

# Summer Reading 2019

## Kerr AP Lang



### Four Parts

- Ted Talks on Edpuzzle and Self-Text Connections on a blog site such as Blogger
- Processed Writing (save drafts to be graded at the beginning of the school year) and a Finalized Essay posted on your blog
- Published Writings Rhetorical Cornell Notes in notebook with Self-Text Connections (3 only) on your blog
- Selected Book and Rhetorical Cornell Notes in notebook

### Materials Needed

- 70-page single-subject, college-ruled notebook
- Internet access
- Contact info for Ms. Nys: 713-703-4657, [Ayntagonist43@gmail.com](mailto:Ayntagonist43@gmail.com)
- The ability to type drafts and offer and receive extensive writing feedback from other class members (you will need to show your AP Lang teacher this feedback at the beginning of the school year)
- Edpuzzle code for your category (see directions for Part I)
- This understanding: AP English is a college-level class. Some of the material read and discussed is controversial and may even include “adult content” and/or profanity. Please handle such material in an academic manner, understanding that the goal of the class is not to change your values but to help you go through an extensive process that culminates in your ability to know what you believe, why you believe it, and how to articulate your beliefs. You are never expected to agree with others, but you are expected to be an active listener and reader. When you write, be able to explain your perceptions and positions.

## This School Year's Theme: Transformation



### Set Up Your Blog

Directions: By **August 19, 2019**, you should have the following blog entries: 1. an entry introducing yourself and the overall focus of your blog (this should be an abstract concept like journey or hope or truth) and a passion that you have and why you like it so much. Pictures and/or video to go along with your introduction are expected. 2. 3 other entries that offer self-text connections with specific quotes from 3 Ted Talks of your choice. 3. 3 other entries that offer self-text connections with specific quotes from 3 of the published writings of your choice. 4. a final copy of your processed writing (Part III) copied and pasted into a post. I have provided model posts here: <https://nysaynplannerdoer.blogspot.com/>

### Part I: Ted Talks on Edpuzzle

Directions: Go to Edpuzzle.com and sign up under this code: **uhijulu**. Make sure that you use your official first and last name. Respond to the questions for each of the Edpuzzles given. You must have your answers completed by **Friday, June 24, 2019**. Then, for each film create a self-text connection like you see in the model.

<a href="#">“How to Revive a Neighborhood: with Imagination, Beauty, and Art by Theaster Gates</a>
<a href="#">“How Kids Can Help Design Cities” by Mara Mintzer</a>
<a href="#">“Kid, Take Charge” by Keran Sethi</a>
<a href="#">Play is More Than Just Fun by Stuart Brown</a>
<a href="#">“A Girl Who Demanded School “ by Kakenya Ntaiya</a>
<a href="#">“My Immigration Story” by Tan Le</a>

## Part II Published Writings



Directions: Take Rhetorical Cornell Notes (see explanation and model later in the PAK) over all of the following published works. Then, complete self-text connection responses for any **3 of the six selections**.

- [“Taming the Bicycle” by Mark Twain](#)
- [“Snakebit” by Alia Volz](#)
- [“Rules of the Game” by Amy Tan](#)
- [“Brett, Unbroken” by Steve Friedman](#)
- [“My First Conk” by Malcolm X](#)
- [“Straw Into Gold: the Metamorphosis of the Everyday” by Sandra Cisneros](#)



## Part III Process Writing

### Process Writing

Directions: Use a processing platform (e.g. GoogleDocs, Microsoft Word) to draft an essay that meets the criteria below and fully addresses the prompt.



- Format in MLA.
- Submit your **finalized copy** must be posted on your blog by **August 19, 2019**
- Write an essay (**NOT** a song, poem, work of fiction, etc.); you can use any rhetorical mode or combination of rhetorical modes (e.g. exemplification, description, narration, compare/contrast, definition, cause and effect, process analysis, division/classification, argumentation).
- Your final copy should be a product of **multiple drafts** that have been given extensive peer feedback (at least 2 partners who will be taking the class in 2019 or have taken the class here at Kerr within the last seven years). You must **save your drafts and show your feedback to your AP Lang teacher at the beginning of the school year! It is part of your grade!**
- Your final copy should be 500-800 words that reflect your best work, work that you genuinely believe to be error-free.

Write about a particular place in a way that captivates your reader. The place can be something ordinary or something extraordinary, but it must be real and you must write about it in a way that it fully resonates with the reader. You can tell a story connected to the place, or you can use another rhetorical mode, or a combination of modes. Remember that you captivate a reader by making him or her see and feel something significant, but this does not have to be a positive experience. Your work can generate any intense emotion in your audience including fear, anger, hatred, compassion, admiration—the spectrum of feelings is at your disposal. Illustrate the significance of your topic by using a variety of techniques including striking images, memorable details, emotional appeal, precise diction, and varied sentence structure.

