

AP English Language and Composition Entry Project

Writing provides a mirror to help us understand ourselves and others.

Welcome to AP English Language and Composition! I am excited you chose a course which will help continue your preparation for college. The intention of the entry project is to demonstrate your reading and writing skills learned sophomore year and better inform you of the work we will be doing junior year. As a result, your commitment to AP English begins now and continues through senior year.

Since our first unit will be based upon this work, successful on-time completion of the assignment below is expected. It will be due at the end of the third week of school. Per the LHS late work policy, every school day it is late 10% will be deducted from the grade received. Work handed in at the end of the fourth week of school will not receive higher than a 50.

The AP English Language and Composition curriculum focuses primarily on non-fiction and fiction works from American literature dating from the 16th century to contemporary pieces. This literature reflects a diverse representation of the culture through the authors' views, whether they are social, religious, etc. with a special emphasis on rhetoric—the art of communicating effectively. **For your entry project, complete excerpts of a memoir novel study.**

Summer Reading: Due: Third week of school

📖 Read excerpts of Teaching a Stone to Talk by Annie Dillard and complete an illustration and analysis over each chosen excerpt

- **See the attached page for detailed instructions and the grading rubric.**
- **This novel study will prepare you for the rhetorical analysis unit of the first nine weeks.**
- **I want to see your analytical and rhetorical analysis skills, along with your work ethic and writing ability. Focus on your voice and explaining WHAT, HOW, and more importantly, WHY.**

A glimpse into the future of your summer reading assignment . . .

📖 The fourth week of school will consist of small group and large group discussions over your analysis projects. To ensure reading, you will have a comprehensive test over the excerpts, to be given before class discussions begin (like all outside readings for the year). In addition, during the first few weeks of school you will complete a rhetorical analysis essay which will transition into our first unit of study. The reading strategies and skills used in your entry project will be used as building blocks for new skills introduced during the first 9-week grading period.

Essay Analysis and Illustration – (Project, two test grades)

In order to prepare for class discussion and for formal extended analytical and/or evaluative papers, you will analyze ***five of the seven*** provided Dillard essays, focusing on purpose and rhetorical choices. Your responses for Teaching a Stone to Talk by Annie Dillard will count as **two** major test grades and is due the **END** of the **third week of school**.

Essay Analysis

- You will be given seven essays by Dillard, **choose five** to analyze.
 - “Total Eclipse,” “Living Like Weasels,” “Teaching a Stone to Talk,” “On a Hill Far Away,” “A Field of Silence,” “God in the Doorway,” and “Mirages”
- At the top of each page, label correctly the title (in quotes).
- You will then discuss what you believe is the *significance or meaning* of that essay. Your focus may be on the development of meaning through Dillard’s selection of Diction, Imagery, Details, Figurative Language, or Syntax, or a combination of the categories (DIDLS).
- Finally, establish a “So What” statement—PURPOSE STATEMENT—about Dillard’s *purpose* in that particular essay. I’m looking for insight and depth. But, by no means will longer analysis grant higher grades: quality over quantity.

Your analysis may be typed, printed, and stapled together or hand-written (PEN please) in an actual journal or spiral notebook.

Illustration

For each essay,

- Illustrate an aspect of the writing.
- Include at least two quotes (correctly punctuated and visible) to support your selection of details.
- Included color and consider the overall illustration.

I understand you might not be an artist, but execution and attention to detail are still manageable if you wisely choose your quotes.

Rubric:

5 entries included and complete: 10 points each (for a total of 50 points)

5 illustrations including quote: 7 points each (for a total of 35 points)

Overall discussion/illustration shows insightful reflection on and analysis of the text: 0-15 points

If you have any questions or concerns, I can be reached at:
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Bring forth your greatness!
-Mrs. Schaible

A Note of Welcome

Dear AP English Language and Comp. students,

In junior level AP English Language and Composition, careful reading and thorough analysis is expected of each student as we progress through elements of The American Dream. Analytical readings, in-depth discussions, and insightful reflections are keys to succeeding in this course.

This open-enrollment college-level course, as prescribed by the College Board AP English Course Description, “engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.” Students become increasingly adept at determining not only a rhetor’s meaning, but also how his/her rhetorical choices convey that meaning. Students examine the “interactions among a writer’s purposes, audience expectations, and subjects” in the writing of professionals and also in their own writing. In early May, students will take their timed AP Eng. Lang exam where they will be tested on their analytical skills in reading and writing. Part One is analysis of passages and accompanying objective questions in regards to the author's rhetorical choices (grammar, diction, syntax, exigence, purpose). Part Two is writing, where they write three essays: synthesis, rhetorical analysis, and argument. ALL components are tested often throughout the year. *AP has changed many aspects of the class since last school year. Updates are still being made, so adjustments will be made where needed throughout the year.*

Discussion and participation by individual students will be a significant consideration in determining grades in this class as we examine the essays, novels, and plays in depth. Students will also be tested on the readings. Below is a list of potential readings for the school year.

Capote, Truman. *In Cold Blood*. Vintage International, 1993.

Dillard, Annie. *Teaching a Stone to Talk*. Harper Perennial, 1982.

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner Paperback Fiction, 1995.

Hawthorne, Nathaniel. *The Scarlet Letter*. Signet Classic, 1999.

Larson, Erik. *The Devil in the White City*. Vintage, 2003.

Miller, Arthur. *The Crucible*. Penguin Classics, 1995.

Miller, Arthur. *Death of a Salesman*. Penguin Classics, 1998.

Steinbeck, John. *The Grapes of Wrath*. Penguin Books, 1992.

Happy reading,
Sondra Schaible