

AP English Language & Composition

By
Dr. Charles Johnson

"Imaginative work...is like a spider's web, attached ever so lightly perhaps, but still attached to life at all four corners.... But when the web is pulled askew, hooked up at the edge, torn in the middle, one remembers that these webs are not spun in midair by incorporeal creatures, but are the work of suffering, human beings, and are attached to the grossly material things, like health and money and the houses we live in. "

--Virginia Woolf, *A Room of One's Own*



Introduction

Since I am relatively new here at Alexis I. DuPont High School, I thought I would introduce myself. Actually, I have accumulated 30 years of high school teaching experience in Delaware and mostly in the Red Clay School district. The first 25 were at Dickinson High School, where I served as English Department Chair and President of the Delaware Association of Teachers of English. While there, I also worked as an adjunct professor at Goldey-Beacom College for 10 years, and I next went to the College full time as Chair of Arts and Sciences. During my tenure there, I published one book on business writing and over 100 articles in newspapers, magazines, and journals.

Next, I began a "business" career as the general managers of a chemical company and later as the operations manager of a multi-state publishing company. I continued publishing articles in magazines and in refereed journals, training manuals, personnel policy manuals, public relations and marketing pieces, and a second book on managing diverse human resources.

Obviously, I am now beginning my sixth year here at Alexis I. DuPont High School and am completing a third book of teaching students with diverse backgrounds and hope to begin a fourth book on teaching writing and grammar to high school students.

Contact Me

Please check my web site often. The address is
www.myschoolonline.com/de/EnglishisGame

You will find

1. A calendar of forthcoming assignments
2. A copy of this syllabus
3. Helpful links

4. A direct link to my home E-mail
5. A direct link to mygradebook

Also, you can check progress by going to www.mygradebook.com. To enter, the class word is syntax11 and the password is your school ID number. Once on, you can **add personal E-mail addresses** so that I can update you whenever grades are posted. My school E-mail address is charles.johnson@redclay.k12.de.us. Finally, you can track quizzes on www.quizlab.com.

AP English Language and Composition: A Focus on Rhetoric

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. To accomplish this task, the course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

What makes AP English Language & Composition different from other high school English courses is its focus on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. To best serve the students' learning, this course should focus primarily on nonfiction.

While preparing students to take the Advanced Placement Test in English Language and Composition, this course provides training in prose analysis as well as analytical and persuasive writing. In addition to practicing essay test-taking techniques, organization, and time management, students study the interactions among subject, authorial purpose, audience needs, generic conventions, and the resources of the English language. Assignments include a directed narrative, analyses of test questions, analyses of rhetorical strategies, persuasive and expository essay writing, and grammar reviews. Students will also practice taking multiple choice tests that mirror those found in the exam.

Major Course Goals

Upon completing the course students should be able to:

1. Comprehend the content of selected pieces of literature that will be read in class.
2. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
3. Independently analyze, summarize, and interpret the works they encounter and express their responses in creative and informal writing.
4. Respond personally and reflectively to a range of rhetorical literature.

5. Write in informal contexts (e.g., imitation exercises and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
6. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their writings.
7. Have a working vocabulary in rhetoric.
8. Write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).
9. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
10. Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
11. Organize an essay by developing ideas, responding to questions and citing evidence.
12. Write clearly and effectively analyzing all types of literature and practice the steps in the writing process.
13. Possess a strong command of the writing process and develop the knowledge and strategies required for editing their own and others' work in peer critiques.
14. Analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.
15. Write essays for a variety of audiences.
16. Develop research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which ask students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
17. Understand MLA documentation and cite sources using the Modern Language Association's formats.
18. Take and pass the 3-hour Advance Placement test, which may provide college credit, based upon test scores.

Classroom Environment

All members of the classroom will treat each other at all times with civility and respect. I would like to create a feeling in the classroom of relaxed seriousness of purpose, in which humor and enjoyment of discussion are valued, and speculation encouraged. Dialogue with the teacher and other students about subject matter pertinent to the content of the course should be unfettered by feelings of self-consciousness or intimidation. Serious, critical response to texts will be modeled and encouraged and, in turn, expected of students.

Toward this end, the following classroom rules will be observed:

- All school rules will be followed in the classroom.
- Everyone must listen when another person is addressing the class, whether this person is the teacher or another student.

- Through common courtesy, show respect for the principles, property, and pursuits of other class members.

Absences

Students are responsible for getting missed assignments and for making up classroom activities. Excessive absenteeism is a major impediment to a student's gaining a good grade.

Plagiarism

“Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.” (*MLA Handbook for Writers of Research Papers*, Fifth Edition, pg. 30). **Any plagiarized paper will receive a failing grade of zero.**

Material Needed in Class Everyday

The text we are studying

A three-ring binder with a section devoted to English handouts

Pencil and pen: #2 lead

A disk or CD

Textbook.

This course uses the CliffsAP *English Language and Composition*, 3rd edition (ISBN: 13-978-0-471-9368-7) test preparation guide by Barbara V. Swovelin. **The text is available at Borders and student's buying a copy for home use is recommended.**

Why CliffsAP?

While teachers and serious literature students frown (and even glower) at the idea of substituting a reader's guide for the actual READING of a novel, most AP teachers on the College Board's AP English email list endorse the use of a study guide. The same company that prints CliffsNotes publishes a series of comprehensive AP Study Guides. I have chosen this affordable guide because it includes a clear view of the overall test and provides numerous practice tests based on actual past exams. More impressively, it includes not only the answers to the multiple choice section but also explanations of the answers; and for the essays, it supplies the rubric (scoring guide) used for evaluating the essays, examples of student essays, and analyses of these essays.

