familiarize you with an array of American writing in two common genres: nonfiction and the novel; second, the analyses you complete will help you hone vital skills to succeed in the course; and third, it will introduce the focus of the course for junior year—analyzing style, purpose, and structure, especially in nonfiction writing. The books below have been chosen because they or their authors appear commonly on AP exams; are widely available; and demonstrate considerable literary merit.

Pre-Course Reading: Students will read (preferably in this order):

- The opening chapters, on close reading, journaling, and “Rhetorical Modes” from our class textbook, The Language of Composition. These will be provided to you before summer begins.
- A Walk in the Woods, by Bill Bryson.

This is both a travel narrative—of a trip, of places and people encountered on the trip—and a science/nature book—about the science and history that developed the places he sees.

Use the opening chapters of The Language of Composition and annotate what the writers call “Patterns of Development.” (pages 17-25). Using stickynotes, marginalia, or a dialectical journal, note where Bryson narrates, compares, describes, etc.; and make notes about his purposes for those patterns.

We will use the Bryson in class as an example of nonfiction reading and analysis that will help you revise your first paper.

- ANY ONE of the books listed on the back of this sheet.

They are all nonfiction, and mostly narratives of various kinds. As with the Bryson book, use stickynotes, a dialectical journal, or margin notes to track the rhetorical modes of the book. Where do writers describe, narrate, compare, exemplify, explain, or use other modes? And what are the specific purposes?

Using these notes and your free-choice book: Write a paper of a minimum of 1000 words, maximum 1200 words, in which you characterize the writers’ arguments on risk-taking, exploration, and experimentation, and then compare and contrast the strategies used in your free choice book and A Walk in the Woods that the writers use to develop their arguments.

(50 points using the AP 9-point rubric. 9-8 = A; 7-6 = B; 5 = C; 4-3 = D, 2-1-0 = E).

Work will be due the SECOND CLASS we meet. There will be additional work and assessments using the summer readings, so be prepared—plan to bring your books to the first three weeks of class.

AP English 11
Pre-Course Reading Choices

Consider the following quotations:

“Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat.” — Theodore Roosevelt, *Strenuous Life*

“Never was anything great achieved without danger.”
— Niccolò Machiavelli

“What have we given? / My Friend, blood shaking my heart/the awful daring of a moment’s surrender/which an age of prudence can never retract/By this and this only, we have existed”
--T.S. Eliot, “The Waste Land”

Write a paper of a minimum of 1000 words, maximum 1200 words, in which you characterize the writers’ arguments on risk-taking, exploration, and experimentation, and then compare and contrast the strategies used in your free choice book and A Walk in the Woods that the writers use to develop their arguments. Be sophisticated in both your statement of writer’s arguments and the evidence and analysis you offer. You are attempting to explain HOW the writers convince us.

Into Thin Air—John Krakauer

Into the Wild—John Krakauer

Deep—Porter Fox

No Way Down: Life and Death on K2—Graham Bowley

The Wave – Susan Casey

The Perfect Storm—Sebastian Junger

The Last Amateurs—John Feinstein

The Right Stuff—Tom Wolfe

The Hot Zone—Richard Preston

Black Hawk Down—Mark Bowden

The Endurance—Alfred Lansing

Into the Black—Rowland White

Ashley’s War: The Untold Story of a Team of Women Soldiers on the Special Ops Battlefield—Gayle Tzemach Lemmon

AP English Language Scoring Rubric

Score	Content	Organization and Development	Elements of Composition
9 or 8 (A)	Effectively and insightfully compares/contrasts rhetorical strategies; explicitly and insightfully relates them to context and to authors' ideas, audiences, and purposes. Demonstrates sophisticated, subtle thinking; expresses insightful ideas cogently and clearly. Connects ideas from multiple texts.	Uses appropriate and convincing evidence--in selection and amount--in the form of quotations or paraphrases. Discussion of quotations is insightful, sustained, and grounded in specifics of the rhetorical situation. Develops unified ideas throughout essay. The essay is guided by clear organizational principle of some kind. Paragraphs consistently and excellently develop support for thesis; demonstrating progression of ideas and relationships between ideas.	The writer effectively controls a wide range of elements of writing: elements of argument and analysis, introductions, topic sentences, conclusions, integrated quotations, grammar; syntactical variety, rhetorical modes and devices. Demonstrates original voice of writer.
7 or 6 (B)	Correctly compares/contrasts rhetorical strategies that writers use and clearly relates them to context and to authors' ideas, audiences, and purposes. Demonstrates strong critical-thinking skills; expresses ideas clearly. Connects some ideas across texts.	Appropriate and sufficient evidence. Generally sustains commentary and develops a unified idea. Analysis is generally tied to specific elements of the rhetorical situation. The essay is clearly organized; the writer controls organization through multiple means; essay avoids "formulaic" development. Paragraphs consistently and fully develop support for thesis, demonstrating some progression of ideas and relationships between ideas.	The writer uses clear prose with generally few errors, although there may be lapses in grammar, syntactical variety, or rhetorical modes. Deliberately controls introductions, precis, conclusions, topic sentences, integrated quotations, and more.
5 (C)	Compares/Contrasts strategies that writers use; some discussion of context, ideas, purposes. Not as insightful, detailed, or cogent as better essays. Demonstrates some critical-thinking skills and expresses ideas adequately.	Marked by uneven, inconsistent, or limited evidence, overgeneralizations, or analysis. Analysis may not be fully sustained or not fully grounded in specific elements of the rhetorical situation. The essay is developed, but may lack a clear organizing principle; may rely on generic organization. Paragraphs generally support thesis but may demonstrate inconsistent or limited progression; may not coherently link ideas.	The prose conveys the writer's ideas adequately, but may have less control over, or variety in, rhetorical devices, syntactical variety, or grammatical correctness. Inconsistent control of intro, precis, conclusion, topic sentences, integrated quotations, and more.
4 or 3 (D)	Inadequately and/or incorrectly compares/contrasts methods of the writer and/or fails to link to contexts, larger purposes and ideas. Demonstrates some weakness in critical thinking (reliance on clichéd ideas or inability to support argument fully)	Inappropriate, insufficient, or less convincing evidence. The analysis lacks development of supporting ideas; may simply list reasons or devices rather than explain. Analysis may offer only generalizations about relationship to rhetorical situation. The essay may lack an organizing structure. Paragraphs demonstrate little progression beyond "additive" ideas; may not show how ideas are interrelated	Conveys ideas but demonstrates less consistent control over elements of composition; may be marked by frequent errors in grammar, syntax, or mechanics. Limited control over intros, precis, conclusions, topic sentences, integrated quotes, and more. Demonstrates inconsistent, generic, or inappropriate writing voice.
2 or 1 (E)	Demonstrates little success in comparing methods/strategies used, or in discussing context and/or larger purposes. Demonstrates little critical thinking.	Unrelated, inappropriate, or inaccurate evidence deployed by writer. The essay is disorganized, locally and globally. Paragraphs fail to develop relationships beyond ideas.	Lacks control over elements of composition. Essays with many distracting grammatical or mechanical errors may be scored a "2." Consistent errors in language use.
0 (E)	Unrelated to topic	Little or no evidence presented; unrelated to argument at hand	Demonstrates lack of control over fundamental elements of English composition.