Welcome to AP Language and Composition! This class focuses on preparing you for the national Advanced Placement English Language and Composition exam in May, as well as for college-level courses. We explore a wide variety of non-fiction texts, particularly essays throughout the school year. Enjoy your summer, and I look forward to seeing you next school year prepared and ready to engage critically in the course.

Materials:
The students are expected to do the summer assignment. The assignment is available on the school Website, pick up a hard copy from the school front desk, ask a school administrator/counselor, or email me for an electronic copy.

Read the following texts:

Pick up a copy of the book from McKinley Tech bookroom, at the DC Library, secure a copy via a local bookstore, or Amazon. I recommend Amazon for used copies. **Strongly recommended: purchase your copy.**

Requirements
- Complete all reading and writing assignments on time
- Work must be of acceptable quality
- Essay exams on summer readings at the start of school

Part I (1): Read the Books and the Academic Article
Read the Academic Article first, then read the books, take careful notes for each section of the book, including comments and questions. Save your notes for later in-class assignments.

When annotating the text, use sticky notes for books and annotate the Academic Article on the printed pages. While annotation is not graded directly, but it is considered an integral part of a successful, meaningful reading process. Naturally, annotate as you read by documenting questions, reactions, observations, and/or discoveries that help you to clarify your ideas and gain a better understanding of the text. These annotations will be useful as you write about the text later.
Read *Between the World and Me*, take careful, typed notes for each section of the book, including comments and questions in the form of a Double Entry Journal, which is attached to this handout. You may also obtain an electronic copy of the double-entry journal here. In your journal, record quotes from the text on the left side of the document, and record your questions, reactions, observations, and/or discoveries that help you to clarify your ideas on the right side of the document. There should be at least one entry for each clustered section, as indicated in the Double Entry Journal.

**Part II (2): Writing Assignment: First draft (typed) due the first day of class**
Write a Rhetorical Analysis Essay (5 elaborate paragraphs, using MLA format: 12 points, double spaced) based only on *Between the World and Me*, using the Rhetorical Analysis Template (See Appendix A).

**Part III (3): Senior Research Project---Topic Selection due September 18, 2020**
Task: Your senior research project will be based on a topic of your choosing. Over the summer, you will brainstorm two possible topics for your Senior Research Project and three corresponding research questions for each topic. See the Senior Research Project Packet.

**Part IV (4): Due Dates**
Submit your assignments on September 11th, 2020, at 8:45 am or earlier via email: Kamel.Igoudjil@k12.dc.gov only if you take Mr. Igoudjil. If you are unsure who you will take, email the school counselors for schedule clarification.

You are required to save your Microsoft Word Journal with your: Last Name, First Name-Name of the Assignment.docx

**NOTE:** Email your essay as an attachment. No Google docs links.
I need your assignment by August 30th or earlier so that I can grade it accordingly, provide you an authentic and accurate assessment of your writing skills, and give myself some time to get a sense of our class needs so that I can plan appropriately as your instructor.

**Part V (5): Evaluation:** This assignment is worth 6 points (See the attached Scoring Guide).
The summer reading and work are worth 10% of your total grade for the first advisory. Read the directions carefully before beginning the assignments. Be sure to complete the assignments before the day of school and prepare to turn your work in on the first day; all assignments must be typed.
Part VI (6): Necessary Materials

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<tr>
<td>1) 3-Ring 2 Inch Binder dedicated for the course</td>
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<td>2) Dividers</td>
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<td>3) Paper</td>
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<td>4) Sticky Notes</td>
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<td>5) Blue, Black, and Green Pens</td>
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<td>6) Pencils</td>
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<td>7) Orange, Pink, and Yellow Highlighters</td>
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<td>8) Google Drive Account</td>
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*When do I need these materials?* Please have the required materials by **August 31st, 2020.**

Arrange the 3-ring binder in 5 sections: (1) Warm-Ups, (2) Class Notes, (3) Composition, (4) Assignments/Rubrics, and (5) Other Materials (syllabus, Contract, Graded Papers).
### Rhetorical Analysis Essay Scoring Guide

**6-Sophisticated ✓+**
- Especially sophisticated in your argument
- Thorough in development
- Impressive in your control of language Criteria for 8
- Effectively analyzes the rhetorical strategies the author uses to craft their argument/position
- Appropriate and convincing evidence and explanations
- Refers to the passage explicitly or implicitly

