**AP English Language and Composition**

**Summer Assignment (2017-18)**

**Description**

Effective arguments understand all sides of an issue, confidently taking a stand while also addressing opposing viewpoints. In AP English Language and Composition, one of the primary objectives of the course is to build students’ fluency in contemporary issues, so that they may effectively argue their position on a range of topics.

This summer, you will begin your journey toward becoming fluent in contemporary arguments surrounding twelve “Contemporary Issues” (on the last page of this handout). All of the issues are purposely worded to be open-ended, hopefully generating more questions, and allowing for your growth as a thinker, reader, and writer this year. If it seems like you can easily answer the questions to consider in a sentence or two, then you have answered them incorrectly.

##### Materials & Resources

* **Computer**. You will need a computer for your research, notes, and essays.
* **Newspapers, magazines, and journals.** You can use **ONLY** the approved newspapers, magazines, and journals linked on our SLVHS library website designed for this course.
* **Internet access**. You will need internet access for the following:

1. **Reading resources**. Access the approved list of sources for online newspapers, magazines, and journals via our SLVHS library website designed for this course.
   1. Direct link:  <http://slvlibrary.weebly.com/darrough.html>
   2. From the SLVHS website Library Home page: Hover over the Research Tab, and then select Darrough from the class links.
2. **Turnitin.com**. Go to [www.turnitin.com](http://www.turnitin.com) to enroll in the summer APEL&C course.
   1. Create a user account (or log in if you already have an account).
   2. Enroll in: “APEL&C 2017-18/Summer”
   3. Class ID: 15433891
   4. Enrollment key: darrough

##### Assignment – Reading and Writing instructions

##### Both assignments are broken into five-week intervals and are designed to give you experience following a contemporary issue discussed in the news throughout the summer. To get a better understanding of the issue, look for articles exploring multiple sides.

1. June 12 - July 16 Contemporary Issue #1 Topic:
2. July 17 – August 20 Contemporary Issue #2 Topic:

##### For both contemporary issues, complete the following 4 sections:

1. **Thinking about the contemporary issue topic and pre-reading notes**
2. Choose one of the 12 “Contemporary Issues” topics to follow in the news for five weeks.
3. Before researching, respond in 1 page to the “Questions to Consider.” Think deeply, philosophize, feel free to not only follow an idea, but to ask questions about the idea and make connections to things you’ve read, experienced, or observed in relation to it. The only wrong answer is a superficial one.
4. Keep these pre-reading notes. I will collect them when we return to school in August.
5. **Researching and reading about the contemporary issue topic**
6. Research and read sources -- newspapers, magazines, and journals – from the approved list of sources linked on our class SLVHS library website (see the link on the front of this handout).
7. Research and read at least 3 articles on your contemporary issue topic, throughout the 5 weeks.
8. Print and annotate the 3 articles from your research. I will collect these when we return to school.
9. **Writing about the contemporary issue topic**

Write a 1000-word-minimum academic essay, synthesizing the research and organized as outlined below. This structure is not optional; essays not arranged as instructed will receive a failing grade.

* 1. Introduction paragraph. Introduce the topic and formulate a thesis that synthesizes the research and your conclusions derived from it. The thesis is always the last sentence in the introduction.
  2. Body paragraphs. Write one paragraph for each article.

1. Begin the body paragraph with a topic sentence.
2. Summarize and paraphrase accurately the information within the article. Use quotes sparingly.
3. Argue the extent to which you agree/disagree with the ideas in the source. Respond to specific claims and information in the article.
4. Include parenthetical citations for all use of sources (summarized, paraphrased, and/or quoted). Parenthetical citations must include the author’s name (or title if no author) and the page number (or paragraph number if no page numbers). Essay not containing parenthetical citations for all synthesis of sources will receive a failing grade for plagiarism.
   1. Conclusion paragraph. Based on the research, draw a conclusion about the contemporary issue topic and explain how the articles expanded your understanding of the contemporary issue topic.
   2. Works Cited. New page, listing full publication information in an accurately formatted MLA citation for each source used in the writing of this assignment.
5. **Submitting the assignments**
   1. For each assignment, upload the essay to Turnitin.com, by the following due dates.
6. **Contemporary Issues #1 Due: Sunday, 7/16, by 8:00 PM** Total Points: 100
7. **Contemporary Issues #2 Due: Sunday, 8/20, by 8:00 PM** Total Points: 100
   1. Turn in research process when we return to school, on the first day of class, **Monday, 8/28.**
8. Pre-reading notes for both contemporary issues (25 points total)
9. Annotated articles for both contemporary issues (75 points total)

