



City of Brockton

**BROCKTON PUBLIC SCHOOLS**

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**June 9, 2021**

*(Note about the date: The links list (last page) was updated Aug 2021 to reflect links missing in the original document. That is the only change made to this document. I am keeping the original date, because that is when the document was conceived.)*

**Dear AP Student:**

## **Congratulations to your acceptance into AP Language and Composition for the 2020-2021 school year!!**

Next year you will be honing your understanding, application, and analysis of argument and rhetoric in the English language, as well as increasing your civic awareness and, hopefully, engagement in the world around you. I know the world still seems a little crazy right now, and we will address many of these issues in class.

The summer assignment will create the foundation upon which we will base most of your work throughout the upcoming year. All links to materials you will need, including the readings, are at the end of this document.

### **SUMMER ASSIGNMENT PART 1: REFRAMING the WAY YOU READ**

*AP Language and Composition requires you to analyze texts, focusing on the choices authors make and how effective they are in relation to that text's rhetorical situation.*

*Focusing on the rhetorical choices of an author- in addition to (and sometimes instead of) what the author is saying- can be challenging, because doing so asks you to read the text in a way that you may not have before! This first part of the summer assignment is going to guide you in how to read this way.*

#### **PART 1: RELEARNING HOW TO READ: READING LIKE A WRITER**

*For much of your academic career (and life), you've most likely been reading for the content- what's happening in the story/writing- and not for the craft- how the author creates the work. Therefore, you'll have to "relearn" how to read- in order to be successful in this class, you need to learn to read like a writer. This part of the summer assignment will help you with this skill.*

At the end of this document, I have linked a reading by Mike Bunn, titled "How to Read Like a Writer." This is going to be a core essay that will provide the foundation of our course. As the title suggests, Bunn teaches his reader how to read like writer. He explains what to do, why this is helpful, and he walks the reader through.

1. **Print the article or download it to your OneDrive.**
2. **Read and annotate the article.** (If you are working digitally, you can download Kami, a PDF editor, to allow you to annotate the digital text. Directions for installing are at the end of this assignment.)
  - ⇒ Note: As you are reading and annotating, keep your focus on what Bunn is saying. Underline significant moments in the text and use margin notes to summarize the key ideas or react/respond to the text. Focus on comparing and contrasting the way Bunn says to read with how you have approached reading in the past.
  - ⇒ Yes, I know it's a little ironic that you are reading this text for content, when Bunn is teaching you to do the opposite, but you'll have time to practice Bunn's methods in Assignment #2.
3. **Respond to the article.** Write a 1.5-2 page, typed, single spaced response to the text, discussing how Bunn's ideas in the article are similar to and/or different from the way you have read in the past.

- ⇒ Use sufficient references to (but not direct quotations from) Bunn’s work in your response to prove you have read and understood Bunn’s work.
- ⇒ Also use references to past works you have read and your reading experiences to support your ideas.
- ⇒ You can also choose to do this response as the last part of your summer assignment, and use your experiences with the next part of the summer assignment as the basis for your response.
- ⇒ Format your response in a way that you have an opening thesis statement, supporting body paragraphs, and a wrap up conclusion. Full introductions and conclusions are not recommended.

## ASSIGNMENT #2: PUTTING BUNN’S IDEAS INTO PRACTICE: READ LIKE A WRITER

*For the second part of the assignment, you will read two texts, employing the methods and concepts Bunn describes. Both the readings explore their authors’ relationships with language and the “languages” they use, hinting at the theme we will explore in our first unit this fall.*