Grading

Assessment is ongoing feedback, which is a necessary component of the writing process. It is not something that only happens at the end of a project. Thus the course provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Consequently, students will be able to receive multiple assessments of a piece by submitting drafts for feedback. First, students will complete a planning packet for the assigned essay. After proofing, the essay will again be revised and proofed with both peer and teacher help. Next, the teacher will proof and grade the essay, which then may be rewritten. Each of these four stages will constitute 25% of the paper's final grade. Thus, students write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP examination, the writing experience may help make students more self-aware and flexible writers and thus may help their performance on the exam itself. Writing assignments will comprise 40% of a student's marking period grade. That is, 10% will come from writing an expository essay; 10%, from writing an argumentative/persuasive essay; 10%, from writing a documented essay. The final 10% will come from writing literary analyses of required outside readings. Grammar tests will also comprise 20%. In addition, each student will be expected to:

- Submit a written critique of his or her progress on successful literary analyses, noting strengths and weaknesses and providing an action plan to overcome the weaknesses. Supporting results of such analyses completed in the textbook should be attached. This will comprise **10%** of the marking period grade.
- Submit a written critique of his or her progress on in-class essays, noting strengths and weaknesses and providing an action plan to overcome the weaknesses. This will comprise **10%** of the marking period grade.
- Teach a vocabulary lesson and complete a display. This will comprise **10%** of the marking period grade.
- Submit five (5) anchor essays. This will comprise **10%** of the marking period grade.
- **A late paper will receive a deduction of 10 points for every day it is not submitted. Papers are due in class, not by the end of the day. Any paper late more than three (3) days will receive a zero (0).**

Manuscript Preparation

The craft of writing is the final production of it; that is, the way it is fashioned into a finished form for publication. For documents submitted in this class, students should follow the APA or MLA Style Guide. Furthermore, the following manuscript guidelines will be used:

- Margins will be 1 inch
- Everything will be double spaced
- Font will be either 10 or 12 point Times New Roman
- Pagination will appear in a header at the upper left side
- Student's name and the date submitted will appear on the upper left of the first page (no title page)
- Students will triple space between the name/date and the centered title of the paper
- Title will not be bold or in a different font or font size

Overview of Major Assignments for the Academic Year

First Marking Period Assignments

Students will be introduced to the AP Language and Composition examination and the text. Also, strategies for answering “multiple choice” questions, for time management, and for “prompt-driven” planning of essays will be reviewed. Students will take a number of practice tests, complete about eighteen (18) multiple choice literary analyses practices, and write about 12 in-class essays on various topics related to diverse literature written by such authors as Dylan Thomas through Nathaniel Hawthorne. The writing process will be reviewed and special attention will be paid to writing a “classification” essay, a “persuasive” essay, and a “literary analysis.”

Students will complete the following writing tasks:

- Three literary analyses on summer reading
- Two literary analyses on books required to be read during the marking period.
- One expository essay: Classification (process)
- One persuasive essay (process)
- One documented essay (process)
- Five anchor essays

AP-related vocabulary will be introduced throughout the year through student oral reports and with mastery quizzes on www.quizlab.com. Grammar will be reviewed throughout the year, as well. However, other specific topics explored in the first marking period are “rhetoric,” fallacies of logic, beginning and ending the essay, proofreading, and MLA format.

Second Marking Period Assignments

Students will continue to take a number of practice tests, complete about eight (8) multiple choice literary analyses practices, and write about 19 in-class essays on various topics and related to diverse literature written by John Adams, Susan Sontag, Rick Riley, and Andrea Lee.

Students will complete the following writing tasks:

- Two literary analyses
- One expository essay: Definition (process)
- One argumentative essay (process)
- One documented essay (process)
- Five anchor essays

Other specific topics explored in the second marking period are transition, the use of humor, tone and voice, style, sentence variety, alluding, description, parallelism. Special attention will be paid to introducing the essay, strengthening body paragraphs, and closing the essay. Proofreading and MLA format will be reviewed. Moreover, practice in critical reading will be provided with mastery quizzes on www.quizlab.com.

Third Marking Period Assignments

Students will continue to take a number of practice tests, complete about eight (8) multiple choice literary analyses practices, and write about 20 in-class essays on various topics presented on the AP website.

Students will complete the following writing tasks:

- Two literary analyses
- One expository essay: Comparison/Contrast (process)
- One expository essay : Cause/Effect (process)
- One documented essay (process)
- Five anchor essays

Other specific topics explored in the third marking period are paraphrasing, summarizing, rhetoric, word choice, and clarity.

Fourth Marking Period Assignments

Students will continue to take a number of practice tests, complete about eight (4) multiple choice literary analyses practices, and write about 10 in-class essays on various topics and related to diverse literature.

Students will complete the following writing tasks:

- One expository essay (process)
- One argumentative/persuasive essay (process)
- One “college” essay (process)
- One “Hamlet” essay
- Five anchor essays

Other activities will focus upon strategies for finding success on the forthcoming AP exam.

Tentative Daily Activities: Alexis I. DuPont High School has a rotating, seven-day schedule, with one class rotating out each day.

Marking Period One

Cycle One

Day 1: Review syllabus and assign oral presentation topics, give out books, etc.

Day 2: Review exposition, narrative, and argumentative essays and review vocabulary. Review writing a literary analysis essay.

Day 3: Review sentences and paragraphs. Write book report from summer reading list

Day 4: Review subjects and verbs. Write book report from summer reading list.

