

Due Date: Friday August 18, 2017 (End of Class Period)

If you are enrolled in Mrs. Collins's AP or English III Honors class for the 2017.2018 School Year, you MUST complete the following assignment as preparation for the same.

1. JOIN your class in the Google Classroom:

Honors: the class code: **4wd6n1**

AP Lang: the class code: **fdbcv0d**

Next, you will need the book *On Writing Well* (ISBN 978-0060891541). You may check the book out at the public library, or find it online, or purchase a copy. It is one that you can use throughout your writing career for reference. Any edition is fine, as there are few changes from one edition to the next. (a digital pdf version is here: <http://www.brynmawr.edu/math/people/anmyers/ESem/on-writing-well.pdf>)

2. Read William Zinsser's *On Writing Well* and complete the following activities:

a. As you read, write a clear, concise SUMMARY* of EACH chapter (Yes, all 18). #1 is completed for you as an example:

Ch. 1: The Transaction

Renowned author, speaker, and teacher, William K. Zinsser, emphasizes that there is not one 'right' way to write, in his. He illustrates that different writers have intensely different experiences, and they are often tense, or rigid. Often, the "self" that appears on the writer's paper is often much stiffer than the actual individual, in person. The main idea that Zinsser further conveys is that good writing is all about humanity and warmth, and the revealing of the writer's real self, or his or her enthusiasm and insight regarding a specific topic or idea; and that "the product that any writer has to sell is not the subject being written about, but who he or she is (p5). . Good writers succeed at using language with clarity, strength, and simplicity. Zinsser affirms that these principles may not be easily taught, but they can be learned.

*Note: a summary includes the 5W/H (who-what-where-when-why-how). It also includes the **author's name**, when needed, to make a clear point, and it include specific action verbs (use a thesaurus for specificity if needed), and a properly included QUOTE** from the chapter. Highlight/bold/underline the components for speedy observation

**To include your quotes, be sure to Introduce, then Cite the quote, and Explain the quote. This is the simplest way to ensure you avoid 'dropped' quotes in writing: it is the ICE method. I have provided a template for this task in the assignment on Google CLASSROOM.

Caution: When introducing an assignment, set the author's credibility and use the author's full name in your introduction. For your work, you may continue the summaries with "Zinsser", as I introduced him for you in the Chapter 1 summary.

Whether you choose a digital, or a paper submission, you MUST use MLA format.

ALL WORK this year will be in said format. There is an MLA TEMPLATE in CLASSROOM for you to use for this assignment. If you are unsure how to format for MLA, you should see the example here (<https://owl.english.purdue.edu/owl/resource/717/13/>), by the OWL@PERDUE. For this assignment/task, I require that you have double spacing, the correct header, the page #, and (parenthetical) page numbers with your ICE Quote.

b. AFTER completing the summaries, answer the questions on the quiz attached to this assignment. Simply CIRCLE your answers on the paper, or answer the questions in the google form,, located in the Google CLASSROOM assignment. Either way, you will turn this in on the due date (above).

Many people wonder WHY I require a Summer Assignment. This task serves multiple needs:

- Review material/concepts/skills
- Introduce new material/concepts/skills required for the course.
- Expose students to material/concepts/skills/texts that are required in the curriculum but time does not permit it to be covered during the academic year.
- Have students read material that will be discussed/used in class
- Set precedent for importance of self-monitoring and self-discipline for success in this course, and other aspects of life.
- Allow teacher to see student strengths and weaknesses early and begin addressing the same at the school year onset.

The Estimated length of time the average Honors/AP student should spend about 8-10 hours on this assignment throughout the course of the Summer Break. That is essentially 30 minutes per chapter.

If you schedule your time wisely, this will be a very easy assignment.

GRADING:

SUMMARIES: Each component of the chapter summary is worth 2 points x 18 chapters.

<u>Author Name (last, whole, or pronoun- correctly used)</u>	<u>2</u>
<u>Active Verbs</u>	<u>2</u>
<u>ICE Quote (page#)</u>	<u>2</u>
	<u>(6x18)</u>
TOTAL	108
<u>Highlight/bold/underline components</u>	<u>20</u>
<u>MLA Format</u>	<u>22</u>
GRAND TOTAL	150

QUIZ: Each question = 2.5 points **GRAND TOTAL** **95**