

Advanced Placement Language and Composition Summer Reading (2017-2018) Selections and Assignments

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In order to increase your reading and interpretive skills, you are required to read two books and 3 essays for AP Language during the summer. Everyone in the course is required to read *Thank You for Arguing* by Jay Heinrichs. For the second book, however, students may select a book from the list on this handout. This handout also includes the specific grading requirements related to summer reading. The AP Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our seminars, you are required to read, annotate and log 3 essays over the summer from the textbook – *The Norton Reader 14th Edition*, ISBN: 9780393264111 by Bizup, Brereton, Fernald, Peterson. This will be our textbook for this class for the school year.

PLEASE DO NOT INADVERTANTLY PURCHASE THE SHORTER EDITION! If you have any questions about the books or the requirements, please e-mail me.

Notes:

1. I maintain an AP English Language texting group. Once the roll is final, I will send out a test group text. This will be a vital part of our class for answering questions during the summer and during the school year.
2. As you will see from the requirements in this handout, for the second book you have the opportunity to work with a small group (no more than 3 people). If you would like to work in a group, you obviously must select the same book to read.
3. Some students, particularly those students who take English IV Honors in conjunction with this class, encounter problems when they must take a test over the summer reading which they may have read months before the test. As you will see from this handout, you have the opportunity to complete the assignments over the summer and submit your work early (for extra credit). If you choose to do this, I will retain your grade and you will not need to take a test during the opening weeks of the semester.

First Book (All must read.)

Thank You for Arguing by Jay Heinrichs

Second Book (Choose one.)

You have many choices. Please check Amazon.com, read about the books, and then choose something that interests you.

102 Minutes: The Untold Story of the Fight to Survive Inside the Twin Towers (Jim Dwyer & Kevin Flynn)

Common Ground: A Turbulent Decade in the Lives of Three American Families (J. Anthony Lukas)

The Demon in the Freezer (Richard Preston)

Fast Food Nation (Eric Schlosser)

Friday Night Lights: A Town, A Team, A Dream (H.G. Bissinger)

The Gatekeepers: Inside the Admissions Process of a Premier College (Steinberg)
I strongly recommend this book if you are interested in admission into a highly selective college

The Great Influenza: The Epic Story of the Deadliest Plague in History (John M. Barry)

A Hope in the Unseen (Ron Suskind)

In Pharaoh's Army: Memories of the Lost War (Tobias Wolff)

The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East (Sandy Tolan)

The Looming Tower: Al-Qaeda and the Road to 9/11 (Lawrence Wright)

Microtrends: the Small Forces Behind Tomorrow's Big Changes (Mark Penn with E. Kinney Zalesne)

The Overachievers: The Secret Lives of Driven Kids (Alexandra Robbins)

Postville: A Clash of Cultures in Heartland America (Stephen G. Bloom)

Reading Lolita in Tehran (Azar Nafisi)

Religious Literacy: What Every American Needs to Know - and Doesn't (Stephen Prothero)

Silent Spring (Rachel Carson)

Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time (Greg Mortenson)

Walden: Life in the Woods (Henry David Thoreau)

The World is Flat (Thomas Friedman)

The Year of Living Biblically: One Man's Humble Quest to Follow the Bible as Literally as Possible (A. J. Jacobs)

Third Reading: Essays from the *Norton Reader*

- Eighner, Lars: “On Dumpster Diving” *The Norton Reader* pp.55-64
- Singer, Peter: “What Should a Billionaire Give and What Should you?” *The Norton Reader* pp. 640-651
- Woolf, Virginia: “In Search of a Room of One’s Own” *The Norton Reader* pp. 904-915

Summer Reading Assignment: First Book ***Thank You for Arguing***

For each of the five sections:

- Write a summary of at least 5 key points from each section: Introduction, Offense, Defense, Advanced Offense, and Advanced Agreement, providing textual support.
- Develop at least one clarifying question for each section (what you still don’t understand from that section and/or want to learn about in class). Make sure to reference the text specifically.

