

Ms. Dolan

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jdolan@smjuhsd.org (during school year)

AP Language and Composition

Orientation/Summer Homework

A successful advanced placement student in my class has:

The ability to work diligently, think critically, and synthesize information, as well as articulate ideas in speech and in written form. You must have intrinsic motivation and be able to work and think independently, AND to function efficiently as part of a learning team. Reading this document/following the instructions is your first task and the first time I will assess you as a SCHOLAR

Between now and August 5, 2022, prepare yourself for this class by:

TAKE NOTES AS NEEDED FOR YOUR OWN LEARNING – critical reading, new vocabulary, etc...
 Meaning I am not going to “give you” points for this, but how will you realistically remember key concepts if you do not use your study skills to process and retain info? There will be assessments in fall.

Critical Reading
<p>1. Prepare/Skim/Scan</p> <ul style="list-style-type: none"> • Background and context –What do you know about author/content/context – tone, title, etc.? What do YOU know about the topic-predict, <u>question, etc...</u>
<p>2. Read ACTIVELY</p> <ul style="list-style-type: none"> • Take ACTIVE notes (awareness-metacognition) • Copy, underline, circle, use <u>symbols</u> ? * \$#@^ • Important/effective text/words/ideas • Unknown or important key vocab/concepts • Clarify – MAKE PERSONAL CONNECTIONS TO THE CONTENT **PREVIOUS KNOWLEDGE
<p>3. Review Notes/Re-read</p> <ul style="list-style-type: none"> • Academic reading tasks should be done AT LEAST 2-3x • Each re-read/review – update notes, answer questions, define vocab or concepts, include new connections and ideas • Use color, highlights, and formatting to call attention to important information

Required Summer Work*complete before class begins:

1. The Grapes of Wrath
2. The Crucible – read or watch a recorded stage version of the play.
3. Choose **ONE NOVEL** from the following list to also read.
<http://www.cde.ca.gov/ci/rl/ll/ap/litsearch.asp>**
4. **Write a comparison essay *use at least ONE of your summer reading texts and ONE other story/text/film/story that has related themes, characters, etc...*****
5. Be prepared for tests on these novels/texts during the first week of class in August. On the first day of class, bring your essay, your curiosity and your open mind to class!

****Instructions for #3 above: You are choosing a NONFICTION novel by an American author** (be sure it is grade-level appropriate).

<http://www.cde.ca.gov/ci/rl/ll/ap/litsearch.asp>

*I will send suggestions to the Remind list for this choice assignment periodically throughout the semester and summer for those interested in my recommendations. A good reason to sign up for our REMIND notifications for this course.

How to find an appropriate nonfiction novel (AMERICAN AUTHOR ONLY): Do a search for nonfiction texts, grade 9-12. Focus on American literature if you can... examples: *The Immortal Life of Henrietta Lacks*, *Black Boy*, *Flags of Our Fathers*, *Voices from the Fields*, *Woman Warrior*, *Letters of a Nation*, *The New Jim Crow*, *Hillbilly Elegy*, *The Other Slavery* or many other choices.

*****Instructions for #4: 5 paragraph essay**

Prompt: Using ONE of your three required texts (1-3) – Explicate and analyze the development of a universal theme in the text you have chosen and compare (compare/contrast) THAT text with any other piece of literature you are familiar with (could be a film, a contemporary novel you have read or ...?).

REMIND SIGN UP

AP English Language and Comp

TEXT: 81010

Message: @202223ap

SUMMER CONTRACT/STUDENT AGREEMENT: Please complete STUDENT TASK listed on p. 4 and e-mail it to me ASAP (by graduation day) and I will send you a few articles and vocabulary lists to help you review/make sure you are ready for the challenges coming next year.