### Complete the steps for each reading (reading names follow these directions):

1. **Annotate the reading**, using the same format as “How to Read Like a Writer”: Underline key moments; take margin notes that summarize and respond/react to what you are reading.  
**NOTE:** Please look up any references you are unaware of.  
 Your annotations should be in 2 colors:
  - i. **Color #1:** Reading and annotating for content- *what* the author is saying. As you are reading, focus on looking for the author’s main idea (the central message) and the content of the reading that supports this message. This is most likely the kind of annotating you are used to doing.
  - ii. **Color #2:** Reading and annotating like a writer. As you are reading, focus on employing the reading and strategies Bunn describes. Focus on what the author is *doing* in their text and why they may have made these choices- imagine the impact of these choices.
 → Please provide a key so I can tell which color describes which kind of annotation.
2. **Complete a dialogue journal for each reading**, making 5 entries per reading (for a total of 10 entries). A blank template for the dialogue journal appears at the end of this document in the links. You can also recreate the dialogue journal format if that is easier.
  - a. I would suggest filling in most of this document as you go, jumping around to the aspects that you can easily identify or ones that you can explore their impact with detail (you don’t have to know the exact word that describes the choice, but you can describe it and its impact well).

### **Reading #1:** “Always Living in Spanish,” by Marjorie Agnosín

- Marjorie Agnosín is a Chilean-American author and activist. She was born in Maryland in 1955, and her family moved to Chile soon after., when Agnosín was 2. Her family lived in a German community in Chile, where she was raised to appreciate her family’s Jewish heritage and the Chilean culture of her country. Her family returned to the United States in 1973, after a coup d’état. Speaking English, Yiddish, and Spanish, Agnosín began writing poetry at the age of 10; she writes the majority of her works in Spanish. In “Always Living in Spanish,” Agnosín explores her multilingualism and multiculturalism and the impact of her languages on her identity. She currently lives in Wellesley, MA.

### **Reading #2:** “Learning to Read” by Malcolm X

- Malcolm X was an African American civil rights leader. He was born Malcolm Little in 1925 in Nebraska to a father who was both a preacher and a civil rights activist. Despite excelling in school, Little dropped out of school at 15 when he was told by one of his teachers that his dreams of being a lawyer were not “realistic.” He moved to Boston and was soon enveloped by the city’s criminal community; he was sentenced to 10 years in jail in 1946. While in prison, he educated himself and began following the teachings of Elijah Muhammed. He changed his name to Malcolm X and converted to the Nation of Islam before being released from prison in 1952. Malcolm X became a civil rights activist, promoting the Black community to use “any means necessary” to resist racism. He had many supporters and critics. He was assassinated in 1965, shortly after publishing his autobiography. “Learning to Read” is an excerpt from his autobiography.

**\*Note of caution for both texts:** I know there are websites online that analyze these sources. You are expected NOT to utilize these outside resources. If your work does not reflect your independent thoughts, the result will be a minimum consequence of a grade of 0 for the summer assignment.

## **ONGOING, OPTIONAL PREPARATION FOR AP LANGUAGE AND COMPOSITION: PREPARE for AP ENGLISH LANGUAGE AND COMPOSITION TERMINOLOGY**

*The AP Exam requires you to know specific terms. Sometimes, the exam will explicitly test the terms, but often it will require you to know, understand, and discuss the concept the term describes.*

- While there is no collected “assignment” for this part, is it to your advantage to preview the words from the following terminology lists and begin to learn them. You will be using them all year in class and will be assessed on these words in class. While not required, some students find it advantageous to create flashcards or some other study tool during the summer.
  - **Tone Words**. Knowing, understanding, and identifying tone is integral in AP Language and Composition. You will need to know a plethora of tone words, so I have created a list of key tone words to know. You will be tested on these words shortly after the beginning of the school year. **Regular and reliable access to this list, electronically or hard copy, is required in class.**
  - **Rhetorical Terms**. Knowing the concepts behind these words is imperative to your success in the class. **Regular and reliable access to this list, electronically or hard copy, is required in class.**





### **Due Dates:**

- ⇒ Be ready to discuss any of the texts on the day we return to school (September 2, 2021).
- ⇒ The written components (notes/annotations and handout for each text) are due in class the Tuesday we return to school: September 7, 2021. If you are absent on the due date, you must email your work by 2 pm.
- ⇒ **Late assignments lose 7 points each assignment, per day.**

### **Grading:**

- ⇒ Your written work will be worth a minimum of 1 formative (quiz) grade but not more than 2 formative (quiz) grades. The worth will be determined after the work is collected.
- ⇒ Your work will be graded based on its completeness and thoroughness; your writing will also be evaluated for its quality. Incomplete work will be given partial credit, depending on the amount of work completed.
- ⇒ Within the first few days of school, we will be discussing both texts and how to use your work to begin crafting a rhetorical analysis. We will walk through the initial steps together using one of the texts, and then, within the first few weeks of school, you will write your own rhetorical analysis on the other text. This will count as a test (summative grade).