Day 5: Practice identifying subjects and verbs. Write book report from summer reading list.

Long Period: Summarize AP Lang. And Comp. Essay--In a well-written essay describe the AP Lang. And Comp. Examination.

Cycle Two

Days 1 & 2: Voc. Presentation. Submit essay from long period. Assign exposition essay (classification) Review writing a classification essay.

Days 3 & 4: Submit expository essay from day 2. Take Sample Multiple-Choice Test (Set 1) on pp. 22-26 and review answers on pp. 26-27. Voc. presentation Essay: In a well-written essay, give a general description of the multiple-choice section of the AP exam. Review strategies for taking multiple choice tests.

Day 5: Read "Crumbs of One Man's Years" by Dylan Thomas and answer multiple-choice questions. Voc. presentation

Long Period: Voc. Presentation. Review persuasive essay and assign essay. Discuss persuasion and argumentation. Grammar test on subject complements. Discuss writing introductions and thesis statements.

Cycle Three

Day 1: Voc. Presentation. Read excerpt from *Scarlet Letter* and answer multiple-choice questions

Days 2 & 3: Voc. Presentation. Take Set 2, pp. 27-30 and review answers. Introduce writing persuasive essay..

Day 4: Review MLA documentation and assign documented essay

Day 5: Writing workshop. Voc. presentation

Long Period: Voc. Presentation. Grammar test: indirect/direct objects.

Review book report form. Assign book report.

Cycle Four

Day 1: Voc. Presentation. Essay; In a well-written essay, describe the essay section of the AP exam

Day 2: Voc. Presentation. Submit argumentative essay. Complete "question" p. 41. Discuss "rhetoric" and fallacies of logic.

Day 3: Voc. Presentation. Score "Question One" essay, pp. 41-44 Discuss "rhetoric" and fallacies of logic.

Day 4: Complete "Question 2," p. 45. Voc. Presentation. Discuss "rhetoric" and fallacies of logic.

Day 5: Score "Question Two," pp. 45-48. Voc. Presentation. Submit documented essay. Discuss closing an essay.

Long Period: Voc. Presentation. Grammar test: adjectives and adverbs.

Write book report on summer reading and select book for next marking period

Cycle Five

Write portfolio-writing analysis essay and submit

Write portfolio-test-taking analysis essay and submit

Submit final draft of expository essay

Submit final draft of argumentative essay

Submit final draft of book report

Submit completed (5) anchor activities

Marking Period Two

Cycle One

Days 1-4: Voc. Presentation. Four essays on John Adams article

Day 5: Two Andrea Lee essays. Voc. Presentation

Long Period: Voc. Presentation. Discuss writing expository essay (definition). Audience identification and topic selection. Grammar test: prepositional phrases. "No man's Land" by Rick Reilly. Discuss use of humor.

Cycle Two

Day 1: Discuss essay writing—writing introductions

Day 2: Writing workshop. Voc. Presentation. "The Weak Shall Inherit the Gym" by Rick Reilly

Day 3: Voc. Presentation. Writing body paragraphs. Transition.

Day 5: Mini-test. Voc. Presentation

Long Period: Voc. Presentation. Grammar test: verbals. Writing workshop—close paragraphs: "No man's Land" by Rick Reilly. Discuss tone and voice.

Cycle Three

Days 1-5: Review 2004 AP Eng. Lang. & Comp. Exam. Voc. Presentation. Introduce persuasive essay. Discuss descriptive writing. Long Period: Voc. Presentation. Grammar test: clauses. Refine definition of argumentative essay and assign essay. Discuss voice.

Cycle Four

Day One: Discuss parallelism.
 Day 2: Writing workshop. Voc. Presentation. Discuss style.
 Day 3: Submit expository essay. Voc. Presentation. Discuss sentence variety.
 Day 4: Review MLA and assign documented essay
 Day 5: Writing workshop. Voc. Presentation. Discuss sentence variety.
 Long Period: Submit argumentative essay. Voc. Presentation. Grammar test: parsing sentences. Discuss alluding.

Cycle Five

Write portfolio-writing analysis essay and submit
 Write portfolio-test-taking analysis essay and submit
 Submit final draft of expository essay
 Submit final draft of argumentative essay
 Submit final draft of book report
 Submit completed (5) anchor activities

Marking Period Three

Cycle One

Day 1: Discuss description and assign expository essay—comparison and contrast Voc. Presentation
 Days 2-5: AP practice test one. Voc. Presentation
 Long Period: Grammar test: irregular verbs. Active/passive voice. Voc. Presentation

Cycle Two

Day 1: Discuss persuasive essay Voc. Presentation
 Days 2-5: AP practice test 2. Voc. Presentation
 Long Period: Grammar test: pronoun use. Expository essay due. Assign argumentative essay. Voc. Presentation

Cycle Three

Day 1: Discuss paraphrasing.
 Day 2-5: AP practice test 3. Voc. presentation Review MLA and assign documented essay
 Long Period: Grammar test: agreement. Voc. Presentation. Argumentative essay due. Discuss summarizing.

Cycle Four

Day 1: Discuss rhetoric.

