



**AP English Language & Composition Grade 11
Summer Reading Assignment 2018
Ms. Beverly Cardino**

All students enrolled in AP English Language & Composition are required to read three books before September. AP English Language is taught at the college level and requires extensive reading, writing, research, and discussion. You will study authors' styles and uses of rhetoric, learning to apply those techniques to your own writing. The focus of the course is nonfiction, and writing rhetorical analysis, argument and synthesis essays. Be forewarned...this course is labor intensive and is the equivalent of a Freshman Composition course at a four-year university. Please also be aware that you will be required to take the College Board AP exam in May.

The summer assignment will be the initial focus of the course. Failure to complete the summer assignment will seriously threaten your grade. Your summer reading assignment for each book will be due the first week of class. These are the texts and the assignments:

- 1. *David and Goliath* by Malcolm Gladwell**
- 2. *The Glass Castle* by Jeannette Walls**
- 3. *Bird by Bird: Some Instructions on Writing and Life* by Anne Lamott**

Annotation Assignment for *David and Goliath* and *Bird by Bird*:

Annotate each book as you read. You can do this with sticky notes or directly on the books. You should use your own copy of each book as I will collect them to read your annotations in September. You may highlight or underline, but you **MUST** comment next to it. Your notations should move beyond personal comments and more into analysis of how the piece is crafted. This should extend your reading time, but should not double it. The purpose is to help you engage in the reading in a way to prepare you for rhetorical analysis, argument and synthesis and to show evidence of that engagement on the page. You should be prepared to turn in your books during the first week of class. If you read and engage with the text through marginal notes as you read, you will be prepared for AP Language and Comp! Use the following list to help direct your notations as you read:

1. **Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness. **Make note of:**
 - Your reactions / emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension / suspense, disgust, criticism, disagreement, confusion)
 - Your questions or lack of understanding or doubts (ask "Why?")
 - Your revelations: when "things" become clear to you, when you make links
 - Similarities to other works: "Reminds me of..."
 - Wonderful writing – passages that strike you artistically / aesthetically and why
2. **Speaker:** Think about how who the writer is and what he/she knows is communicated. This should help you decide the author's credibility. **Make note of:**
 - Introductory facts: author background and relationship to the topic, bias, etc.
 - Ethos – how the author establishes credibility and character on the given topic
 - Note word choice or diction that indicate the author's attitude or tone and where it shifts or changes and why
 - When the author directly or indirectly states how he/ she feels
 - Note key lines that stand out as crucial to the author's argument
3. **Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason. **Make note of:**
 - The author's reasons for writing – what is the motivation?
 - Historical, political, social issues surrounding the topic
 - The author's personal reasons as well as the greater world/national reasons for the piece
 - Evidence of views characteristic of the time period and culture surrounding the work
 - Descriptions of class judgments, racism, gender biases, stereotypes, etc.
4. **Audience:** Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively. **Make note of:**
 - Evidence of who (and it can be more than one) the author is trying to reach
 - Where the author directly or indirectly addresses a specific audience
 - Any "Call to Action" that the author is issuing to the reader
 - Pathos – where the author appeals to your sense of emotion through anecdotes and figurative language
5. **Purpose:** Think about the author's purpose in writing this book and whether or not he/she is effective in that purpose. **Make note of:**
 - Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying – but make sure you note specifics
 - Logos: the author's appeal to reason. Examine how he/she makes the reader believe in that purpose
6. **Subject:** Think about what the book is discussing and whether or not the author shows why this subject is important. **Make note of:**
 - Elements related to the problem and issue
 - How the author develops or deepens the aspects of the problem /issue
 - How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. **Authorial Devices and Structures in the Argument:** Think about the author's techniques in delivery and how effective the author's methods are for rhetorical purposes – the use of subtleties, patterns, style, structure, etc. **Make note of:**
- Changes in point of view / emphasis
 - Crucial language / vocabulary – not just a word that you don't understand, but one that seems crucial to understanding the argument – look these up
 - Stylistic techniques: irony, satire, humor, exaggeration, repetition / patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices
 - How the author's structure of the argument / book influences the reader and relates to the subject, audience and purpose

(Credit: Central Bucks High School West)

Written Assignment for *The Glass Castle*:

Write a response of at least 15 complete sentences to this question. The hard copy should be typed in MLA format. It will be collected the first week of school.

For many reviewers and readers, the most extraordinary thing about *The Glass Castle* is that, despite everything, Jeannette Walls refuses to condemn her parents. Were you able to be equally nonjudgmental? Explain fully.