

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 and 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.

Your AP Language and Composition Summer Assignments are listed below. They are designed not only as a diagnostic assessment of your motivation, reading comprehension, and writing ability, but also as an introduction to the skills you will need for the upcoming year.

If you have any questions or concerns after reading this packet, please contact me at kaitlyn.dunn@nn.k12.va.us. I will check my email periodically throughout the summer and will get back to you as soon as possible.

Part 1: Choice Reading and Essay

Choose ONE of the following contemporary books to read. 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. 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 awards or literary recognition. I have read and enjoyed them all; there is a little something for everyone here. Some books may contain strong language and adult themes. I highly encourage you to go onto Amazon.com and 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.

- *Hillbilly Elegy* by J.D. Vance
- *The Other Wes Moore* by Wes Moore
- *Evicted* by Matthew Desmond
- *Educated* by Tara Westover
- *Columbine* by Dave Cullen

AS YOU READ your book, keep track of the major events in the narrative. You may do this on a sheet of paper tucked into the book or in a word doc (must be able to print it for later use). Use sticky notes to mark significant passages. They may be significant as a “light bulb” moments, either for a character or for you; significant moments in the sequence of events, insight into a character, or perhaps a scene where the author's message or the book's theme is revealed. We will participate in a Socratic Seminar for these books, and the more notes and supporting documentation you have, the better quality your responses and our discussion will be.

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 book? What universal idea, or shared human experience is discussed or revealed as the author pieces together the events and anecdotes of his/her life. Remember, every move an author makes is a choice; particular events and anecdotes are chosen to reveal and support major ideas. 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 scenes 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. **NOTE: This is NOT a plot summary—you should be making an assertion on why the author wrote this text and how the fulfilled that purpose with their writing.**

Part 2: Current Event Summary-Response

Select one current event article on the issue of your choosing. It would be best to choose an issue that you are interested in and understand. A good place to locate an article is by doing an internet search on: Kelly Gallagher Article of the Week Archive. This site features dozens of articles, each formatted to under two pages in length and including thinking questions. Read the article and write a one-page summary response (Times New Roman, 12 point, double spaced) that includes a half page summary of the article followed by a half page personal response to the article. The personal response portion includes your opinion on the topic

with the reasons why you feel that way. You should use quotes from the text to support your thinking. If you are unsure of how to proceed, do an internet search on: Summary Response Paper. This is a very common type of college writing and will be helpful when we work on research assignments.

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. You will need to study and be extremely familiar with these terms—we will be using them in analysis all year. Your flashcards are meant to be a study aid, not a replacement for learning the terms. 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
Connotation
Denotation
Diction

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
Symbol/symbolism
Syntax
Theme
Thesis
Tone
Transition
Understatement
Wit
Exigence

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.

This summer reading assignment is your opportunity to show me what you can do, your interest in the class, and your 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 assignments with parents or friends, the assignments need to reflect what you can do. Outside research is not a part of these assignments; however, 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 or friends!). Non-credited information from outside sources is plagiarism and will result in a zero on your assignment without a makeup opportunity.

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.