

Dr. Ralph H. Poteet High School
AP English Language and Composition
Summer Reading 2017-2018

As part of MISD's Advanced Academic program, summer reading will be REQUIRED for all levels.

Rationale

The purpose of the MISD summer reading program is to provide a foundation of close reading and analysis that will enable a student to be successful in Advanced Placement classes and beyond. This course differentiates by employing content immersion, a faster-paced scope and sequence, and performance assessed at higher levels. The summer assignments serve as a springboard into the year's academic focus by allowing academic discussion to begin with the first day of class.

STUDENT STATEMENT

I _____ on this date _____ agree to read the works listed on the summer reading document and complete the related assignments required for students enrolled in the AP Language and Composition English III in MISD. I understand that failure to complete these assignments will gravely impact my grade for the first six weeks of the school year but will not release me from my enrollment in the class. I know that the required readings and the assignments are ***due on the very first day I go to English class and will not be accepted for credit after that day.*** In addition, all work submitted must be my work alone and represent my independent effort. Watching movie versions of any works or using any printed or online study guides in place of reading the text itself is not acceptable and is considered intellectual dishonesty

Successful performance in AP classes requires commitment to more independent study than is required of regular classes. In fact, most, if not all, of the reading will be assigned outside of class, and it is the expectation that these works be completed by the due dates assigned by the teacher in order to be prepared for any discussions or further assignments (i.e. group projects, essays) that will be assigned to increase my understanding of the works. I realize that the materials and pace of the course are designed to prepare students for college, and that the standards set are those required by College Board. I understand that by signing up for the AP Language IV course I am responsible and committed to take the AP Language exam in May of 2018.

I agree to read *The Narrative of the Life of Frederick Douglass* and a self-select nonfiction work from the approved list and to complete the written assignments for the MISD AP English III summer reading program

After reviewing this information, if I decide not to accept the challenge of an Advanced Placement class, I may drop it by **June 1, 2017** because I will not be allowed to do so after this date. **My parent** may request a schedule change by calling the registrar Dr. Edwards who will be more than happy to make any necessary changes in my English class before the **June 1ST** deadline. Dr. Edwards's direct office number is **972-882-5313**, and her email is **LEdwards@mesquiteisd.org**. Please sign below and return this contract to **Mrs. Cribbs by Monday, June 1. Failure to return the contract does not exempt you from the assignment or remove you from the class.**

I acknowledge that I have read the above and discussed the contents of these materials with my parents.

Printed name of student

Signature of student and date

Printed name of parent

Signature of parent and date

Student's e-mail

Parent's e-mail

Student's **complete** mailing address

Part I: *The Narrative in the Life of Frederick Douglass – An American Slave* by Frederick Douglass

Your summer reading requires that you read Frederick Douglass's autobiography. This book is available at book stores, the local library, or digitally (below is one possible link):

http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf

As you read, choose **THREE** meaningful, memorable passages from the autobiography. You will need a passage from the beginning (chapters 1-4), the middle (chapters 5-8) and, the end (chapters 9 – appendix).

The following constitutes an appropriate close reading passage. The passage must:

- Be **2-3 pages long** in the original work and clearly demonstrate your careful selection
- Address the **various themes** found in the autobiography (see possible themes below)
- Have powerful language and style
- Have enough “going-on” so that it actually warrants multiple readings
- Be significant to the work as a whole
- Provide insight into Douglass's experiences and his philosophy
- Provide the reader with insight to the human experience

Assignment I: For each passage, you will photocopy it, scan it, take a picture and upload it, type it up, or copy and paste it from an online source to create a *clean, attractive* copy; include **Chapter number and page numbers** on your copy. Then, you will annotate all three excerpts using the notation directions.

Notation Directions (for each passage): all notations must be written in blue or black ink; do not use pencil.

On each passage, complete (**and clearly label**) the following:

