

AP English Language 2020
Summer Reading
Mr. Sullivan (tsullivan@serrahs.com)

Summer Reading Book 1

***Blink* – Malcolm Gladwell**

ISBN # 13: 978-0316010665

Assignment #1: Enroll in the *AP English Language Summer Google Classroom - Summer Reading*. Use this access code - **zoyqfpa** - to complete your enrollment.

Assignment #2: Read ***Blink*** by Malcolm Gladwell. It is an excellent resource book which will give us a common vocabulary and structure for our reading.

Assignment #3: As you read, log on weekly to the *AP English Language Summer Google Classroom* to answer key questions. These will serve to pace your reading. As of June 1, there will be 6 topics posted. Throughout the month I will add topics/prompts. Your minimum participation in this discussion group is as follows:

- Respond to **at least 5** discussion topics/prompts. Try to stretch and grow in your responses. Say important things, raise the bar in your critical thinking.

Please complete these three assignments before June 30.

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Summer Reading Book 2

Into the Wild - Jon Krakauer

ISBN # 9780385486804

During the month of July, we will shift the focus of our discussion group to Jon Krakauer's *Into the Wild*. You can purchase and read any edition of the text...there are several to choose from.

Assignment #1: Read the text of Jon Krakauer's *Into the Wild*

Assignment #2: As you read, log on weekly to the *AP English Language Summer Google Classroom* and respond to the discussion topics posted. Your participation in this discussion group is as follows:

- Respond to at least 5 discussion topics. Consider any connections between *Blink* and *Into the Wild*.

Please complete all summer reading assignments by August 15.

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**AP English Language
Generic Scoring Guide & Percentile Grading Table**

This scoring guide employs the language common to all AP English Language scoring guides. Specific assignments will call for some slight modifications.

The Percentile System: Throughout your high school years, you have been trained to calculate your grades according to a percentage system. In this class, we will be using a percentile system. It is through this system that you can compare yourself to other students' performance in the class (and nationally). The College Board advocates that AP English teachers employ this scale to familiarize you to their performance ratings before you take the exam. If necessary, we will adjust the scale to reflect your current achievement.

99 – 77	A
76 – 66	A-
65 – 62.5	B+
62 – 57.5	B
57 – 55	B-
54 – 44	C+/C/C-
43 – 0	Doom

The Scoring Guide

General Directions: This scoring guide is designed so that the same performance expectations are applied to all student responses. All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into the holistic evaluation of an essay's overall quality. In no case should a score higher than a 2 be given to an essay with errors in grammar and mechanics that persistently interfere with understanding of meaning.

9 – Essays earning a score of 9 meet the criteria for the score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 – Effective - Essays earning a score of 8 effectively **analyze*** the target text according to the language of the prompt. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 – Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate - Essays earning a score of 6 adequately analyze the target text according to the language of the prompt. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

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5 – Essays earning a score of 5 analyze the target text according to the language of the prompt. The evidence and explanations used to develop their analysis may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

4 – Inadequate - Essays earning a score of 4 inadequately analyze the target text according to the language of the prompt. These essays may misunderstand the passage, misrepresent the rhetorical strategies, or analyze these strategies insufficiently. The evidence and explanations used to develop their analysis may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student's ideas but may be inconsistent in controlling the elements of effective writing.

3 – Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the target text in relation to the prompt. They are less perceptive in their understanding of the passage or the author's strategies, or the evidence and explanations used to develop their analysis may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 – Little Success - Essays earning a score of 2 demonstrate little success in analyzing the target text in relation to the prompt. The student may misunderstand the prompt, misread the passage, fail to analyze the strategies the author uses, or substitute a simpler task by responding to the prompt tangentially with unrelated or inaccurate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 – Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 – Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, *analysis* means explaining the *rhetorical choices* an author makes in an attempt to achieve a particular *effect* or purpose.

IMPORTANT NOTE: The College Board has begun using a 6 point scale for assessing written student responses. I will instruct you in its use and share samples of that scoring guide with you in the fall semester.