## Processed Writing Rubric

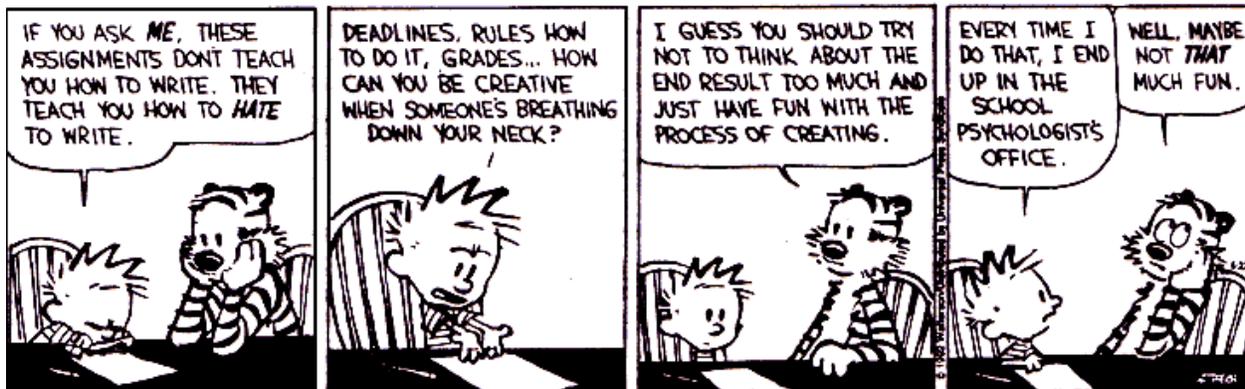


9 (98) We bow to you, you provocative genius!	Incredible! You have sophisticated VOICE throughout your essay, you take effective risks as a writer, you have expertly crafted a compelling structure, and you have exhibited multiple insights in your essay.
8 (95) Impressive! A truly brilliant essay that resonates with us☺	Fantastic! You have compelling VOICE throughout your narrative, you take effective risks as a writer, you have a well- organized essay, and you have exhibited at least one insight.
7 (92) Good! This shows real promise.	On track. You have some obvious VOICE in your narrative, you may have taken an effective risk or two well, you have created a logical structure, and your essay makes the reader think.
6 (85) Not bad. You obviously understood the prompt.	You address the prompt, but your VOICE could be much stronger. Your writing doesn't really take any effective risks. The structure is decent, and your writing is clear.
5 (78) You are kind of getting it, but you definitely have room to grow.	You address the prompt well in some places, but you need to do it more fully. You also have some issues with clarity—this may mean that your paper did not go through the writing process extensively enough.
4 (70) You seem to have missed the point.	You address the prompt only superficially. This reads more like a summary than a thoughtful essay. You neglected to use the writing process to its full advantage.
3 (65) What happened?	This is confusing. Your points are very unclear, and it doesn't look like you really developed a thesis. Who helped you with revising and editing? They didn't do a very good job, or you didn't take their advice.
2 (60) Not good☹	This is really shoddy work! Why did you turn in something so incomplete or confusing? See me. We need to talk.
1 (50) What?	What?

Vocabulary Originality Insight Coherence Euphony

## Understanding Rhetorical Modes

### Calvin and Hobbes



One way you can take a risk in your writing is to write in a rhetorical mode that you are not used to using. Most students write in narrative mode, so if you pick a mode \*other\* than narrative and write in that mode effectively that can make your writing stand out. If you choose to write in narrative mode, there are other ways to take risks— for example, you can approach the narrative mode in a unique way (see the article “Bret, Unbroken” as an example)....



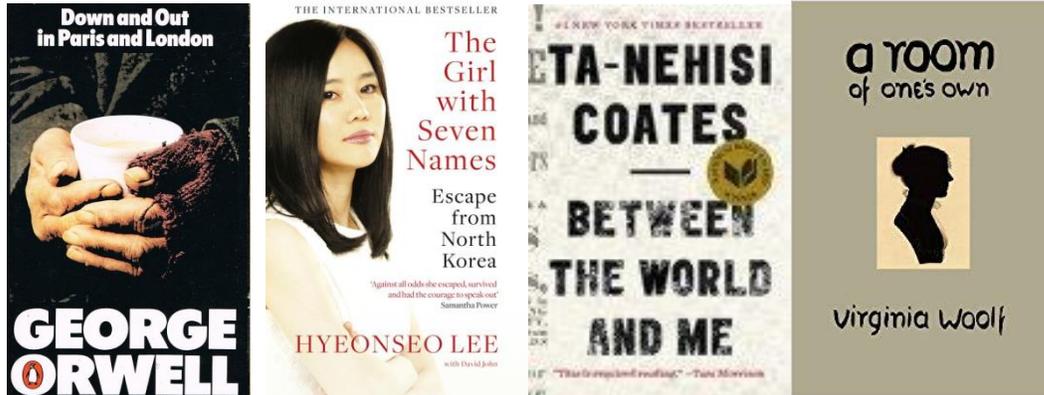
For helpful information about the various rhetorical modes, please go to this links:

