

11 AP English

**SUMMER READING
PACKET**

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Woodside High School

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A.P. English Language and Composition is a course mainly focused on the reading, writing, and analysis of nonfiction works. We will explore how people write to share their personal experiences, to argue their point of view, to critique other perspectives, to share discoveries and findings, to advocate for change, and to build bridges and understandings among peoples. We will read, analyze, and interpret texts from many different time periods, perspectives, and learn to develop our own voices as writers along the way. This course will develop your critical thinking skills and better prepare you for the rigor of college classes, but it will take a lot of hard work, time, and dedication.

Over this summer you will read two books. You will need to closely read and complete an assignment for each book. Carefully read the following packet and return to school with all of the assignments completed and ready to hand in.

Part 1: Choice Reading and Essay

Choose ONE of the following contemporary non-fiction books. You will need to procure your own copy of this book from the public library or a bookstore. Plan ahead! Do not wait until the last minute to get your book or you may find it difficult to do so. I encourage you to talk to your friends – if someone else is interested in reading the same book, you can discuss the book together as you read. You also may be able to get used or sale copies online at Amazon.com or download a digital copy. Even if the Woodside Library’s copy or your local community library’s copy is already out, they may be able to get you a copy through interlibrary loan. Check the online catalogue to see where else the book is available or talk to a librarian.

All of the following choices have won literary awards and critical recognition for their investigative writing. I have read and enjoyed them all; there is a little something for everyone here. Some books may contain strong language. I highly encourage you to read reviews and the first few pages of the book before deciding which book is best for you. I want you to read a book that you will enjoy! Do not choose a book that may be objectionable to either you or your parents.

Consider what the author wants his audience to learn from his book. Use sticky notes or otherwise make note of passages that are compelling or eye-opening to you. Consider how these passage reveal or provide evidence for the author’s overall purpose and message.

- *Fast Food Nation* by Eric Schlosser
- *Evicted* by Matthew Desmond
- *Hillbilly Elegy* by J.D Vance
- *Columbine* by Dave Cullen

Essay:

Based on the choice book you read, you will write an essay that will be due the first week of school. Your essay should be **no more than 2 pages long**, typed, double spaced, 12-point font, Times New Roman.

Essay Prompt:

In this essay, you must explain the author’s message or purpose; why did he/she write this novel? What issue is discussed or revealed as the author pieces together the facts and anecdotes related to the highlighted social issue. Pay attention to the author’s use of ethos, pathos, and logos and the manner in which the author organizes the text. Begin your essay with a thesis statement that asserts the author’s message or purpose. Then, using evidence from the text in the form of quotes, explain how key ideas or facts support and develop this message. Be sure to make an assertion, provide evidence, and then comment on and explain the evidence as you develop your essay.

Part 2: Class Read and Passage Analysis

All students are required to read the following book:

The Glass Castle by Jeanette Walls

As you read, keep track of passages that you find particularly significant and/or compelling. (A passage is approximately ½ - 1-page long.)

Passage Analysis

Choose 4 passages, each from a different section of the book, and write a **one-page response for each**. Be sure to put the page numbers of the passage you are discussing at the top of the page. In your response, you should discuss the following:

1. Main idea of the passage (1-2 sentences)
2. Why you think this is a significant and/or compelling passage? (i.e. How did the passage make you feel? What did the author do in writing the passage to make you feel this way?)
3. What does this passage help you to better understand about Jeanette Walls and her life?
4. How does this passage contribute to the message or focus of the novel as a whole?

Your responses should be paragraph form (the number of paragraphs is up to you as long as it is clear) and stand-alone (I should not have to reread the questions above or the passage to follow what you are saying). Use clear and specific language in your writing. **Type and double space your responses**. We will use these responses as a basis for graded discussion and a major writing assignment during the first few weeks of school.

Part 3: List of Rhetorical Terms

Become familiar with the terms listed below. You need to create flashcards (3x5 index cards) with the words and definitions. The flashcards will not be taken up for a grade; however, there will be a formal assessment of your understanding of these terms at the beginning of the year, and you will be allowed to use your flashcards for the assessment. As you read, be aware of the use of these devices and be prepared to discuss their use in appropriate works.

Archetype
Allegory
Alliteration
Allusion
Ambiguous
Analogy
Anaphora
Antecedent
Anticipate Objections
Antithesis
Aphorism
Apostrophe
Assonance
Atmosphere
Caricature
Cacophony
Colloquialism
Conceit
Connotation
Denotation

Diction
Didactic
Double Entendre
Euphemism
Dystopian
Dysphemism
Euphemistic
Extended metaphor
Figurative language
Figure of speech
Genre
Hyperbole
Imagery
Inference/infer
Irony/ironic
Verbal irony
Situational irony
Dramatic irony
Metaphor
Mood

Onomatopoeia
Oxymoron
Paradox
Parallelism
Parody
Personification
Point of view
First person
Third person
Third person limited
Third person omniscient
Repetition
Rhetoric
Rhetorical appeal
Logos
Ethos
Pathos
Rhetorical modes
Exposition

Argumentation
Description
Narration
Rhetorical question
Sarcasm
Satire
Style
Syllogism
Symbol/symbolism
Synecdoche
Syntax
Theme
Thesis
Tone
Transition
Understatement
Wit
Zeugma

IMPORTANT NOTES:

I will check that you have completed all of this work the first two weeks of school, and you will earn a completion grade for each component. We will also discuss these books in socratic seminars. Plan on having a copy of your books available to you for reference. It would be helpful if you used small sticky notes as you read to mark compelling passages that you might wish to discuss.

This summer reading assignment is your opportunity to show me what you can do, your interest in the class, and motivation to be successful. I will be able to best tailor this class if I know what you are capable of doing. Although I have no problems with you discussing these books with parents, friends, etc. the assignments need to reflect what you can do. Outside research is not a part of this assignment; I want to know what you think and measure how well you can organize and write about what you think. If you feel compelled to look up any other information, you **MUST** cite it (whether it be direct quotes, summary, or even if you are just inspired by someone else's idea – including any ideas from your parents, friends, etc.!))

I expect that all students enrolled in this class will complete the summer reading assignment on time. If you decide during the summer that you just aren't interested in the class and/or would rather put your focus on a different subject next year, I understand. It is then your responsibility to contact your guidance counselor and me to let us know that you need a different English class next year. If you are not sure, I would be happy to talk to you more about expectations for this class. You need to understand that this is a college level course and the level of difficulty of the work reflects this. The course gets incrementally more challenging throughout the year.

If you have any questions or concerns, please contact me at laura.cvitanovich@nm.k12.va.us.

I will check my email periodically throughout the summer and will get back to you as soon as possible.