

## **English III AP – Language and Composition Summer Reading List and Assignment 2017-2018**

Welcome to the wonderful world of English III AP. Next year, we will journey through texts that explore the questions of what it means to be an American today and in the past, why our view of ourselves has changed, and what elements contribute to the changes. We will look at the various philosophical influences and the writings that emerged as a result of individuals and society questioning their surroundings and status quo. We will write constantly, reflecting on how these ideas are crafted by an author's writing style.

The AP English 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 complete assignments for a selection of texts over the summer. **You are expected to complete these assignments and submit them on the first day of class.**

Please note that though a few of these texts have been assigned in previous years, you must read the texts in their entirety yourself, and your annotations must be original. I expect every student to start off on the right, honest foot when beginning this class. This warning also includes any attempts at copying analysis from websites. Believe me, any sites you find (some accurate, some not so much), I have already found and read many times over. If you are struggling to understand a text, you are encouraged to read it first, read it again, and then look to credible sources to aid in your understanding. This adventure begins with YOUR mind at work to read and think from the first word to the last.

Have a fabulous summer, and I will see you in August!

Mrs. Marks  
Sheri.Marks@stpsb.org

**Each of the following assignments must be completed by the first day of class.  
Completing them in the following order is strongly suggested.**

(Before beginning your official summer reading assignments...

If you are unaware of the meanings of ethos, pathos, and logos and/or the rhetorical triangle, see the additional handout uploaded to Slidell High's website, "The Art of Persuasion – A Basic Introduction to Rhetoric.")

## SUMMER READINGS AND ASSIGNMENTS

### **READ**

Chapter 2, "Close Reading: The Art and Craft of Analysis" from *The Language of Composition*

Link to text -

<http://lincolnparkhs.org/ourpages/auto/2012/11/15/50116588/Chapter%202.pdf>

It is suggested that you print this.

**ASSIGNMENT** - Complete all of the following tasks by either typing your responses or writing them on loose-leaf paper:

- Complete the bullet point questions on pg. 37 about the excerpted passage on pg. 36.
- On pages 40-42 - pay attention to these sample annotations; this is the level of detail and thought I am expecting from your annotations of *The Great Gatsby*.
- On pages 46-48 - pay attention to this sample essay. This is the type of writing we will be working on specifically in the first nine weeks and throughout the entire year. One of the AP examination essays, the rhetorical analysis essay, will require you to write in this manner, responding to texts. It is extremely important to understand the expectations for your writing now, as you will have to produce work in this format and of this caliber in this class.
- Complete the assignment on pg. 48.
- Complete the assignment on pg. 51.
- Read JFK's Inaugural Address on pgs. 52-54. Complete the assignment on pg. 55 answering all questions about diction and syntax.
- You do NOT have to complete the essay assignment on pg. 57. However, be prepared to do so within the first week of school.
- Refer to the glossary of rhetorical terms on pgs. 58-59 when answering questions about Kennedy's speech.

### **READ**

3 essays:

1) "Graduation" by Maya Angelou

<http://www.eacfaculty.org/pchidester/101%20files/graduation.pdf>

2) "Death of the Moth" by Virginia Woolf

<https://ebooks.adelaide.edu.au/w/woolf/virginia/w91d/chapter1.html>

3) "On Dumpster Diving" by Lars Eighner

<http://bedfordjfhhs.sharpschool.net/common/pages/DisplayFile.aspx?itemId=12041589>

**ASSIGNMENT** – Annotate each text while reading. Complete the attached SOAPStone chart for EACH of the three essays.

### **READ**

1) Excerpt from *The Jungle* by Upton Sinclair

(only read the one page the link sends you to; do not click forward; this takes you to other articles which are NOT from *The Jungle*)

<http://www.learnnc.org/lp/editions/nchist-newcentury/5101>

2) Excerpt from *Fast Food Nation*

[http://www.thirdworldtraveler.com/Health/MostDangerousJob\\_FFN.html](http://www.thirdworldtraveler.com/Health/MostDangerousJob_FFN.html)

**ASSIGNMENT** – It is suggested that you research brief synopses about both texts to understand the context of each before reading. After reading, you are to type a 3-paragraph response, comparing these two texts based on the following questions:

- a. What is the goal of both excerpts?
- b. What kinds of details do both authors include in their excerpts to make their points?
- c. What were the effects of *The Jungle*'s publication and what have been some possible effects of the publication of *Fast Food Nation*? \*Outside research might need to take place to answer this question properly. In that event, make sure any information from **credible** (.org/.edu/.gov) websites (no wikipedia!) is cited in your response. Typed responses should be in MLA format with 1" margins, left aligned headings, double-spaced, 12 point, Times New Roman font.

**READ**

*The Great Gatsby* by F. Scott Fitzgerald

It is strongly suggested that a personal copy of this novel be obtained and annotated. However, one may be checked out from the library and annotations can be done on post-it notes or as split-page notes.

**ASSIGNMENT** – Annotate this novel using the attached annotation guidelines. Focus on annotating for the development of the American Dream and the results of its pursuit.

