

Mount Olive High School 2021/2022 Summer Reading Program
Junior: AP Language and Composition

Dear Eleventh Grade AP Language and Composition Students,

Welcome to AP Language and Composition! Your summer assignment has not only been designed to give you a glimpse of the types of materials and tasks you will be assigned in preparation for the AP test next May, but also to give you a jump start on the works and rhetorical modes we will encounter.

The focus of the summer reading unit is Education. The Essential Question (EQ) of the unit is:
To what extent do schools serve the goals of a true education?

I will hold virtual Summer Bridge sessions this summer to begin discussing both this EQ and initial lessons in rhetoric and style. Here are the dates and times of the Summer Bridge sessions:

- July 26 - 10:00 - 11:00 am
- August 2 - 6:00 - 7:00 pm
- August 9 - 6:00 - 7:00 pm
- August 16 - 10:00 - 11:00 am
- August 18 - 10:00 - 11:00 am

When you return to school in September, you will be asked to compose an in-class essay and participate in a Socratic discussion, both of which will focus on your analysis of the summer reading. Studying the [AP rubric](#) is recommended prior to writing this essay.

You will be reading scans from our textbook *The Language of Composition*. First, you will read the introductory chapter “An Introduction to Rhetoric” (pp. 1 to 36). You are expected to take notes on this chapter. Write down not only definitions from the text, but also questions, insights, connections, and wonderings. Although it is not mandatory, you are encouraged to complete the reading of this chapter before our first Summer Bridge session. Second, you will be reading four essays focused on the topic of education. All essays can be found in the textbook. One essay, a passage from Ralph Waldo Emerson’s “Education” is mandatory for all students. You may select the other three essays from the list below:

- “I Know Why the Caged Bird Cannot Read” by Francine Prose
- “A Talk to Teachers” by James Baldwin
- “School” by Kyoko Mori
- “Superman and Me” by Sherman Alexie
- “Best in Class” by Margaret Talbot
- “This is Water” by David Foster Wallace

Third, after reading, compose a reading response journal using a double-entry journal format, with the text on the left and connections, questions, and comments on the right. Focus on the EQ: **To what extent do schools serve the goals of a true education?** You must write at least four, but no more than six journals total. You must address each essay you read at least once. All journals must be typed. Bring typed journals to school on the first day of class in September. The rubric is included in this document.

The fourth component of this summer assignment is to find an essay, newspaper article, blog, editorial, etc. concerning education that appeals to you. My only requirement is that it be published on or after January 2021. I am looking for recent commentary on schools and education. Although you may, you do not have to include this text in your double-entry journal. If you struggle to find a text, please do not hesitate to contact me.

Finally, in September, you will be responsible for writing an essay and participating in a Socratic discussion in which you will delve deeply into the EQ. To help you prepare for these assessments, you are encouraged to take notes on your readings using the note-taking method of your choice. Although these notes are not going to be graded, they will prove useful to you on both the essay and the Socratic discussions.

I have created an AP Language and Composition Summer Classroom. Please join it at your earliest convenience. The code is **xum7x5d**. You are encouraged to set the Classroom settings to alert you to new postings. I will post the Google Meet link for our virtual Summer Bridge sessions in the Classroom.

Feel free to email me at erin.rileylepo@motsd.org with any questions or concerns. Have a lovely and safe summer!

Sincerely,
Ms. Riley-Lepo

Double-Entry Journal Rubric

30 points

- Journals are clear and specific. Strong details are presented.
- Journals are well-organized, with strong textual evidence on the left and detailed questions, observations, and reflections on the right.
- Connections are thorough.
- Comments display a thorough and original thought process. The summer reading assignment is well addressed.
- Writer shows strong command of grammar, usage and mechanics.

20 points

- Journals are less clear and could use clarification.
- Journals are somewhat organized, with some important text, reasonably clear questions, and/or observations and reflections.
- Connections are somewhat clear.
- Comments demonstrate some thought. The summer reading assignment is addressed.
- Writer attempts to use proper grammar, usage and punctuation. Some errors are evident.

10 points

- Journals are off-topic. Details are not connected to the focus of the assignment.
- Journals lack structure. The text choice and commentary lack organization and focus.
- Connections are unclear.
- Comments remain at a surface level. Analysis lacks depth and understanding of work and the summer assignment is only marginally addressed.
- Writer does not utilize proper grammar, usage and punctuation.