Days 2-5: AP practice test 4 Documented essay due. Voc. presentation

Long Period: Voc. Presentation. Grammar test: capitalization. Writing workshop. Book report due

Cycle Five

Write portfolio-writing analysis essay and submit

Write portfolio-test-taking analysis essay and submit

Submit final draft of expository essay

Submit final draft of argumentative essay

Submit final draft of book report

Submit completed (5) anchor activities

Marking Period Four

Cycle One

Day 1: Discuss argumentative essay and assign essay. Voc. Presentation

Days 2-5: AP Practice test five. Practice essays from AP website Voc. presentation

:Long Period. Grammar test: Punctuation

Cycle Two

Day 1: "Real Battles and Empty Metaphors," by Susan Santag. Voc. presentation

Day 2: "Mr. Las Vegas" by Danke Schoen. Voc. presentation

Day 3: Essay from AP website. Voc. presentation

Day 4 Practice essay from AP website.. Voc. presentation

Day 5: Practice essay from AP website. Voc. presentation

Long Period: "Elizabeth I's Golden Speech" Essay due. Voc. Presentation. Grammar test: punctuation

Cycle Three

Days 1-5: Review for AP test. Submit completed (5) anchor activities.

Submit final draft of expository essay

Submit final draft of argumentative essay

XXX AP TEST XXX

Long Period: Writing the college application letter

Cycles Four and Five

Spelling

College Essay

Hamlet Essay

Write portfolio-writing analysis essay and submit

Write portfolio-test-taking analysis essay and submit

Anchor Activities

Many students, because of prior experience, interests, and opportunities, may bring to a topic prior knowledge and skills that have been acquired over time. If any students are already very accomplished in some area, anchor activities will be provided to enrich their curriculum, enhance and stretch their thinking, and help them develop into more self-directed learners; for example, additional contemporary essays and articles will be provided for analysis, opportunities for peer to peer tutoring will be provided, extra time for research will be possible, etc.

Anchor Topics

01. When there is a choice between obeying the law and following one's own beliefs, it is best to follow one's beliefs.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which it might not be best to follow one's own beliefs rather than the law. Discuss what you think determines when it is justified to follow one's own beliefs rather than obey a law.

02. The function of the press should be to report only the facts of daily events, not to influence the public's opinion about those facts.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation when the press might be justified in attempting to influence the public's opinion. Discuss what you think determines whether or not the press should attempt to influence public opinion.

03. A country's strength increases in direct proportion to its freedoms.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a country's strength might not increase in direct proportion to its freedoms. Discuss what you think determines when a country's strength will increase in direct proportion to its freedoms and when it will not.

04. The media's use of unethical investigative practices is never justified.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the media's use of unethical investigative practices might be justified. Discuss what you think determines when the media's use of unethical investigative practices is justified and when it is not.

05. Our belief in an idea only lasts until the introduction of the next idea.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which an idea might continue to be believed even after the introduction of an idea that challenges it. Discuss what you think determines whether or not our belief in an idea will be displaced by a new idea.

06. In politics, the most popular course of action is usually the correct course of action.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific political situation in which the most popular course of action might not be the correct course of action. Discuss what you think determines when the most popular course of action will be the correct course of action.

07. Successful leadership is a matter of allowing everyone to share responsibility.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific political situation in which successful leadership might not be a matter of allowing everyone to share responsibility. Discuss what you think determines when successful leadership is a matter of allowing everyone to share responsibility and when it is not.

08. In politics, campaign promises are seldom kept after the election is won.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a campaign promise is likely to be kept after an election is won. Discuss what you think determines whether a particular campaign promise will be kept.

09. It is sometimes necessary to restrict individual freedom for the sake of social order.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which individual freedom should not be restricted. Discuss what you think determines when individual freedom should take precedence over social order.

10. New developments in technology have caused us to become less creative.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a development might not cause us to become less creative. Discuss what you think determines when new developments in technology cause us to become less creative.

11. Citizens who enjoy a country's benefits during peacetime have a responsibility to support their nation in time of war.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which citizens might justifiably not support their nation in time of war. Discuss what you think determines whether or not citizens should support their nation in time of war.

12. The role of technology should be to improve human life, but not to affect human values.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which technology might justifiably affect human values. Discuss what you think determines whether or not technology should affect human values.

13. A business's main purpose should be to make profit.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the main purpose of a business might justifiably be something other than making a profit. Discuss what you think determines whether or not the main purpose of a business should be to make a profit.

14. Youth and innovation are sometimes more beneficial in politics than are age and experience.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which age and experience were or might be more beneficial than youth and innovation. Discuss what you think determines whether youth and innovation are more beneficial than age and experience in politics.

15. Caution is often the best guide for government.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which caution might not be the best guide for government. Discuss what you think determines when caution is the best guide for government and when it is not.

16. A person who enters public life is necessarily forced to surrender some degree of personal privacy.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a public figure should not have to surrender personal privacy. Discuss what you think determines when a public figure's personal privacy ought to be surrendered.

17. Wealthy politicians cannot offer fair representation to all the people.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a wealthy politician might offer fair representation to all the people. Discuss what you think determines whether a wealthy politician can or cannot offer fair representation to all the people.

18. The more people rely on computers, the more people become alienated from one another.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which computers might not alienate people from one another. Discuss what you think determines whether or not computers alienate people from one another.

19. Progress often complicates as much as it simplifies.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which progress does not complicate as much as simplifies. Discuss what you think determines when progress complicates and when it simplifies.

20. Laws cannot change social values.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which laws can change social values. Discuss what you think determines when laws can change social values and when not

Strategies for Success on the AP Language and Composition Examination

Reading is the process of constructing meaning through the dynamic interaction among:¹

- The reader's existing knowledge,
- The information suggested by the written language, and
- The context of the reading situation.