\*If any links to texts fail to work, every text can be found through Internet search engines. Email Mrs. Hughes if help is needed.

## SOAPSTone Graphic Organizer

<p><b>Title of Piece:</b> <b>Author:</b></p>		
<b>Subject</b>	<p>The general topic, content, and ideas contained in the text. What is this piece about?</p>	
<b>Occasion</b>	<p>The time and place of the piece; the current situation or context which gave rise to the writing or speech.</p>	
<b>Audience</b>	<p>The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. What qualities, beliefs, or values do the audience members have in common?</p>	
<b>Purpose</b>	<p>The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose? In literature, we call this the theme of the piece.</p>	
<b>Speaker</b>	<p>The voice that tells the story, or in nonfiction, the author. What do we know about the writer's life and views that shape this text?</p>	
<b>Tone</b>	<p>What choice of words and use of rhetorical devices let you know the speaker's tone? Is the tone light-hearted or deadly serious? Mischievous or ironic?</p>	

## Annotation Guidelines

Annotation is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- Make brief comments in the margins. Use any white space available - inside cover, random blank pages
- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols - brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- \*Underline – CAUTION: Use this method sparingly. Underline only a few words. **Always combine** with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- \*Highlight – See *underline*. You cannot write with a highlighter anyway.
- Create your own code.
- Use post-it notes **only** if you have exhausted all available space (unlikely).

### What should you annotate?

Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations **must** include comments. I want to see evidence of thinking.

- Have a conversation with the text. Talk back to it.
- **Ask questions (essential to active reading).**
- Comment on the actions or development of a character. Does the character change? Why? How? the result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.
- Note how the author uses language. Note the significance if you can.
  - effects of word choice (diction) or sentence structure or type (syntax)
  - point of view / effect
  - reliability of narrator
  - repetition of words, phrases, actions, events –
  - patterns - motifs or cluster ideas

- narrative pace / time / order of sequence of events
- tone / mood
- irony\*\*\*
- imagery
- contrasts / contradictions / juxtapositions / shifts  
    themes (American Dream!)
- allusions
- setting / historical period
- any other figure of speech or literary device
- symbols

The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

\*\*\*Bring all of your annotated texts to class the first day.

Approach the works with an open mind. Let them inspire you and stretch your imagination.

<p><b>How-to-Annotate-a-Book Mark</b></p> <p>Before Reading:</p> <ul style="list-style-type: none"> <li>← Examine the front and back covers (books)</li> <li>← Read the title &amp; any subtitles</li> <li>← Examine the illustrations</li> <li>← Examine the print (bold, italic, etc.)</li> <li>← Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)</li> </ul> <p>As you examine and read these, write questions and make predictions and/or connections near these parts of the text.</p> <p>During Reading:</p> <p>Mark in the text:</p> <ul style="list-style-type: none"> <li>← Characters (who)</li> <li>← When (setting)</li> <li>← Where (setting)</li> <li>← Vocabulary ( squiggly underline)</li> <li>← Important ideas or information (straight underline)</li> </ul> <p>Write in the margins:</p> <ul style="list-style-type: none"> <li>← Summarize</li> <li>← Make predictions</li> <li>← Formulate opinions</li> <li>← Make connections</li> <li>← Ask questions</li> <li>← Analyze the author's craft</li> <li>← Write reflections/reactions/ comments</li> <li>← Look for patterns/repetitions</li> </ul> <p>After Reading:</p> <ul style="list-style-type: none"> <li>← Reread annotations—draw conclusions</li> <li>← Reread introduction and conclusion—try to figure out something new</li> <li>← Examine patterns/repetitions--- determine possible meanings</li> <li>← Determine what the title might mean</li> </ul>	<p><b>Annotation Instructions and Rubric</b></p> <p>Print this page and cut out the attached bookmark. Use it to help you read for important information. Obviously, annotation is as personal as reading, and there are <i>MANY</i> ways to annotate a book. This system is just a suggestion. For example, some people prefer to use colors to differentiate elements, and some prefer to use "Post Its."</p> <p>If you already have a system, feel free to use what you are comfortable with. We're not going to hold you to specific squiggly lines or circles.</p> <p>What we will be looking for when we collect your books in the fall is the level of critical thinking that went into your reading. So, whatever system you use, <b>make your thinking visible</b>. We will look to see if you have recognized the elements at left--characters, setting, vocabulary and important information. Comments and questions in the margins and at the end of chapters also show us your thinking process.</p> <p><b>A Grade:</b> For an annotated book to receive an <i>A</i>, we would expect to see markings and written commentary throughout the entire book, including recognition of significant plot points or ideas. There will probably be something significant noted in nearly every chapter.</p> <p><b>B Grade:</b> <i>A B</i> book may be lacking in written commentary, but the "highlighted" areas will reflect the significant elements discussed at left.</p> <p><b>C Grade:</b> <i>A C</i> book may be missing some significant elements, but will still be highlighted generally throughout the book, showing your basic understanding of the characters and plot.</p> <p>Lower Grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.</p>
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