The English course you have registered to take next year is a challenging one, designed for highly motivated students who are interested in pursuing potential college credit for completing college-level work in high school.

According to the AP Central website: What makes AP English Language and 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. (AP Central/CollegeBoard.com).

Assignment:

1. Read the following essay: *Education* by Ralph Waldo Emerson — found at the following website: [http://havlicek.weebly.com/uploads/6/8/5/2/685209/emerson_education.pdf](http://havlicek.weebly.com/uploads/6/8/5/2/685209/emerson_education.pdf)

2. Answer questions 1-7 under Questions for Discussion

3. Read the following text: *The Book Thief* by Markus Zusak

4. Complete 10 double-entry journal entries while you read.

   1. Double-Entry Journals
      
      a. Isolate quotes.
      b. Have a conversation with the texts! Write down your thoughts, questions, insights, and ideas while you read.
      c. You will be expected to discuss ideas from other sections of the reading, and how they relate to your current reading.
      d. Complete 10 journal entries per text.
      e. Each journal entry will be at least one page in length.

   *Once we begin the year, there will be assessments administered during class*
Sample Journal Entry

Student Name:  
Book Name: The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead  
Author: David Callahan

<table>
<thead>
<tr>
<th>Page</th>
<th>Quote/Passage from text</th>
<th>Analyze and React</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect $200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the $200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen. (1)</td>
<td>The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture. By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</td>
</tr>
</tbody>
</table>
Double-Entry Journal Rubric

90-100
- Detailed, meaningful passages, plot and quote selections.
- Thoughtful interpretation and commentary about the text; avoids clichés.
- Includes comments about techniques such as diction, imagery, syntax, and how these elements contribute to the meaning of the text.
- Makes insightful personal connections and asks intelligent, insightful questions.
- Coverage of text is complete and thorough.
- Journal is neat, organized and deliberate; student has followed directions in the format of journal.

80-89
- Less detailed, but good plot and quote selections.
- Some intelligent commentary; addresses some thematic connections.
- Discusses some literary techniques, but less on how they contribute to the meaning.
- Some personal connection; asks pertinent questions.
- Adequately addresses all parts of reading assignment.
- Journal is neat and legible; student has followed directions in the form of journal.

70-79
- Lacks essential details from the text.
- Most of the commentary is vague, unsupported, or plot summary/paraphrase.
- Some listing of literary elements; virtually no discussion on meaning.
- Limited personal connection; asks few, or obvious questions.
- Addresses most of the reading assignment, but is not very lengthy or thorough.
- Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal form.

Below 70
- Hardly any good details from the text.
- All notes are plot summary or paraphrase.
- Few literary elements, virtually no discussion on meaning.
- Limited personal connections, lacks good questions.
- Limited coverage of the text -- far too brief.
- Did not follow directions in formatting journal -- difficult to read or follow.
Do you want to read more? I know you do!

Nonfiction Text Options and Suggestions:

**Memoirs/Bios**
Walter Isaacson: *Steve Jobs*
Tobias Wolf: *This Boy’s Life*
Tina Fey: *Bossy Pants*
Alex Haley: *The Autobiography of Malcolm X*
Adeline Yen Mah: *Chinese Cinderella: The True Story of an Unwanted Daughter*
John Howard Griffin: *Black Like Me*
Marcus Luttrell: *Lone Survivor: The Eyewitness Account of Operation Redwing and the Lost Heroes of Malala*
Yousafzai: *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*

**Science/Math/Economics**
Oliver Sacks: *The Man Who Mistook His Wife for a Hat; Musicophilia; Hallucinations*
Charles Seife: *Zero: The Biography of a Dangerous Idea*
Joshua Foer: *Moonwalking with Einstein*
Neil Degressi Tyson: *Death by Black Hole*

**History**
John M. Barry: *The Great Influenza: The Story of the Deadliest Pandemic in History*
Mark Kurlanksy: *Salt: A World History*

**Travel**
Jeanette Walls: *Glass Castle*
Robert Persig: *Zen and the Art of Motorcycle Maintenance*
David Grann: *The Lost City of Z: A Tale of Deadly Obsession in the Amazon*

**Culture**
Thomas Friedman: *The World is Flat*
Dianc Ravitch: *The Language Police*
Michael Pollan: *The Omnivore’s Dilemma*
Erik Larson: *The Devil in the White City*
Mary Roach: *Stiff: The Curious Lives of Human Cadavers*
Stephen King: *On Writing*
Tom Wolfe: *The Electric Kool Aid Acid Test*
Barbara Ehrenrich: *Nickel and Dimed: On (Not) Getting by in America*
Malcolm Gladwell: *Outliers: The Story of Success; David and Goliath: Underdogs, Misfits and the Art of Battling Giants*
Jonathon Kozol: *Savage Inequalities*