By signing up for this course, I acknowledge that I am willing to complete summer work as assigned. I understand that I will not be allowed to drop this course when we arrive at school in August if I have failed to complete this work. I understand that this is a college-level course with the coursework that will reflect an adult level of difficulty in its expectations, responsibilities, and tasks. I understand that I am responsible for myself and my work, and that **I will uphold that responsibility by:**

- Coming to class prepared, having completed work, read assignments and in possession of all class materials including technology.
- Participating willingly in class discussions, lectures, student groups, and activities – Including overcoming tech hurdles/obstacles such as: CANVAS, online texts, turnitin.com, studyisland.com AND other examples or technologies – this is preparation for college reality.
- Taking steps to learn material I don't understand by making time outside of class to do research, work with parents or tutors, or speak with instructor by appointment.
- Being solely responsible for having work done on deadlines.
- Accessing necessary technology, having the creativity and persistence to overcome obstacles.
- Speaking to/contacting the instructor about problems with assignments, grades, or other issues OUTSIDE of class time and attempt to work with teacher for resolution PRIOR to parental or administrative intervention.

Please notice that unlike many other student forms, I do not require a parent signature. As upperclassmen, I expect that the students in this course will be responsible for themselves. If there is a problem, I expect you to come to me outside of class time in a timely fashion. As you transition from high school to college, you will find that professors and employers will not accept parental excuses for failure to meet commitments. This particular course is primarily about learning how to read information critically, how to synthesize that information, and how to communicate YOUR ideas EFFECTIVELY to others, both in writing and orally. Therefore, you should utilize those learned skills to communicate with me directly.

AP students are scholars. Scholars do not ask questions, such as:

1. How many pages (paragraphs, words, etc.) does this have to be for an “A?”
2. How many points is this worth?
3. Do we get credit for this?
4. Do we have to know this for the test?

If you don't need to know it, I won't ask you to learn it. It is as simple/as complex as that!

Scholars choose to engage critically with each and every academic challenge and task that is put before him or her. They acknowledge that, at times, they may not see the “big picture” or understand the purpose of every single assignment, but trust that sometimes we have to trust “experts” – including teachers/coaches -- that a lesson will help you grow and sometimes you will have to dig to find connections. Scholars engage in learning for its own sake, not for the “grade” – Scholars know that an “A” in one class may be less valuable than a “C” in another class. Scholars embrace rigor and care more about learning/understanding/creating, than they do about grades.

***in lieu of a signature, please include your understanding of these expectations of a scholar in your STUDENT TASK described at the end of this document.**

*You may want to keep a copy of this form for your own records. I encourage you to share this information with your parents.

***Note: While it is not required, it is always a good idea to purchase your own copy of the novels that we read during the course so that you have the ability to “mark it up” with highlighters or margin notes. This is the process you will probably utilize in college, so if it is possible, start the habit now.

What you should know about me and my expectations...

- I don't expect perfection. The learning process can be messy. Sometimes a skill or form of knowledge will be easy to master, other times it will feel impossible. Don't give up.
- I do expect hard mental work from you. For this course, your essays and tests will be the primary criteria for grading. I do not give much “seat work” – the result of your reading, study and practice is a final product (essay, paper or test) that will be assessed.
- I don't like people who are sneaky. Don't cheat or copy things from internet. I will lose respect for you and you will lose respect for yourself (not to mention you won't learn anything, so won't do well on assessments). I will help you find ways to use all of those great resources on the internet to your advantage without cheating or plagiarizing.
- I like when people ask intelligent questions. I like it even better if you ask me a question I don't know the answer to, so that in answering that question, we both learn something. I DON'T LIKE answering questions that I have already answered (especially if the answer was written down in the directions).
- I like when people are kind. AP courses can become very competitive. Keep in mind that everyone has strengths and weaknesses. Support each other and try to keep a positive attitude.
- I don't like when people are rude, disrespectful or generally unpleasant. (And I can guarantee you won't like me if I am confronted with any of those attitudes).

STUDENT TASK BEFORE YOU LEAVE FOR SUMMER: Now, I would like to know about you... Everyone has their own “vibe.” At this point in your high school career, you probably know yourself pretty well. Tell me what I need to know about you, so that I can be the kind of teacher you need. (Subjects you excel in? Things that terrify you? Previous bad experiences with teachers? Something you want to learn this year to continue being successful? What things interest you.... Books, games, tv shows, hobbies, sports, etc?) GOALS, DREAMS, PASSIONS? Explain what you understand of MY EXPECTATIONS for SCHOLARS and how you see yourself meeting or exceeding those expectations. Do you expect challenges or opportunities next year? Explain.

Please submit your **STUDENT TASK** (above) before leaving for SUMMER RECESS ☺ jdolan@smjushd.org