

## AP 11 Language and Composition Summer Reading Journals 2020-21

### Purpose of Summer Reading Journals:

- To introduce you to rhetorical concepts we will explore this year.
- To gather evidence on your strengths and needs as a writer, reader, and thinker.
- To evaluate how well you can respond to the three types of free response prompts.
- To familiarize you with the drafting, feedback, and self-reflection process in this class, the format for Socratic Seminars, and the type of texts we will read this year.

### Steps and Directions:

- ☐ Required: Read the six short nonfiction passages included in the summer reading packet.
- ☐ Optional: Complete the working notes to prepare you for the journals and socratic seminar.
- ☐ Required: Respond to the two journal prompts with a page-long paragraph (directions below), using any combination of the six passages.
- ☐ Required: You are required to use at least two of the passages per journal, but can use all six if you want.
- ☐ Required: You are not allowed to go over more than a sentence or two onto a second page. I am looking for your ability to convey complex ideas precisely.
- ☐ Required: Use MLA format and print the journals for class when they are due.

### The full-length journals should follow the directions provided:

- Single paragraph analysis of about 250 words (double spaced, 1 full page in length, but no more than a sentence or two onto the next page).
- First sentence (topic sentence) should clearly introduce a claim that responds to the prompt and provides the paragraph with a purpose and direction.
- Aptly support your topic sentence with a minimum of two direct quotations or references to the text, appropriately embedded. You should try to connect and transition between the evidence and cite it appropriately.
- Avoid summary of the passages. Your audience has read the same passages you have and does not need a summary, but are instead interested in your interpretation and argument in response to the passage.
- Include, as best you can, short quotations or paraphrases so that you can provide more evidence and transition smoothly between your writing and the author's words. Your audience does not need long quotations because they have read the same texts you have.
- Include, as best you can, reasoning to explain the relationship between the evidence and claim and evidence and events, people, or arguments outside of the passage to frame it in a broader context.
- Include a concluding sentence which provides closure to your argument.

### Working Notes

Your working notes for this text will differ in complexity. They have no point value attached to them; however, they will help you draft the journals and participate in the Socratic Seminar in class. The questions provided in the working notes section should be used to guide you through the text and understand the complexities of the rhetorical situation. To help you organize your notes, I would write the title of the passage at the top that you selected to read, a topic or prompt you are focusing on in your reading, a bulleted list of details that support that topic, and your reactions to those details. I would suggest providing page numbers so you can keep track of your evidence. You do not need to answer all of these questions for each passage; it is up to you depending on what you feel like you need.

### Working Notes Questions

1. What is the author's main claim in the excerpt?
2. What type, quantity, or quality of evidence does the author use to support the claim?
3. What words or phrases did you not understand that you should look up?
4. What comprehension strategies can you use to help you understand the passages? (like context clues, breaking sentences into smaller sections, noting transitions and connections between ideas, looking at headings and chapter titles, connecting it to what you already know about the topic, noting organizational patterns like compare and contrast, or writing short summary sentences of the topic of individual paragraphs).

### Passage Options

Passage #1: Excerpt from *The Enigma of Reason* by Hugo Mercier and Dan Sperber pages 5 to 8

Passage #2: Excerpt from *Winning Arguments* by Stanley Fish pages 162 to 166

Passage #3: Excerpt from *Classical Rhetoric for the Modern Student*, Fourth Edition, by Edward Corbett and Robert Connors pages 1 to 4

Passage #4: Excerpt from *The Art of Logic in an Illogical World* by Eugenia Cheng pages 81 to 84

Passage #5: Excerpt from *Make It Stick: The Science of Successful Learning* by Peter Brown, Henry Roediger, and Mark McDaniel pages 201 to 211

Passage #6: Excerpt from *Word by Word* by Kory Stamper pages 94 to 97

### Full Length Journal Prompts

\*You may use personal experience and knowledge/background from other subject areas in response to the journal prompts in addition to the textual evidence. However, you may not use any hypothetical scenarios. For example, you cannot do the following: "if you were shopping at the grocery store and the line at the check-out was really long and you were frustrated by having to wait, that would be an example of not having patience." This example is a hypothetical scenario as evidence and is not a good support of a claim.

Journal #1 Prompt Options: Develop your position by defending, challenging, or qualifying **one** of the following:

- the most important factor(s) a writer should consider when formulating and defending a claim to persuade an audience.
- on the relationship between language and argument.
- on the claim that many people generate conclusions or arguments based on misconceptions, faulty logic, or problematic evidence.
- on the value of studying rhetoric (the art of persuasion) for personal, social, political, or academic reasons.

Journal #2 Prompt: Analyze the rhetorical choices the author made to convey the message to the audience and/or develop the overall purpose.

