

# 11 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

## 2009-2010 Summer Reading - Ms. Searle

Welcome to all AP Language and Composition Students! The summer reading assignment is given to supplement your literary background as well as to give depth to your exposure to non-fiction writing. The majority of the work in the course will consist primarily of analyzing non-fiction language with a keen eye directed to the techniques used by authors to achieve their desired tone and purpose. Of course, you can adopt these same techniques to make your *own* writing more effective!

### I. *NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS*

- 1) **Read this short work**, focusing on the details of Douglass' life 1) as a working slave and 2) as a fugitive slave. Pay particular attention how he changes his **tone**, depending on his topic.
  
- 2) **Write an analysis of one passage in which you can identify Douglass' purpose and tone.** The length of a "passage" can be from a long paragraph to two pages, but no longer. Look at diction (word choice), imagery, and syntax (sentence structure) that communicate the tone. In a well-organized, double-spaced, typed essay that is no less than 1 page, 12 font, Times New Roman, identify the purpose, tone, and strategies the author uses to achieve his purpose.

At the top of your paper under your name, write the page number, first few words, and last few words for the passage: **Example:** page 85 "I will never....to that end."

**COPY AND PASTE this essay inside an email message to me on or before August 1.** I do not open attachments. Please be sure to put "YOUR NAME - 11AP" in the subject box. My email address is [bsearle11@verizon.net](mailto:bsearle11@verizon.net)

THEN, submit your analysis to "turnitin.com" on or before August 1. The course ID is **2719919** and the password is **Frederick**. Please **register this week**.

- 3) **Learn the contextual definitions** of all words used in the text.  
**Handwrite** a personal glossary of 30-50 words in which you:
  - a) **copy** the sentence or phrase in which the word is used,
  - b) **write** the definition of the word *as it is used in context*, and
  - c) **learn** how those words are used and what they mean by September.
  - d) **prepare** for a vocabulary quiz.

I will collect the glossaries on the first day. Be sure to make your handwriting legible!

- 4) Prepare for a content test shortly after we return to school.

## II. *THE CRUCIBLE*

- 1) **Read the play** very carefully.
- 2) **Prepare four essential questions** for each Act of the play (there are four Acts).
  - Two (2) questions must be **inferential** (answers to which can be drawn from specific evidence found in the text).
  - Two (2) must deal with **analysis** of the author's purpose or theme, the characters' motives, and/or the structure of the novel (these are just a few examples of topics for analysis).
- 3) **Prepare the responses** to these sixteen (16) questions; identify each question/response by the Act.  
**An essential question:**
  - has no right or wrong answer.
  - may start with how, why, or which.
  - is open-ended and cannot be answered with a "yes" or "no."
  - leads us to ask other questions.
  - requires us to analyze information and make our own judgments, conclusions, or decisions.
  - deals with issues of great importance to us as human beings, citizens, and/or individuals.
  - challenges us to make connections between what we learn in various subjects and larger world issues.
- 4) **Answer all questions.** Type questions and answers. Prepare for class discussion.
- 5) **Learn the contextual definitions** of all words used in the text.  
**Handwrite** a personal glossary of 30-50 words in which you:
  - a) **copy** the sentence or phrase in which the word is used,
  - b) **write** the definition of the word *as it is used in context*, and
  - c) **learn** how those words are used and what they mean by September.
  - d) **prepare** for a vocabulary quiz.

I will collect the glossaries on the first day. Be sure to make your handwriting legible!

- 6) **Prepare for a content test** shortly after we return to school.

### III. *NON-FICTION BOOK CHOICE*

- 1) **Choose one title** from the list of non-fiction works on the next page. **Email me your choice by August 1.**
- 2) **Select a minimum of 12 excerpts** that you find particularly interesting or well-written. Excerpts are at least one sentence in length and may be an entire paragraph. Write out the excerpt, document the page number, and explain in a comprehensive paragraph why you chose the excerpt. Your excerpts should be representative of the beginning, middle, and end of the text.  
  
You may type or handwrite this work.
- 3) Be prepared to discuss your book when during the first week of school.

#### **Non-Fiction Books**

Eric Schlosser	<i>Fast Food Nation</i>
Jon Krakauer	<i>Into the Wild</i>
Erik Larsen	<i>The Devil in the White City</i>
Mortenson and Pelin	<i>Three Cups of Tea: One Man's Mission to Promote Peace</i>
Barack Obama*	<i>Dreams from My Father</i>
James McBride*	<i>The Color of Water</i>
Azar Nafisi*	<i>Reading Lolita in Tehran</i>
Tim O'Brien*	<i>If I Die in a Combat Zone, Box Me Up and Ship Me Home</i>
Esmeralda Santiago*	<i>When I Was Puerto Rican</i>

(\* Memoir)

\*\*\*Students and parents should be cautioned that some of these titles deal with mature themes and are reminded that the Advanced Placement curriculum is meant to be college level work.

### IV. **EXTRA CREDIT - Fiction**

Below is a list of fiction titles. Complete the same assignment as for the non-fiction book. If done well, this grade could substitute for a poor test grade during the first quarter marking period.

Khaled Hosseini	<i>A Thousand Splendid Suns</i>
Diana Setterfield	<i>The 13<sup>th</sup> Tale</i>
Tim O'Brien	<i>The Things They Carried</i>
Barbara Kingsolver	<i>The Poisonwood Bible</i>
Pete Hamill	<i>Forever</i>
Kim Edwards	<i>The Memory Keeper's Daughter</i>
Mark Haddon	<i>The Curious Incident of the Dog in the Nighttime</i>
Ken Follett	<i>Pillars of the Earth</i>
Ken Follett	<i>World Without End</i>

## SUMMARY OF DUE DATES:

**On or before August 1 by email ([bsearle11@verizon.net](mailto:bsearle11@verizon.net)):**

- Non-fiction book choice
- *Frederick Douglass* essay – **AND submission to turnitin.com.**

**On the first day of school:**

- Vocabulary work for *Frederick Douglass*
- Vocabulary and Essential questions/responses on *The Crucible*
- Excerpts/responses on Non-fiction book choice
- Extra credit – Excerpts/responses on Fiction choice

### **Please note:**

*Plan your time carefully. Spread the assignments out over several weeks, not days. Start early. Annihilate the procrastination monster in July.*

**The August 1<sup>st</sup> deadline is etched in stone.** It is my deadline, but it need not be yours. Plan for emergencies – computer crashes, printer runs out of ink, Internet goes down. You still have responsibilities, so be in control of your life. Consider turning it in on YOUR deadline (in July!).

If ANY of your work is plagiarized (taken from ANY source other than your own intelligent, thoughtful mind), then you risk:

- getting a zero on the assignment,
- getting banned from membership in the National Honor Society, and
- being removed from the 11AP English course.

Your honor, your integrity, your character are your most valuable assets - protect and cherish them accordingly.

You may email me at any time if you have *questions* about these assignments and/or *comments* about your book. My email address: [mailto: bsearle11@verizon.net](mailto:bsearle11@verizon.net). **Please be sure to put “YOUR NAME - 11AP” in the Subject Box so that I know the mail is legitimate. Otherwise, the delete key challenges your existence!**