- 1) In the space at the top of your passage (or on the back), clearly answer the following: What is happening at this point in the text? (Provide the context. Make sure to include the 5 Ws [who, what, where, when, why].)
- 2) Mark the following elements on the excerpts:
 - a. Meaningful diction (nouns, verbs, adjectives, and adverbs) in the passage. Comment marginally on at least five of these words, considering: (1) What connotations/emotions/tones do the word choices create? (2) Are the word choices similar throughout the passage or is there a shift? What do the words suggest about the characters, setting, conflict, etc.? What is the author's purpose in selecting these particular words? [Hint: In general, marginal comments will take the form of a phrase such as: conveys _____, shows _____, suggests _____, fitting because _____, or significant because _____.] Example: In the opening passage of the non-fiction piece, Capote describes the “village” of Holcomb as “a lonesome area” in order to _____.
 - b. Meaningful punctuation choices (dashes, parentheses, ellipses, etc.). Comment marginally on one aspect of the syntax that seems meaningful to you. See above.
 - c. Narrative strategies and one rhetorical devices*. (*I have listed ideas in the boxes on the reverse side; the list is not comprehensive.) Label the strategy or device marginally and briefly comment on its effect.
 - d. Bracket around two 5-10 line blocks of text within the passage; for each, choose an appropriate tone. Be as precise as possible in choosing tone words. Again, notate the author's purpose in creating the tone.
- 3) Answer the following questions, in complete sentences.
 - a. **What is the central point, the major idea, that the author wants readers to understand about the subject?** (The text's central claim or thesis – the “take-home” idea).
 - b. **What is the author's primary purpose*?** What does the author want to do for the readers: inform them about something they need to know? Convince them to accept a proposition? Persuade them to think or act differently? Clarify an unclear concept? Amuse?
 - c. **What attitude (tone*) toward the subject matter does the author want readers to believe the author holds?** Serious about the subject? Whimsical? Reverential? Ironic? Angry? This is the tone of the piece.
 - d. **How does the author convince the readers that the author is credible, trustworthy, worth listening to?**
 - e. **What emotional effect does the author want to have on his readers?** Does the author want to make readers happy? Angry? Satisfied or dissatisfied? Comfortable or uncomfortable?

Use the following to help you answer the questions above

Narrative Strategies:

Point of view Flash forward and flashback Events/actions/thoughts Pacing Conflicts / Tension / Suspense	Figurative Language Imagery Voice (of narrator) Verb tense Sentence length (rhythm, pacing)	Irony Language (colloquial, informal, jargon, etc.) Humor Repetitions Focus (of a chapter, of a paragraph, etc.)
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Rhetorical Devices:

alliteration or assonance allusion analogy	antithesis metaphor or simile juxtaposition	oxymoron parallelism personification	rhetorical question paradox extended metaphor
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***Purpose Verbs: What is the author's primary purpose?** What does the author want to do *for* the reader? Inform? Amuse? Convince? Clarify? **Here are some purpose verbs to consider:**

Accuse	Add	Address	Admonish	Advise	Affect	affirm	Allude	amplify
Apologize	Ascertain	Attack	Balance	Beg	Blame	Boast	Build	Cause
Certify	Characterize	Clarify	Combine	Communicate	Compare	Complain	Complement	Complicate
comprehend	Conclude	Condemn	Confide	Confuse	Congratulate	Connect	Consider	Continue
Contradict	Contrast	Contribute	Convince	Correlate	Corroborate	Create	Defend	Define
Defy	Demand	Deny	Describe	Detail	Deter	Detract	Develop	Diminish
Direct	Disagree	Discourage	Discover	Dismiss	Display	Draw	Effect	Empathize
Enable	Encourage	Enforce	Entail	Entertain	Envelop	Epitomize	Establish	Evaluate
Evoke	Evolve	Excite	Excuse	Exemplify	Explain	Express	Flatter	Flaunt
Forbid	Foreshadow	Formulate	Guide	Harass	Hint	Honor	Identify	Illustrate
Imply	Incite	Indicate	Infer	Inquire	Insult	Interpret	Introduce	Invalidate
Involve	Justify	Juxtapose	Laud	Lead	Legitimize	Link	Magnify	Mark
Maximize	Minimize	Mislead	Notify	Pacify	Paint	Persuade	Plead	Point
Portend	Portray	Present	Proclaim	Produce	Promote	Propose	Protest	Question
Reaffirm	Refer	Reflect	Reinforce	Reiterate	Relate	Relay	Render	Represent
Resemble	Reveal	Reward	Scare	Shock	Signify	Simplify	Specify	Stem
Strengthen	Suggest	Support	Taunt	Teach	Testify	Trace	Translate	Urge
Validate	Verify	Vouch	Warn	Weaken	Yield			

What is the author's attitude (tone) toward the subject? What is the tone of the piece? Does the tone shift?

TO NE (NEGATIVE)

General: accusing, aggravated, agitated, manipulative, arrogant, threatening, uninterested, testy, artificial, audacious, belligerent, bitter, brash, shameful, superficial, surly, childish, choleric, coarse, quarrelsome, condemnatory, insulting, irritated, cold, condescending, contradictory, critical, desperate, disappointed, obnoxious, insulting, angry, disgruntled, disgusted, disinterested, passive, furious, inflammatory, indignant, harsh, hateful, hurtful

Sadness: despairing, despondent, foreboding, gloomy, bleak, melancholy, maudlin, regretful, tragic

Unfriendliness: accusing, belittling, boorish, cutting, derisive, reproachful, unsociable, severe, disparaging, impudent, pitiless, reproof, scolding, suspicious, spiteful