Four general purposes of reading are:

- To gain information
- To perform a task

¹ J. Paterno. (2000). *Secondary Reading Strategies*. Found December 10, 2004, at <http://www.angelfire.com/wa2/buildingcathedrals/SecondaryReadingStrategies.html>

- To experience and enjoy literature
- To form opinions

1. Take inventory of what you will be reading.

Think about what you already know about the subject. Write down some notes on these thoughts. Look over the material you are reading - look for key words and phrases that may be in italics or boldface. Look for any graphs, captions, pictures or other graphics. See if there is a summary at the end or a set of comprehension questions. Most textbooks have summaries and questions. These can be very helpful to guide your reading. You should always read the summary and the questions before you read the text. These will give you a good idea of what to look for when you read. Remember: not everything in the text is equally important: read for the main ideas.

2. See the forest, not the trees!

There is an English idiom that says, "You can't see the forest for the trees." This means that a person cannot see the overall picture or idea because she/he is concentrating on the details too much. When you are reading, don't try to understand every word - get the overall idea.

3. Don't just read ---WRITE!

Take notes while you are reading. Sometimes notes can be words and phrases that help you remember main ideas. However, you can also draw pictures or diagrams of key ideas. It's like drawing a map with roads connecting different cities or locations. If each location is an idea, connect them together in your notes.

4. If at first you don't succeed, try, try again.

If possible, read the text more than once.

5. Don't be afraid to make guesses.

Try to guess at meaning by looking at the context. The sentences and words immediately before and after the point you are reading can give you good ideas.

6. Try to analyze the text.

Look for the introduction and conclusion. Look for the topic sentences in each paragraph.

7. Make connections.

Try to make connections between main ideas and supporting details. Well-written texts will attempt to make connections of their ideas in a logical way.

8. Summarize & Paraphrase.

When you have finished reading a paragraph or a portion of the text, stop and try to summarize in your own words what you have read. You can do this in your notes or you can explain it orally to someone else.

9. Talk with your friends.

Discuss what you have read with others who have also read the same text.

SQ3R Strategy for Students

When you read, it is important to have a strategy or a plan for reading effectively. If you do not have a plan, you may be easily distracted or may not focus on the right things in the text. As a result, when you are finished reading, you may not understand very much of what you have read.

When you read, you must be actively involved in the reading process in order to understand most effectively. The SQ3R method is one way to help you do this.

How does the SQ3R method work?

Survey

Survey means to scan the main parts of the text you are going to read. This includes looking at the title, headings of paragraphs, introduction and conclusion, first lines of each paragraph, and any extra information that may be presented in boxes on the page. However, close attention needs to be paid to the writing prompt itself. This prompt will give you information that will allow you to identify your organizational strategy, the number of body paragraphs and their topics, and some idea of a possible introduction. Doing this gives you some basic understanding of what the text is about and helps you know what to expect when you read in more detail.

Question

Questions are very helpful when you read a text. Most of the time, people read first, and then look at questions at the end of the text. However, this is not the best way to read. If possible, read the questions provided for you FIRST. This will help you know what specific information to look for. Questions (those that are provided with text and those provided by your teacher) are designed to focus on the main points. Therefore, if you read to answer these questions, you will be focusing on the main points in the text. This helps you read with a goal in mind - answering specific questions.

3 R's

Read

Once you have some idea of what the text is about and what the main points might be, start reading. Do not be afraid if the text has many words you cannot understand. Just read!

Follow these suggestions:

- Do not use your dictionary the first time through the text.
- Try to understand as much as you can from the context.
- Take notes as you go.
- Make a note of places that you do not understand, or words that are unclear.
- Go through the text a second time.
- Try to answer the questions.

Recite/Write

Studies have suggested that students remember 80% of what they learn, if they repeat the information verbally. If they do not repeat verbally or in written form, they often forget 80%. Writing down the answers to questions from the text and saying these answers will help you remember the information. Writing the essay according to the predetermined strategies increases your speed of writing and your quality.

Review

Review means to go over something again. Nothing is good enough as a first draft. You need to proof read for mistakes.

(Francis Robinson developed SQ3R in 1941)

Rubric for Papers

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for Advanced Placement exams and is called a "grading rubric." Note that this is the standard expected of college students. It outlines basic elements of a good paper and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Terms for Study

The following terms of analysis may be of use to you on the AP Language test. You will not necessarily be tested on them directly, but you can use them in your own analysis in your essays, and there is the possibility that some of them may appear in the essay prompts or questions on the multiple choice question section of the test. Terms appearing in **bold type** appeared in essay questions between 1987 and 1993, and terms appearing in *italics* appeared on multiple-choice questions during approximately the same time period.

1. *ad hominem argument*—attacking the character of the arguer rather than the argument itself
2. *allegory*—in an allegory, one thing (usually non-rational, non-concrete, abstract, or religious) is implicitly spoken of in terms of something that is concrete and usually sensuous (perceived by the five senses), but the comparison in allegory is extended to include a whole work or a large portion of a work and is usually part of a whole system of equivalencies. *The Pilgrim's Progress* is probably the most famous prose

allegory in English. Its central character is named Christian; he was born in the City of Destruction and sets out for the Celestial City, passes through The Slough of Despond and Vanity Fair, meets men named Pliable and Obstinate, etc.

