

AP English Language and Composition Summer 2017 reading and assignments
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A.P. English Language & Composition is a course that mainly focuses on the reading, writing, and analysis of nonfiction works; however, we will read fiction texts as well. The course will help you improve your reading ability as well as your writing, while also preparing you for the rigor of college; however, it does require time and dedication. If you are willing to work hard, I think you will benefit from the course.

I. Required reading (2 books)

Book 1: Choice Reading: You will write an essay & do passage analysis on this book on the first day of class; you will take part in a discussion on the book during the first week.

Choose ONE of the following NON-FICTION books to read. You will need to obtain your own copy, but do not wait until the last minute; you might find it difficult to find a copy the weekend before the assignment is due! I want you to read a book you will enjoy, but I must warn you that some of the books have strong language or some graphic imagery. If you are feeling ambitious, read more than one and choose the one on which you want to focus. I would suggest checking thrift stores for cheap copies or Amazon. I have seen copies of several of these titles at thrift stores because I think some of the titles are taught in other school districts in the area.

- 1) *American Shaolin: Flying Kicks, Buddhist Monks, and the Legend of Iron Crotch: An Odyssey in the New China* by Matthew Polly
- 2) *Dispatches from the Edge* by Anderson Cooper
- 3) *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride
- 4) *The Beautiful Struggle* by Ta-Nehisi Coates
- 5) *The Glass Castle* by Jeanette Walls

Book 2: All students should read this book. You will write an essay on this book in the 2nd week of school and take part in discussion activities on the book during the first weeks of school. **Into the Wild* by Jon Krakauer

II. Writing/Activities for these books

A. As you read both books, mark/tab passages that stand out to you for some reason—passages that seem important, grab your attention, or make you react in some way. (Passage = 1/2 -1 1/2 pages long—from 1 “rich” sentence to several sentences.) The passages you tab will help you prepare for discussion during the first several class periods.

B. For both books, you must create a two-column journal (something many of you did in 10H). This journal, recorded in a spiral notebook, is one that you will maintain throughout the school year. You will use it on portions of tests and in discussions.

- **Choice book**-- Choose 12 passages, each from a different section of the book, to record and interpret/analyze. Choose passages that reveal significant events, relationships, beliefs, or influences of the author. Avoid summary or paraphrase of the passages. For each passage you should
 - A. identify the author's purpose in the passage (“to reveal _____’s thoughts about...” or “to persuade readers of _____”),
 - B. analyze the author's use of language, including any language devices or literary devices
- For *Into the Wild*—Choose 12 passages to record and interpret/analyze. Choose passages that relate to the concepts of identity, struggle, and society, especially the relationship among these three concepts. Do A & B as indicated for choice book.

Passage lengths may vary from 1 rich sentence to almost a page. Choose pieces of text that have thematic or contextual significance, reveal character development, display literary devices or style techniques. Journal what you observe in the passage and provide commentary/discussion/interpretation. I am including an example with this handout. Commentary can be in sentences or phrases, but you can also add questions, notes, observations. **Please DO NOT write paragraphs of analysis!** I want complete thoughts, but not a mini essay for each passage. :)

III. Important reminders

- **Due date and Evaluation of summer work**--I will collect the journal (**spiral notebook**) on the first day of class. The **spiral notebook** should be labeled with your name and the class block. It should contain your 2- column journaling for both books. You can type the passages, but you should WRITE your responses. **Please DO NOT submit the journal in another format--use a notebook.** I will update my web page in late July/early August and you can sign up for notifications (text messages or e-mails) of updates.

- The 24 passages are worth a test grade. You can submit the assignment the week of open house for extra credit.
- **Outside source use and research** I do not expect you to consult outside sources as you write your analyses. The summer assignment is your opportunity to show me what you can do, your interest in the class, and your motivation to be successful. Remember, the class is a college level class, so the workload will reflect this. I do not mind that you discuss the books with parents and friends, but the work you submit **should be your own**. If you do look up information pertaining to the books, you **MUST** cite it—even if it comes from a parent or friend. I want to see your ideas, so I need to know when you borrow from others. Please do your own thinking and writing.
- **PLEASE DO NOT ATTEMPT TO SUBSTITUTE A MOVIE VERSION OF A BOOK FOR THE TEXT ITSELF.** Please do not attempt to bypass reading and searching online for summary and/or analysis. **PLEASE READ THE BOOKS** and start the year honestly. **

You can email me during the summer if you have questions or concerns: ssharp@gc.k12.va.us. I check email periodically throughout the summer. I look forward to meeting you!

Two-Column Journal – Example (these are a bit short, but will fit on this page)
Journal entries DO NOT need to be typed—write them! You can type passages, not responses.

| Quote | Discussion |
|--|---|
| <p>“He thought it very discouraging that his wife, who was the sole object of his existence, evinced so little interest in things which concerned him, and valued so little his conversation” (6).</p> | <p>diction: “his” 5 times “object” !</p> <p>The author seems to be prejudicing the reader through word choice. What he says about his wife seems to describe his approach to her concerns rather than the opposite. This husband in his self-pitying words conveys that his wife exists for <u>his</u> concerns/comfort/pleasures. Whether he values <u>her</u> conversation or company is unclear; his thoughts lack any examples of his understanding of her. Watch gender/sex roles for a critical approach in literary essay??</p> |
| <p>“The voice of the sea is seductive; never ceasing, whispering, clamoring, murmuring, inviting the soul to wander for a spell in the abysses of solitude; to lose itself in mazes of inward contemplation” (17).</p> | <p>effective personification parallel structure: draws reader into the water, so to speak; emphasizes hypnotic “spell” sibilance: soothes, mimics waves? Water here seems to hold symbolic qualities as is often true in literature. (Watch this image!)</p> <p>The sensuous nature/wording seems to contrast the “formal” behaviors of the characters visiting the sea. Their careful manners, their conventional behaviors and patterns, hide their complexity as individuals and their true passions. The sea allows them “alone time” to ponder their true inclinations.</p> <p>**In the end, we see that this passage foreshadows the ending directly; held the protagonist’s profound solution to internal conflicts from the start!</p> |