

Advanced Placement English Language and Composition and Advanced Placement English Literature and Composition at James Bowie High School

These classes are taught at the college level. Their major purpose is to prepare you to succeed in college-level English courses while simultaneously addressing the TEKS for grades 10th and 12. The pace will be fast and demanding. You can expect a wide variety of literary material, a specific concentration on critical analysis, and the intensive development of advance rhetorical and composition techniques. Although evaluation of your work must be equally demanding, students will be compensated by honor points included in calculating their GPAs. Your willingness to meet the demands of this challenging course should bring great rewards—both tangible and intangible.

Credit for advanced college placement will be determined by your performance on the Advanced Placement examinations administered in May by Bowie counselors, or by your performance on other placement tests administered by personnel from your chosen college. Policies differ from one institution to another. It is your responsibility to secure (*in writing*) the policy of the college of your choice. You will contact your counselor to make arrangements for taking the test. Although the test costs more than \$50, the time and money saved by testing out of a college course far exceeds this fee. There are provisions for reduced fees.

Because the AP English courses provide an opportunity to complete advanced work before matriculating, certain policies are necessary. **A college-level student is expected to be responsible.** This means that s/he must attend to deadlines without constant reminders. The department penalty is 20 points per day. Since AP students will be reading literary selections that frequently appear on the AP tests, some of these selections may be beyond the level of sophistication and maturity usually found in high school anthologies. In an effort to provide enrichment opportunities for AP students, students may be asked to purchase one or two paperback books during the year. **It is expected that all AP students will arrive at the beginning of the fall semester having done all of the summer reading assignments.**

It is very important that you and your student select courses for next year with careful consideration. ~~June 10~~ **May 1** will be the absolute deadline for any student or parent to request changes. This must be done through **written communication** with the data processing office at Bowie. **After ~~June 10~~ May 1, requests for level changes (AP to academic) will not be considered until a student has been in class for two weeks. Such requests will go to committee for review and decision.**

It is important that students learn to face challenges and that they understand the meaning of commitment. Furthermore, students' course selections determine the master schedule, the hiring and reassignment of teachers, the purchase of classroom materials; so we will strictly adhere to these deadlines.

With their signatures on the James Bowie High School Course Contract, parents and students acknowledge their understanding of the commitment required to succeed in the selected course.

James Bowie High School

AP English Grades 11-12 Summer Reading Requirements for 2010-2011

***DUE THE DAY YOU ARRIVE IN CLASS!! ***

For students who are new to Bowie and do not receive this within two weeks prior to the opening of school, see your teacher for an alternative due date.

1. Read the selection(s) for your grade, listed below.
2. Identify the one or two most important theme(s) of the work from the following list:
 - a. A just individual does have obligations toward society.
 - b. A just society does owe obligations to an individual.
 - c. There are limits on individual freedom.
 - d. An individual can only judge right from wrong on the basis of his/her background, morals, culture, etc.
 - e. An individual has an obligation to confront injustice.
 - f. The kind of government that is most effective is _____.
 - g. A society contends with the dichotomies presented by freedom and equality by _____.
 - h. An individual experiences redemption by/through _____.
 - i. The role of love (define) in the redemption of an individual and/or of society is _____.
 - j. The accumulation of power and money does/does not inevitably lead to a loss of spirituality.

READING JOURNAL: The books on the *Summer Reading List* were selected because they often appear on the AP English Exams. Reading these books will help prepare you for these exams. Design a reading schedule and deadlines! While reading your selection(s), note quotations that follow the **themes** listed in this handout, then list them in a double entry reading log format, as described below:

3. Create a reading journal for each work by folding several loose-leaf pages in half vertically to make two equally long columns. Label the left-hand column "Quotations" and the right-hand column "Connection."
4. As you reread the story, copy out 15 quotations (short passages from one sentence to one paragraph in length), which you feel are significant in terms of understanding the writer's key idea(s), a recurring or important theme, in the left-hand column.
5. In the right-hand column, provide your analysis and reflection on what ties each quotation to that one theme or idea.
6. To submit your reading journal on the first day of classes, bind it into a folder or put into a binder with your name and date clearly identified on the front of the folder.

Evaluation:

- Selection and tracking of 15 quotations taken from throughout the work
- Depth of thought on connection of quotation to theme/idea
- Neatness counts. This must be in your own legible handwriting (not typed).
- Must be your own original work. **Do not plagiarize.** Any journal entries that are identical to someone else's or any study aid (e.g. *Spark Notes* or *Cliffs Notes*) will receive a zero.
- Due date is the first day of school in August. There will be a penalty assessed for each day late (except for excused absences).

The List for Grade 12 AP Literature and Composition

Required for all AP seniors: (two selections):

King Lear by William Shakespeare and **ONE** of these:
Song of Solomon by Toni Morrison **OR**
Frankenstein by Mary Shelley

The List for Grade 11 AP Language and Composition

Required for all AP juniors :

The Grapes of Wrath by John Steinbeck

ANALYSIS (your assignment) vs. PLOT SUMMARY

TEXT: “If only [grown-ups] could send us something, a sign or something....’
But a sign came down from the world of grown-ups, though at the time there was no child awake to read it. There was a sudden bright explosion and corkscrew trail across the sky; then darkness again and stars. There was a speck above the island, a figure dropping swiftly beneath a parachute, a figure that hung with dangling limbs.” (Golding, *Lord of the Flies* 94-5).

PLOT SUMMARY answers the questions *What is happening? What caused this? What happens next?*

The boys are stranded on an island without any adults and are starting to have conflicts among themselves. Some of the boys start to wish for some adult supervision to assist with their problems. The sign from the adult world is a parachutist floating down from his blown up jet fighter. The boys are asleep and do not see him. This parachutist lands on the mountaintop where Samneric see it and think it is a beast. Ralph, Jack, and Roger see it from afar and confirm that it is a beast. Only Simon investigates close up and discovers it is just a dead man, but the other boys kill Simon, mistaking him for the beast, before Simon gets a chance to tell them the news.

ANALYSIS answers the questions *Why is this important to understanding the work? What can be inferred? How does this help the reader understand theme?:*

The stranded kids want adult society to help them solve their problems that have split them into two competing groups. The “sign” the kids receive from the world of adults is a dead pilot shot down in an aerial dogfight. This indicates that the grown-ups have no more self-control than the kids and are, in fact, waging war among themselves instead of rationally and diplomatically trying to solve their differences. Adults tend to resort to violence when confronted with opposition, and children inherit this desire to dominate and thrive on the thrill of hurting others who differ. Because this “essential illness” is inherent in all mankind, William Golding implies that the boys are just behaving according to their natural instincts. This means a functioning utopian society of total freedom for all is impossible. The most effective type of government is one that establishes clear boundaries of behavior (and just consequences for breaching those boundaries) in order to keep man’s innate violence caged.

In short, AVOID PLOT SUMMARY!!! You may provide a very brief context for the quotation, but the majority of your response must be focused on insight and analysis. Figure one-quarter of your answer can be context; three-quarters of your answer must be analysis. NEVER paraphrase the quotation – your teacher is well-versed in the work and does not require your “translation”! Your analysis should be at least twice as lengthy as the chosen text passage. Be sure to connect your analysis to a major thematic statement.