3. alliteration—the repetition of initial consonant sounds in two or more neighboring words or syllables
4. **allusion**—an implied or indirect reference to a person, event, thing, or a part of another text. Most allusions are based on the assumption that there is a body of knowledge that is shared by the author and the reader and that therefore the reader will understand the author’s referent. Allusions to biblical figures and figures from classical mythology are common in Western literature for this reason.
5. ambiguity—allows for two or more simultaneous interpretations of a word, phrase, action, or situation, all of which can be supported by the context of a work
6. analogy—an inference that if two or ore things agree with one another in some respects they will probably agree in other respects
7. *anecdote*--a usually short narrative of an interesting, amusing, or biographical incident
8. antecedent—the noun referred to by a pronoun that takes its place
9. *antithesis*—opposition, or contrast of ideas or words in a balanced or parallel construction: “Extremism in defense of liberty is no vice, moderation in the pursuit of justice is no virtue.” Barry Goldwater
10. *appeals to authority*—appealing to the authority of a popular person rather than a knowledgeable one
11. **aspects of style/stylistic devices**—the means by which a writer or speaker effects the individuality of his or her expression
12. attitude—the mental position a writer or speaker expresses in his or her expression
13. *begging the question*—supporting a claim with a reason that is really a restatement of the claim in different words
14. *chronological narration*—narrating an event in keeping with the sequence of events in time
15. circumlocution—the use of an unnecessarily large number of words or an indirect means of expression to express an idea so as to effect an evasion in speech
16. claim—the point or position you are trying to get your audience to accept
17. *classification*—a systematic arrangement of into groups or categories according to established criteria
18. *colloquial*—of or relating to informal conversation; conversational
19. conceit—an extended, elaborate, or surprisingly unusual metaphor
20. *controlling metaphor*—a metaphor that runs through an entire work and determines the form or nature of that work
21. *damning with faint praise*—“Well, you will probably do okay on the AP test”
22. *deductive logic*—infers a conclusion about particular instances that follows necessarily from general or universal premises
23. **descriptive detail**—a detail that is intended to render a clear image or impression in a reader’s mind
24. **diction**—the selection of words in oral or written discourse
25. didactic—intended to instruct

26. *ellipsis*—the omission of one or more words that must be supplied to make a construction grammatically complete
27. *factual evidence*—evidence that is empirically verifiable
28. *false dilemma*—oversimplifying a complex issue so that only two choices appear possible
29. **figurative language**—language expanded beyond its usual literal meaning to achieve emphasis or to express a fitting relationship between things essentially unlike
30. *hyperbole*—the use of exaggeration for effect: “*I have a million things to do*”
31. *idiomatic*—expressions or constructions whose meaning cannot be deduced by knowledge of meaning the words employed or rules of grammar, as they are cultural and not formal features of a language; “the dollar is burning a hole in my pocket” or “he was *on* a rampage, and he went *off*”
32. **imagery**—instances of writing that enable a reader to create a visual image of what the writer is describing
33. **intended and probable effects (on the audience)**—analysis of the writer or speaker’s intended or possible rhetorical effect upon an audience
34. *invective*— an example of denunciatory, angry, and/or insulting language
35. *inverted syntax*—switching of the customary word order, for example placing an adjective after the noun it modifies; “He was a man, tough”
36. *ironic mockery*—damning with praise
37. *irony*—the use of words to express something opposite of their literal meaning
38. **juxtaposition**—the act or instance of placing two or more things side by side
39. *metaphor*—a figure of speech that makes a comparison between two unlike things and so changes our apprehension of either or both
40. *non-sequitur*—something that does not follow what preceded it; literally “non-sequential”
41. *onomatopoeia*—the naming of a thing or action by a vocal imitation of the sound associated with it (as in *buzz* or *hiss*)
42. *(over) generalization*—a statement or conclusion that is perhaps true, but too non-specific to be meaningful—i.e., “all people at some point had a biological father and mother”
43. *oxymoron*—a combination of contradictory or incongruous words, as in “cruel kindness”
44. *paradox*—a statement that seems absurd or self-contradictory, but which turns out to have an acceptable and often profound meaning
45. *parallel structure*—see parallelism
46. *parallelism*— Parallel (grammatically equal) sentence elements regularly appear in lists or in a series, in compound structures, in comparisons using than or as, and in contrasted elements. Words, phrases, clauses, and whole series of sentences within paragraphs can be parallel. For parallel structure, balance nouns with nouns, prepositional phrases with prepositional phrases, main clauses with main clauses, and so on—in one paper, whole paragraphs can parallel other paragraphs.
47. *periodic sentence structure*—if your main point is at the end of a long sentence, you are writing a periodic sentence; i.e., “Considering the free health care, the cheap tuition fees, the low crime rate, the comprehensive social programs, and the

wonderful winters, I am willing to pay slightly higher taxes for the privilege of living in Canada”

48. personification—a figure of speech in which human characteristics are assigned to non-human things, or life is attributed to inanimate objects
49. **point of view**—the vantage point from which a story or argument is told or made
50. qualification—words or phrases that limit the force of an author’s claim
51. *reasoning in a circle*—circular logic, tautological reasoning, “begging the question”
52. rhetoric—the art of speaking or writing effectively; all of the means at a writer or speaker’s disposal for writing or speaking effectively
53. **rhetorical devices**—the diction, syntax, figurative language, detail, or other formal features of writing by which a writer creates his or her meaning and effect
54. **rhetorical purpose**—the objective governing the choice of the various rhetorical features of a piece of writing; why the writer chose *this* word or *that* metaphor, etc.
55. *rhetorical questions*—a question not intended to be answered, but rather to evoke a line of questioning or theme; “what *is* the meaning of life?”
56. rhetorical strategy—the means by which a writer creates his or her expression of meaning through the choice of diction, syntax, figurative language, detail, or other formal features of writing
57. sarcasm—a sharp, caustic expression or remark; a bitter gibe or taunt; different from irony which is more subtle
58. sardonic—disdainfully or skeptically humorous; derisively mocking
59. satire—through the exaggeration of mistaken beliefs or actions to the point where they are obviously ridiculous, satire aims to correct, by exposure or ridicule, deviations from normal conduct or reasonable opinion
60. *shift in point of view*—a change in perspective from one character to another, or one perspective to another; analogous to a cut to a different camera angle in film
61. *simile*—a figure of speech that use like or as to make a comparison between two unlike things and so changes our apprehension of either or both
62. *spatial description*—description of physical space
63. **speaker**—the author of a piece of writing as he or she presents him or herself in the writing
64. **stylistic, narrative, and persuasive devices**—rhetorical elements of a sample of writing, the inclusion of which determine the style, effect the narration, or create the persuasive appeal of the piece
65. *syllogism*—a deductive scheme of a formal argument consisting of a major and a minor premise and a conclusion: “every virtue is laudable; kindness is a virtue; therefore kindness is laudable”
66. **syntax**—the way in which words are put together to form phrases, clauses, or sentences
67. *theme*—the main underlying idea in a topic of discourse or an artistic representation
68. **tone**—the characteristic emotion that pervades a work or part of a work; the spirit or character that is a work’s emotional essence
69. trope—words used with a decided change or extension in their literal meaning; the use of a word in a figurative sense