**CONTEMPORARY ISSUES**

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| --- | --- |
| **TOPIC** | **QUESTIONS TO CONSIDER** |
| 1. **Language** | * What is language? * To what extent does language affect our ability to think and make meaning? * How do we respond to varying audiences and purposes with our use of language? |
| 1. **Ethics** | * What are ethics? * To what extent are ethics situational or universal? * How do we live an ethical life? |
| 1. **Education** | * What is a good education? * To what extent do schools provide all students with a good education? * How do we respond when students aren’t being educated well? |
| 1. **Rights** | * What are rights? * To what extent should society grant and/or protect rights? * How do we respond when our rights are not protected? |
| 1. **Gender equality** | * What is gender equality? * To what extent do gender roles and stereotypes create and perpetuate inequality? * How do we respond to discrimination and/or inequality based on sexuality or gender identity? |
| 1. **Racial equality** | * What is racial equality? * To what extent do racial stereotypes and prejudice create and perpetuate inequality? * How do we respond to discrimination and/or inequality based on race or cultural identity? |
| 1. **Individual and the Community** | * What is the relationship of the individual within the community? * To what extent do individuals shape their communities, and/or communities shape individuals? * How do we respond to the needs of both the individual and the community? |
| 1. **Government and politics** | * What is a reasonable government and political system? * To what extent is it the responsibility of the government to serve the people vs. the responsibility of the people to serve the government? * How do we respond when we disagree with our government and political system? |
| 1. **Economics and employment** | * What is a fair economy? * To what extent do local, national, and global economic and employment policies and issues influence our lives? * How do we respond to economic and employment policies and issues preventing a fair economy?   ow |
| 1. **Nature and environment** | * What is humanity’s relationship with nature and the environment? * To what extent is our relationship based on survival? * How do we respond to the needs of society while also protecting the needs of nature and the environment? |
| 1. **Science and technology** | * What is the role of science and technology in society? * To what extent do advances in science and technology affect our humanity? * How do we respond to the ethical, creative, political, and economic issues that arise from advances in science and technology? |
| 1. **Art and popular culture** | * What is art, and how is it related to popular culture? * To what extent do art and popular culture reflect society’s values? * How do we respond to debates generated by art and pop culture? |

**APEL&C Summer Assignment – Grading Rubric**

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| --- | --- | --- | --- |
|  | **3 (High)** | **2 (Mid)** | **1 (Low)** |
| **Completion**  follows directions, completes all elements, and meets due dates | Demonstrates **effective** completion by: choosing one of the 12 topics; writing 3 or more pages; synthesizing 3 or more sources from research; exploring the topic in-depth with both an open and critical mind; accurately citing all sources in a works cited page; meeting the deadline. | Demonstrates **satisfactory** completion by: choosing one of the 12 topics; writing 2-3 pages; using at least 3 sources from research; attempting to view topic with an open and critical mind; citing sources, although may contain errors; meeting the deadline. | Demonstrates **poor** completion by: failing to focus on one of the 12 topics; writing less than 2 pages; researching less than 3 sources; superficially discussing the topic rather than synthesizing the sources; failing to cite all sources; submitting assignment late (without teacher approval). |
| **Effort**  expresses genuine curiosity and learning, communicates ideas, works independently, manages time, problem-solves, uses technology, cites sources, and delivers best product on time | Demonstrates **effective** effort by: exploring the topic with curiosity and diligence; articulating the evolution of learning and ideas on the topic; working independently to problem-solve; using technology to research, write, and submit a polished final draft; citing all sources accurately. | Demonstrates **satisfactory** effort by: researching the topic using the approved sources; expressing an understanding of the topic; problem-solving; using technology to write and submit final draft; citing all sources. | Demonstrates **poor** effort by:  researching the topic superficially and/or from unapproved sources; summarizing the topic and/or research without direct and specific synthesis; failure to problem-solve or use technology to write and submit final draft; sources not cited. |
| **Open-mindedness**  considers new ides and explores multiple perspectives | Demonstrates **effective** open-mindedness by: objectively summarizing the arguments, information, and claims within the sources; exploring new ideas (despite personal bias) and synthesizing a range of perspectives on the topic. | Demonstrates **satisfactory** open-mindedness by: objectively summarizing the articles, although some elements of the topic may be explored in less depth; includes opposing opinions on the topic, although bias may be apparent. | Demonstrates **poor** open-mindedness by: summarizing superficially and/or demonstrating personal bias; neglecting to consider new ideas and/or opposing views on the topic. |
| **Critical Thinking**  analyzes and understands complex ideas and arguments; synthesizes new information with previous experience, observations, and other readings | Demonstrates **effective** critical thinking by: analyzing complex ideas and sophisticated arguments in the research; arguing the extent to which the student agrees/disagrees with the writers’ positions; synthesizing new information with previous experience, observation, and other readings. | Demonstrates **satisfactory** critical thinking by: analyzing the ideas and arguments in the research; taking a position on the topic and the research; connecting the research with previous experience, observation, and other readings. | Demonstrates **poor** critical thinking by: superficially summarizing the sources, rather than critically analyzing the ideas and arguments within them; failing to take a position on the topic and the research; making no connections between new information and previous knowledge. |