<https://courses.lumenlearning.com/engcomp1-wmopen/chapter/text-rhetorical-modes/>

<http://www.thomasuwwritinglab.net/second-semester---literatur/classroom-documents/rhetorical-mode-notes-pdf.pdf>

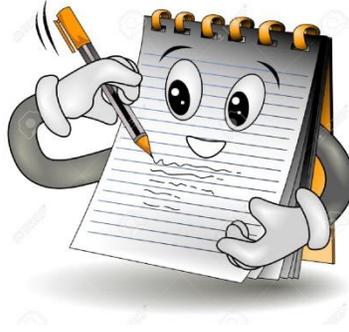
## Part IV Selected Book

Directions: Select **one** of the books below. Divide the book into sixths (you decide how to do that—just break it apart into 6 reasonably equal sections). Take Rhetorical Cornell Notes on each sixth of the book and be prepared to discuss and write about it extensively at the beginning of the school year. The Rhetorical Cornell Notes will be checked **on Friday, August 19, 2019**.



- *Down and Out in Paris and London* by George Orwell
- *The Girl with Seven Names: Escape from North Korea* by Hyeonseo Lee
- *Between the World and Me* by Ta-nehesi Coates
- *A Room of One's Own* by Virginia Woolf

## Rhetorical Cornell Notes



Definition: Rhetorical Cornell Notes focus on the CONTENT and the RHETORICAL STRATEGIES of the selection and how they connect. Your goal is to understand the selection's thesis and supporting points and also explain how certain rhetorical strategies help make that message more interesting, understandable, and/or resonant.

Guidelines:

- Handwritten ONLY!
- These go in your college-ruled, 70+ page spiral notebook.
- Divide your Rhetorical Cornell Notes by beginning, middle, and end of document (for a book you count each of your six sections as one document). Then, add two more sections, one for each rhetorical strategy. **It is a good rule of thumb to have at least one bullet for each page of the document.**
- Only focus on TWO of the strategies below for each document. You need to quote at least three examples for each strategy.

<ul style="list-style-type: none"><li>• Sensory Language</li><li>• Figurative Language</li><li>• Details (important facts, statistics)</li><li>• Expert Opinion/Important Research Findings</li><li>• Emotional Appeal</li></ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
- Complete Content Notes (important information from the beginning, middle, and end of the document) first.
- Then, for the Rhetorical section, quote three examples of each device you choose (include the page number or if you only have an ebook location, include that).
- The summary or “reduce” part is ALWAYS expected and integral to your learning. For the selection, the summary should take something from the beginning, middle, and end of the document and explain how each develops the work's theme and/or thesis. Also, in the summary, you must explain how the rhetorical strategies help the writer get the message across to the audience.

## Rhetorical Cornell Notes Model



*“The Myth of the Latin Woman” by Judith Ortiz Cofer*

<i>Beginning</i>	<ul style="list-style-type: none"> <li>• <i>Felt left out</i></li> <li>• <i>Marlo Thomas = only TV role model</i></li> <li>• <i>American party versus Latino party</i></li> </ul>
<i>Middle</i>	<ul style="list-style-type: none"> <li>• <i>Tropical island → Loud colors</i></li> <li>• <i>Misinterpretation of sexual signals</i></li> <li>• <i>Stereotype → “hot tamale”</i></li> </ul>
<i>End</i>	<ul style="list-style-type: none"> <li>• <i>Offensive song/encounter</i></li> <li>• <i>Mistaken for waitress</i></li> <li>• <i>Latinas praying to Anglo God with Jewish ancestry</i></li> </ul>
<i>Sensory Language</i>	<ul style="list-style-type: none"> <li>• <i>“round of gentle applause” (p. 2)</i></li> <li>• <i>“salsa, laughter and dancing” (p. 2)</i></li> <li>• <i>“wearing everything at once” (p.4)</i></li> </ul>
<i>Details</i>	<ul style="list-style-type: none"> <li>• <i>“spoke Spanish”/“strict Catholicism” (p.2)</i></li> <li>• <i>“Spanish mass...by Chinese priest” (p. 3)</i></li> <li>• <i>“...do not wear diplomas around my neck” (p.6)</i></li> </ul>

*Reduce: Cofer asserts that mainstream Americans often stereotype Latinas as “whore, domestic, or criminal.” Cofer uses details and sensory language to illustrate the differences between these two groups. For example, mainstream Americans are often described in conservative terms such as “gentle” and “hushed” while Latinas are often described as more dramatic (e.g. “wearing everything at once”). Cofer also includes an incident when someone mistakes her for a waitress because Cofer does not wear [her] diplomas around [her] neck.” Together, these details show how cultural differences lead to unfair stereotypes.*