Summer Reading Assignment: **Second Book Selection by Student**

Due Date: Friday of the first week of the semester. Papers which are e-mailed to me by August 1st will receive 5 points of extra credit.

Assignment: You must make a list of at least 5 important interpretive discussion questions or discussion topics about the book and answer each question in a paragraph of 1/3 to ½ page each (single-spaced, typed).

Examples: Why does the character . . . ?

How does this event (or character, etc) change the course of the book or change the author’s life, etc.?

Explain the quotation: “...”

Caution: Do not include any literal questions. Literal questions generally begin with “Who, what, when, where.” The questions you select or the topics you address will most likely begin with the words “Why, how, explain, describe, compare and contrast, analyze,” etc.

Please note that the questions which you ask are just as important as how you respond to the question of topic. Questions should reflect your active reading and understanding of the entire literary work as well as the overall theme of the book.

Also, because you are asking and answering interpretative questions, there might be several possible correct answers or no specific answer. Your interpretations are fine so long as you support your answers with specific examples from the book.

Group Work:

You are ENCOURAGED to work on this assignment with one or two other students who read the same book which you select. If you work with someone else, please submit only one paper and place all names of students on the assignment.

If there are two people in your group, you must write and answer **9** questions or topics.

If there are three people in your group, you must write and answer **13** questions or topics.

Notes:

1. Single-space the entire assignment but double-space between questions. Please number all questions and place them in bold type. (This is one of the rare times when you will need to single-space and assignment.)
2. If you work with someone, you should discuss the answers together. It is fine after the discussion to assign one person to type specific answers. However, it is crucial for each group member to proofread and edit the entire document before submitting it for grading.
3. Hint: Make a list of possible questions (including page numbers) as you read the book. After finishing the book, you should then select the best questions from your list.

Concluding Assignment:

Write a one-paragraph critique of the book. What did you like and why? What did you dislike and why? Did the book change you or change your way of thinking? Explain. Critique the author's writing style. When possible, give specific examples to support your statements.

If you complete this assignment as a group, each group member must write his own critique, and all paragraphs of critique should be included at the end of your questions. Please make sure the student's name is listed before his/her critique.

Summer Reading Assignment: Third Reading

Norton Reader

NOTE: Before tackling the essays listed below, please read “Close Reading and Reader Response” below and *The Norton Reader*-“Reading with a Writer’s Eye” and “Strategies for Writing”: pp. xxxix-lxxiv. These texts provide an introduction to rhetorical analysis as well as methods of annotation and expectations for your log. You should read these texts efferently (to glean information). You should read the essay selections aesthetically (to analyze rhetorical strategies and arguments). This assignment is **due the first day of class**. It needs to be hand-written in a spiral bound notebook.

- Eighner, Lars: “On Dumpster Diving” *The Norton Reader* pp.55-64
- Singer, Peter: “What Should a Billionaire Give and What Should you?” *The Norton Reader* pp. 640-651
- Woolf, Virginia: “In Search of a Room of One’s Own” *The Norton Reader* pp. 904-915

Close Reading and Reader Response

During the school year, we will focus on numerous essays and works of nonfiction. This literature can be considered literary art because it invites analysis transcending simple literal interpretation. To derive the greatest benefit from the literature, you will have to be alert and focused while you read. You must read these texts closely; therefore, you will not want to put off reading until the last minute. Many are short pieces, so you should read them more than once. Because AP English Language and Composition is a college-level course, you must annotate your texts and you should record your engagement with the literature in our log. Beginning at the bottom of this page, you will find specific strategies for annotating texts as well as the expectations for the log.