**5-Effective ✓**
- Effectively analyzes the rhetorical strategies the author uses to craft their argument/position
- Appropriate and convincing evidence and explanations
- Refers to the passage explicitly or implicitly
- Well developed
- The prose demonstrates a consistent ability to control a wide range of elements of effective writing
- Not flawless

**4 ✓**
- Complete explanation
- More thorough development
- More mature prose style Criteria for 6
- Adequately analyzes the rhetorical strategies the author uses to craft their argument/position
- Appropriate and enough evidence and explanations
- Refers to the passage explicitly or implicitly

**3-Inadequate ✓--**
- Inadequately analyzes the rhetorical strategies the author uses to craft their argument/position
- Misunderstands the prompt
- Misrepresents the strategies
- Analyzes the strategies inaccurately
- Inappropriate, insufficient, or unconvincing evidence or explanations
- Generally, conveys ideas
- Less consistent in controlling elements of effective writing

**2-Little Success ✓--**
- Little success in analyzing the rhetorical strategies the author uses to craft their argument/position
- Misunderstands the prompt
- Misread the passage
- Fails to analyze the strategies the author uses
- Responds with an unrelated, inaccurate, or inappropriate explanation
- Consistent weakness in writing, i.e., grammatical problems
- Lack of development or organization
- Lack of coherence or control

**1-Little Success ✓---**
- Little success in analyzing the rhetorical strategies the author uses to craft their argument/position
- Misunderstands the prompt
- Misread the passage
- Fails to analyze the strategies the author uses
- Responds with an unrelated, inaccurate, or inappropriate explanation
- Consistent weakness in writing, i.e., grammatical problems
- Lack of development or organization
- Lack of coherence or control

**0**
- Indicates an off-topic response
- Repeats the prompt
- Entirely crossed-out response
- Drawing
- Answer in a language other than English

**Editing Key:**

- `∧` insert = capital letter
- `_` insert space
- `¶` make a new paragraph
- `Sp` spelling
- `D` remove

T-Thesis  C1-Claim 1  C2-Claim 2  C3-Claim 3  E-Evidence  N-Connection  S1-Source 1  S2-Source 2  S3-Source 3
Appendix A:

How to Write A Rhetorical Analysis Essay?

**Introduction:** Write your analysis in the Present Tense and Use Active, Strong Verbs
- Start with a hook – get your reader interested! And then Contextualize the Prompt.

- Then, what is the text about? In author’s ____________________,” the speaker ____________________________________________ (Title of the Text)
  
  (Use a Strong, Active Verb based on the Mode of the Text)
  - Be sure to provide a **clear, concise, and accurate** summary
  - Include the main idea,
  - then elaborate in your own words ("In other words, …")

- State the **RHETORICAL PURPOSE:** (State the author’s purpose....) (What is the author trying to do?)

- Add your thesis: ____________________, __________________________,
  
  (Author’s Name)  (Rhetorical Strategy #1 with effect)

  (Rhetorical Strategy #2 with effect)  (Rhetorical Strategy #3 with effect)

  in order to ___________________________, ultimately moving ____________
  
  (Answer to Conquer—Inform)

  ___________________________ to ___________________________.
  
  (the audience)  (Answer to Conquer—Persuade)
Include the language of the prompt (What does the prompt ask you to do?)

**Body Paragraphs:** Analyze one strategy for each paragraph- Follow the chronology as listed in the thesis. Analyze DO NOT Summarize.
- Begin with a topic sentence (simple sentence) – what will this paragraph analyze?
- State the main idea – FOLLOW THE CHRONOLOGY OF THE TEXT!
- Use embedded quotes (Three words maximum)
- Fuse your strategy within your analysis.
- Explain the effect of the strategy on the audience. (What does the strategy reveal about or evokes on the Audience (Think appeals)
- Connect your analysis to RHETORICAL PURPOSE (and thesis).
- Analyze the tone {show, don’t tell} (If the tone is used as a strategy, then use the analysis of the tonal shift. If the tone is not used as a strategy, then include tone analysis at the end of each paragraph)
- End with a transitional sentence

**Conclusion:**
- Do not use “In conclusion.”
- Restate the thesis using different words
- Embed your thesis and purpose of the text into the discussion.
- Connect the text to the larger world.
- Answer the SO WHAT??