### **THINGS TO KEEP IN MIND:**

-  **AP English Language and Composition is a college-level course, not a preparation for college. Students who find the greatest success are focused, motivated, and diligent in their studies.**
-  I recommend beginning the assignment as early as possible. Consider creating a schedule of mini-deadlines over the summer to complete your work.
-  Your annotations and notes should help you understand the concepts explained in these texts. The assignment forms the foundation for your future classwork, so you will do yourself a disservice by skimming and/or skipping sections of these texts.
-  If you have questions or concerns, please email me at [maurawolfe@bpsma.org](mailto:maurawolfe@bpsma.org) from your **school email** address. Write your name and an appropriate subject in the subject line. Please keep your questions simple, concise, and professional (i.e., proofread your email!) I check my email occasionally over the summer.  
**Please note:** I am unavailable between the dates of June 10-18, 2021 and August 25-August 31, 2021.

**I'm looking forward to our year together next year. Have as great but safe summer!**

Mrs. Wolfe ☺

# Important Links:

Below you will find links to all documents mentioned in the summer assignment. Hold down the CTRL key while clicking the link to activate it.

<u>Resource/Site Name</u>	<u>Link</u>
<b>Readings (Note: If any of the links do not work, you can use any PDF version of the text, available online.)</b>	
“How to Read Like a Writer” by Mike Bunn	<a href="https://www.writingspaces.org/sites/default/files/bunn--how-to-read.pdf">https://www.writingspaces.org/sites/default/files/bunn--how-to-read.pdf</a>
“Always Living in Spanish” by Marjorie Agnosín	<a href="https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/ETvm6Xp67YJJvPFw40Hsl70BgBWwLm5dn3pE2PUnSCnVcA?e=X3fFtb">https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/ETvm6Xp67YJJvPFw40Hsl70BgBWwLm5dn3pE2PUnSCnVcA?e=X3fFtb</a>
“Learning to Read” by Malcolm X	<a href="https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/EWrqQxYQ0aBHszBJjgwfcm4BNw5pmS72tACeEhGgV4xQ8A?e=Zr5WVO">https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/EWrqQxYQ0aBHszBJjgwfcm4BNw5pmS72tACeEhGgV4xQ8A?e=Zr5WVO</a>
<b>Resources:</b>	
How to Install Kami	<a href="https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/EcmqqH8XVUNGhbR3FUbt1zMBf-22SWlfPAI5Eb_51_hXiQ?e=TZM0Lu">https://brocktonpublicschools-my.sharepoint.com/:b:/g/person/maurawolfe_bpsma_org/EcmqqH8XVUNGhbR3FUbt1zMBf-22SWlfPAI5Eb_51_hXiQ?e=TZM0Lu</a>
Directions and Template for Dialogue Journal	<a href="https://brocktonpublicschools-my.sharepoint.com/:w:/g/person/maurawolfe_bpsma_org/EZVkJKNW_EtBGs1B3Y-92ihUBlrB9bbcJrKKqCLyhBqzqQQ?e=iiy25M">https://brocktonpublicschools-my.sharepoint.com/:w:/g/person/maurawolfe_bpsma_org/EZVkJKNW_EtBGs1B3Y-92ihUBlrB9bbcJrKKqCLyhBqzqQQ?e=iiy25M</a>
<b>OPTIONAL Terms to Know:</b>	
<u>List of AP Language Rhetorical Terms</u>	<a href="https://tinyurl.com/mrswolferhetoricalterms">https://tinyurl.com/mrswolferhetoricalterms</a>
<u>AP Language and Composition Tone List</u>	<a href="https://www.vocabulary.com/lists/6820099">https://www.vocabulary.com/lists/6820099</a>