- Read the 2 assigned introductory sections in *The Norton Reader* before tackling the essays.
- Pre-read each essay; develop an understanding of the text’s meaning and ascertain the author’s purpose. Write a short summary of the text in your log.
- After you reread and annotate, write your impressions in your log. Include your dislikes and likes, any questions that arise, points that you find difficult to understand and the reasons why, as well as any revelations or reflections.
- Look for patterns and repetitions (motifs), and recurring elements within the text including images, phrases, and situations. Ask yourself why the author may have used these repetitions. How do they affect you as the reader? How do they help accomplish the author’s purpose?
- Identify any passages and rhetorical devices that strike you as highly significant and explain why. How does this use of language contribute to the overall meaning of the text? How does the language contribute to the development of a concept? How does the language achieve the author’s purpose?
- Identify unusual syntax and specific diction that strike you as highly significant. What effect does the author achieve by arranging the sentence that way? Why does he/she choose that specific word? Note unfamiliar vocabulary in your log.
- Think about how the elements of this text can relate to other texts that you have read.
- Read the text in context-consider the time period in which it was written and the social and political atmosphere. How does the author reveal these contextual elements in the text? Does the author effectively reveal a particular position on an issue? What word choices does the author make to accomplish this?
- What other methods stand out to you as effective in the accomplishment of the author’s purpose?

Before annotating, *pre-read* the text to discover the themes, points, language and rhetorical strategies the author uses in developing meaning in the text.

Annotating

Annotating is essential for close and critical reading of texts in preparation for class discussions/seminars, writing assignments, analyses, research, and test/exam responses. Because you purchased your texts, you have the opportunity to mark them. Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them. Many students have practiced a rather free-form method of annotations and highlighting, making their texts pretty, but providing little utility when it comes to understanding the meaning. We tend to get lost in the muck or forget why we marked something. Here are some common methods of annotating:

- Circle phrases you find full of meaning, represent repetitive themes or images (motifs) and/or reveal figurative language
- Note shifts in pronoun usage/narrative point of view
- Circle words the author uses for their connotative meanings
- Circle words you need to define in the margin
- Underline sentences that stand out, develop an argument, or make a point
- Number related points
- Bracket important sections of text
- Connect important ideas, words or phrases with arrows

In the margins:

- Summarize and number each paragraph (shorter pieces)
- Define the unfamiliar terms
- Note any questions that come to mind
- Note possible connotative meanings of circled words
- Note any significant patterns or motifs
- Identify any outstanding language usage or writing strategies you discover
- Identify points or arguments

Don't simply mark the passage without stating why in the margins (unless it's obvious). Never rely on your memory because when referring back to your marks, you may not recall the context in which you first encountered the marked passage, so it becomes meaningless unless you reread.

The Reading Log

You should log the texts you read aesthetically (for analysis/rhetorical strategies). For each text include:

- A summary of the text highlighting the major points the author makes
- Your ascertainment of the author's rhetorical situation and purpose
- Who is the primary audience? What clues led you to that conclusion?
- Your opinion of the effectiveness of the text. What rhetorical techniques employed by the author do you find effective in achieving his/her purpose?
- Three discussion questions

Developing Discussion Questions

If you maintain an adequate reader-response log and meticulously annotate your text, you should have little trouble developing your discussion questions and responding to the analytical essay prompts. Pithy questions are the backbone of a successful class.

- Raise questions that are ripe for discussion, questions that you believe will spark a lively discussion.
- Ask questions that may generate multiple interpretations of the text or that are debatable.
- Ask questions for which you really want an answer. If there is something you are confused about, allow the class to offer their insights as a bridge to understanding.
- Ask questions that lead to an understanding of the text—questions designed to help us all better understand the text and its meanings. Help us all comprehend how the text works.
- Ask questions that focus on the author's word choices and use of language, questions that consider the connotations of words.
- Ask questions that require more than a "yes or no" answer.

Remember: In rhetorical analysis, your job is to evaluate *how* authors use language to create arguments and accomplish a purpose, not necessarily to evaluate the merits of their argument. We do not focus on whether or not we agree on the stand the authors take, but how effectively they make them. You will have writing opportunities to utilize rhetorical strategies in creating your own arguments responding to the points the authors make in their essays.