70. *understatement/hyperbole*

71. warrant—in the Toulmin argument analysis system, the statement of belief, value, principle, and so on, that, when accepted by an audience, warrants or underwrites your claim

72. wit—the quickness of intellect and the power and talent for saying brilliant things that surprise and delight by their unexpectedness; the power to comment subtly and pointedly on the foibles of the passing scene

Other term listed in the textbook as important are:

1. Alliteration, p. 75
2. Aphorism, p. 75
3. Apostrophe, p. 75
4. Atmosphere, p. 76
5. Clause, p.76
6. Concrete detail, p. 83
7. Devices, p. 83
8. Denotation, p. 76
9. Euphemism, p. 76
10. Extended metaphor, p. 78
11. Figure of speech, p. 76
12. Generic convention, p. 77
13. Genre, p. 27
14. Homily, p. 27
15. Inference, p. 77
16. Loose sentence, p. 78
17. Metonymy, p. 78
18. Mood, p. 78
19. Narrative, p. 78
20. Narrative devices, p. 84
21. Narrative techniques, p. 84
22. Parody, p. 77
23. Pedantic p. 75
24. Persuasive essay, p. 84
25. Predicate adjective, p. 79
26. Predicate nominative, p. 79
27. Prose, p. 80
28. Repetitions, p. 80
29. Rhetorical features, p. 80
30. Rhetorical moods, p. 80
31. Sentence structure, p. 84
32. Style, p. 86
33. Subject complement, p. 81
34. Subordinate clause, p. 81
35. Symbol, p. 81
36. Thesis, p. 82
37. Transition, p. 83

Additional terms are listed and defined on my website at www.myschoolonline.com/de/EnglishisGame

Reading Directly Influences Writing Skills & Habits

Reading and writing are intertwined. When you read what published authors have written you are immersed not just in their ideas, but in the pulsing of their sentences and the aptness of their diction. The more you read, the more that the rhythm of the English language will be available to influence your writing. Reading is not a substitute for writing, but it does help lay the foundation that makes good writing possible. Students will:

- Write three literary analyses essays on summer reading
- Write two literary analyses each marking period using the list of reading below.

List of Possible Books for Book Reports (Titles below are all available at Borders.)

AP Language and Composition Summer Reading List
YOU ARE TO READ AT LEAST THREE OF THESE WORKS:

- Baldwin, James, *Native Son*
- Bradbury, Ray, *Something Wicked This Way Comes*
- Capote, Truman, *In Cold Blood*
- Conrad, Joseph, *Lord Jim*
- Crane, Stephen, *The Red Badge of Courage*
- Ellison, Ralph, *Invisible Man*
- Fitzgerald, F. Scott, *The Great Gatsby*
- Gaines, Ernest J., *The Autobiography of Miss Jane Pittman*
- Hansberry, Lorraine, *A Raisin in the Sun*
- Hawthorne, Nathaniel, *The Scarlet Letter* OR
- Hawthorne, Nathaniel, *The House of 7 Gables*
- Heller, Joseph, *Catch 22*
- Hemingway, Ernest, *Death in the Afternoon* OR
- Hemingway, Ernest, *For Whom the Bell Tolls* OR
- Hemingway, Ernest, *A Farewell to Arms*
- Hemingway, Ernest, *The Sun Also Rises*
- Hesse, Herman, *Siddhartha*
- Ibsen, Hedrick, *Hedda Gabler* OR
- Ibsen, Hedrick, *Ghosts*
- Ionesco, Eugene, *Rhinoceros*
- Joyce, James, *A Portrait of the Artist as a Young Man*
- Kesey, Ken, *One Flew Over the Cuckoo's Nest*
- Malamud, Bernard, *The Natural*
- Michener, James, *The Source*

- Miller, Arthur, *All My Sons* OR
- Miller, Arthur, *Death of a Salesman* OR
- Miller, Arthur, *The Crucible*
- Morrison, Toni, *The Beloved*
- Pomerance, Bernard, *The Elephant Man* (play)
- O’Neil, Eugene, *The Hairy Ape* OR
- O’Neil, Eugene, *The Iceman Cometh*
- Robbins, Tom, *Even Cowgirls Get the Blues*
- Robbins, Tom, *Still Life With Woodpecker*
- Salinger, J. D., *Franny and Zooey*
- Shakespeare, William, *Hamlet*
- Sinclair, Upton, *The Jungle*
- Steinbeck, John, *East of Eden* OR
- Steinbeck, John, *The Grapes of Wrath*
- Thoreau, Henry David, *Walden*
- Twain, Mark, *A Connecticut Yankee in King Arthur’s Court*
- Vonnegut, Kurt, *Slaughterhouse Five*
- Wild, Oscar, *The Picture of Dorian Grey*
- Williams, John A., *The Man Who Cried I Am*
- Williams, Tennessee, *Glass Menagerie*
- Wright, Richard, *Black Boy*

Literary Analysis Form for Book Reports

Author's Last, First Name. Title of the Book. Place of Publication: Publisher, Date of Publication. Your title might look something like this:

Carr-Ruffino, Norma. Diversity Success Strategies. Boston: Butterworth Heinemann, 1999.