# Rubric for Both Journals

Your Name: \_\_\_\_\_ General Comments: \_\_\_\_\_

Scoring Category	0 point scale: No attempt or Attempting or Approaching	1 point scale: Meeting or Mastering
Topic Sentence Sections 6, 7, 9, 11, 13, 14 of the standards for this class.	<p>_____ There is no defensible topic sentence.</p> <p>_____ The intended topic sentence only restates or summarizes the prompt with no apparent or coherent claim.</p> <p>_____ There is a topic sentence, but it does not respond to the prompt.</p> <p>_____ Equivocates or summarizes others' arguments but not the student's (e.g., some people say it's good, some people say it's bad).</p> <p>_____ Does not take a position, the position is vague, must be inferred, or only states an obvious fact.</p>	<p>_____ Responds to the prompt a defensible claim in the topic sentence, instead of rephrasing or restating.</p> <p>_____ The topic sentence clearly takes a position rather than just stating that there are pros/cons.</p> <p>_____ The topic sentence is stylistically interesting and non-formulaic.</p> <p>_____ The topic sentence is qualified well.</p> <p>_____ The topic sentence establishes a clear line of reasoning.</p>
Scoring Category	0 point scale: No attempt or Attempting or Approaching	1 point scale: Meeting or Mastering
Sophistication Sections 6, 7, 10, 12, 13, 14 of the standards for this class.	<p>_____ Attempts to contextualize their claim, but such attempts consist predominantly of sweeping generalizations.</p> <p>_____ Has difficulty consistently transitioning from analyzing specific examples to the broader context or complexities.</p> <p>_____ Only hints at or suggests other claims, but never fully addresses them with evidence, concessions, or rebuttals.</p> <p>_____ Attempts to address counter arguments, but only responds with unequal, invalid, or irrelevant claims or evidence.</p> <p>_____ Uses complicated, unclear, confusing, or complex sentences or language that become ineffective because they do not enhance the argument.</p>	<p>_____ This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a reference or phrase.</p> <p>_____ Crafts a nuanced claim by consistently identifying and exploring complexities or tensions.</p> <p>_____ Articulates the implications or limitations of an argument (either the student's argument or an argument related to the prompt) by situating it within a broader context.</p> <p>_____ Makes effective rhetorical choices that consistently strengthen the force and impact of the student's argument.</p> <p>_____ Employs a style that is consistently vivid, clear, concise and persuasive throughout the student's response.</p>

Points	Evidence and Commentary Descriptions: Sections 7, 8, 10, 11, 12, 13, 14 of the standards for this class.
0 point- Not attempting	<p>_____ Simply restates prompt (if present), repeats provided information, or has less than the minimum two direct quotations or references to the passage.</p> <p>_____ Is incoherent or does not address the prompt.</p> <p>_____ May be just an opinion with no evidence or evidence that is irrelevant.</p>
1 point- Attempting	<p>_____ EVIDENCE: Provides evidence from or references at least two of the provided sources.</p> <p>_____ AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports claims.</p> <p>_____ Tends to focus on summary of evidence rather than specific details.</p>
2 points- Approaching	<p>_____ EVIDENCE: Provides evidence from or references at least three of the provided sources.</p> <p>_____ AND COMMENTARY: Consists of a mix of specific evidence and broad generalities.</p> <p>_____ Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.</p> <p>_____ May make one point well, but does not adequately develop all claims or evidence in the response.</p> <p>_____ May contain some simplistic, inaccurate, or repetitive explanations.</p> <p>_____ Does not explain the connections or progression between claims or evidence, so a line of reasoning is not clearly established.</p>
3 points- Meeting	<p>_____ EVIDENCE: Provides specific evidence from at least two of the provided sources to support all claims in a line of reasoning.</p> <p>_____ AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p> <p>_____ Uniformly offers evidence to support claims.</p> <p>_____ Focuses on the importance of specific details to build an argument.</p> <p>_____ Organizes an argument as a line of reasoning composed of multiple supporting claims or evidence.</p> <p>_____ Commentary may fail to integrate some evidence or fail to support a key claim.</p> <p>_____ Writing suffers from grammatical or mechanical errors that interfere with communication and cannot earn the fourth point for this category.</p>
4 points- Mastering	<p>_____ EVIDENCE: Provides specific evidence from at least three of the provided sources to support all claims.</p> <p>_____ AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p> <p>_____ Uniformly offers evidence to support claims.</p> <p>_____ Focuses on the importance of specific details to build an argument.</p> <p>_____ Organizes and supports an argument as a line of reasoning composed of multiple supporting claims or evidence, each with adequate evidence that is clearly and thoroughly explained.</p> <p>_____ Writing has no grammatical or mechanical errors that interfere with communication and can earn the fourth point.</p>