If there are two authors, do this: Last Name, First Name and First Name Last Name.
Place the names in the same order as they appear in the book. Note the punctuation.

If there are a number of places of publication, select the one closest to where you are.
For example: Boston, Oxford, Auckland, New Delhi. Select "Boston."

Paragraph One: In the first sentence, identify the author and the title of the book by name. Next classify it. Was it a novel of adventure, a mystery novel, an historical novel, a science fiction novel, a play, an epic poem, a biography, an autobiography, a short story? Don't just say "fiction novel." Try to be specific in your classification. Where was the setting of the story and did the setting have any bearing on other elements of the story? For example, did the setting heighten the conflict or central problem in the story (explain how), or could the story have been set anywhere? Explain why. What point of view did the author use? Did the character (s) tell the story in the first person (I, me, my, mine, etc.), or was the story told in third person (They, them, their, his, her, etc.) Was information presented from primary sources or secondary sources. "Primary sources" are accounts from eyewitnesses usually at the time they occur. Does someone who did not witness the event tell descriptions or interpretation of an event? If so, that is an example of a "secondary source." Remember: do not just answer questions in sequence. The above questions are to help you to gather information. Once gathered, it needs to be organized into a solid paragraph. Also, different information can be blended into a single sentence.

Paragraph Two: Discuss the plot of the story here. (Thus, you will need a topic sentence such as this one: "The author used a closed-ended plot structure when writing this novel/play/etc.") Do not just tell or summarize the story. The plot of the story is made up of a series of related events that include the exposition, initiating complication, conflict(s), the key moment, the climax, and the resolution. Use these terms in the paragraph. What conflict or conflicts were evident in the story? There are basically three conflicts: Man against man, man against nature, and man against his own weak self. "Man against man" is a conflict between or among people or groups of people. "Man against nature" is a conflict involving a person or people and natural elements, i.e., a storm at sea, freezing weather, etc. "Man against his own weak self" involves inter-struggles, fears, doubts, etc. If more than one conflict exists, usually one is more important than the other. Explain which was the most important and why. The "climax" is the turning point of the story - The point where the conflict comes to a head. The "resolution" shows how the situation turns out and ties up loose ends. At the beginning of the story, the author may provide background information, called "exposition," which sets the scene for the conflict. Again, gather your information using the above guides and write a well-organized paragraph.

Paragraph Three: In the very first sentence, identify the main characters in the story. Not all characters are main ones. Only identify the main ones and tell why they are important to the story. Characters can be classified as simple or complex, static or dynamic. (Use these terms in the paragraph.) Simple characters are all good or all bad. Complex characters are like you and me, both good and bad. Static characters do not change throughout the story. They are the same at the end of the story as they were in the beginning. Dynamic characters change. Something in the story causes them to change. Identify how they changed what causes the change.

Paragraph Four: Identify ten (10) new words you learned while reading this story. Format the paragraph this way: These are the new words I learned while reading this story: word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word. Follow the directions here.

Paragraph Five: This paragraph deals with your reaction to the book. What was the author's purpose or point of view and what rhetorical devices did he or she use to support that purpose or point of view. How would you describe the author's style of writing? What did you learn? What inferences or conclusions could you draw? Did you learn to understand people who are different than you? How? Why? Did it teach you anything about life? What? Could you relate to any of the characters? How? Do not just say that the story was boring. Try to find some saving grace to it.

Letter to Parents

May 29, 2007

Dear Sir or Madam:

I have great news to share with you at the start of this exciting school year. I have a website at www.myschoolonline.com/de/EnglishisGame. The site will enable you see your son or daughter's assignments, contact me, or link to www.mygradebook.com, a full-featured, completely secure Internet site that allows teachers to create accounts online and store their students scores.

Mygradebook has "the parent/student viewer" that allows you to log in and view only your child's grade. In order to use this feature, you will need to receive, from me, a password to access only your child's summary. Access is by using **dante10** as the class word for 10th Grade Honors or by using **syntax11** as the classword for 11th Grade AP English. Next, enter your son or daughter's school I.D. number. In addition to viewing your child's progress, you can also click on links to check attendance and to see class policies, class announcements, assignment descriptions, and due dates. Moreover, you can E-mail me whenever you have a question.

Actually, there are two ways to check your child's grade summary. First, you can go to <http://www.mygradebook.com> and under Students and Parents select the Login Here link. You will need to enter the password information that I have given you, or you can receive an E-mail from me each time I make modifications. With the E-mail notification, all you have to do is click on the link and it will take you to your child's summary.

If you have any further questions, please contact me. If you would like E-mail notification each time an assignment or grade is added in mygradebook, please write your E-mail address below.

Mother's Email Address: _____

Father's Email Address: _____

Sincerely,

Dr. Charles Johnson

Student's Name: _____

Student's Class: 11th Grade AP English