Anger: belligerent, furious, livid, wrathful, savage, indignant, enraged

Arrogance/Self-Importance: boastful, bold, condescending, contemptuous, pretentious, resolute, sententious, stiff, pompous, supercilious, pedantic, didactic, bombastic, knowing, peremptory, proud, self-righteous, assured, confident, defiant, dignified, profound, saucy, domineering, egotistical, imperious, impressive, smug

Sorrow/Fear/Worry: aggravated, anxious, apologetic, apprehensive, concerned, enigmatic, staid, serious, confused, depressed, disturbed, embarrassing, fearful, remorseful, poignant, grave, hollow, morose, nervous, ominous, pessimistic, paranoid, numb

Submission/Timidity: aghast, alarmed, ashamed, astonished, astounded, timid, tremulous, willing, awed, contrite, self-deprecatory, docile, fawning, terrified, sycophantic, shy, groveling, ingratiating, meek, modest, obedient, submission, surprised, timid, obsequious, resigned, respectful, reverent, servile, unpretentious, terrified

Pain: annoyed, bitter, bored, crushed, disappointed, disgusted, dismal, fretful, irritable, miserable, mournful, pathetic, plaintive, querulous, sore, sorrowful, sour, sulky, sullen, troubled, uneasy, vexed, worried

Passion: fierce, frantic, greedy, voracious, hysterical, insane, impetuous, impulsive, jealous, nervous, reckless, wild

TONE (POSTIVE)

Happiness: amiable, cheery, contented, ecstatic, elevated, enthusiastic, exuberant, joyful, jubilant, sprightly

Pleasure: cheerful, enraptured, peaceful, playful, pleasant, satisfied, amused, appreciative, whimsical

Friendliness, courtesy: accommodating, approving, caressing, comforting, compassionate, confiding, cordial, courteous, forgiving, gracious, helpful, indulgent, kind, obliging, pitying, polite, sociable, solicitous, soothing, sympathetic, tender, tolerant, trusting

Romantic: affectionate, amorous, fanciful, ideal, lustful, sensual, tender

Tranquility: calm, relaxed, hopeful, soothing, meditative, optimistic, serene, spiritual, dreamy

Animation: ardent, breathless, brisk, crisp, eager, excited, earnest, ecstatic, energetic, exalted, feverish, hasty, hearty, hopeful, inspired, lively, passionate, rapturous, vigorous, impassioned

TONE (NEUTRAL)

General: authoritative, baffled, ceremonial, clinical, detached, disbelieving, factual, formal, informative, learned, matter-of-fact, nostalgic, objective, questioning, reminiscent, restrained, sentimental, shocked, urgent

Rational/logical: argumentative, candid, coaxing, critical, curious, deliberate, didactic, doubting, explanatory, frank, incredulous, indignant, innocent, insinuating, instructive, oracular, pensive, persuasive, pleasing, preoccupied, puzzled, sincere, studied, thoughtful, uncertain, unequivocal, probing

Self-controlled: solemn, serious, serene, simple, mild, gentle, temperate, imperturbable, nonchalant, cool, wary, cautious, prudent

Apathy: blasé, bored, colorless, defeated, dispassionate, dry, dull, feeble, helpless, hopeless, indifferent, inert, languid, monotonous, resigned, sluggish, stoical, sophisticated, vacant

TONE (HUMOR/IRONY/SARCASM)

Amused, bantering, bitter, caustic, comical, condescending, contemptuous, cynical, disdainful, droll, facetious, flippant, giddy, humorous, insolent, ironic, irreverent, joking, malicious, mocking, patronizing pompous, quizzical, ridiculing, sarcastic, sardonic, satiric, scornful, sharp, silly, taunting, teasing, whimsical, wry, belittling, haughty, insulting playful, hilarious, uproarious

Part II: Self-Selected Novel

Select and read **21st century work of nonfiction**. Although you are the one choosing the book, keep in mind that you want to choose carefully. Choose a work that deals with a topic that interests you, even if, at first glance, you feel like you disagree with the author. Great works often create controversy, challenge fixed beliefs, and stretch our thinking. Even so, the writers can teach us something about language, rhetoric, and the world around us. Some amazing books are available, but their content may be controversial, so **be sure your parents approve of your choice**.

Below is a link to a list of several books that meet the criteria: 1) published 2000 or later and 2) nonfiction

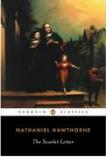
(Note: Your selection **cannot be autobiographical or biographical**). You can find many of these titles at your local library or used bookstores. Again, please choose carefully and make sure that your parents are aware of your selection.

Link: <http://tinyurl.com/21st-Century-Non-Fiction>

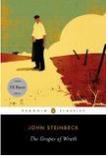
Assignment II: Complete the graphic organizer (attached). After you've completed the organizer, you will **type a minimum, two-page, double-spaced** argument that agrees, disagrees, or qualifies one of the claims made by the writer. You will need to follow the guidelines for MLA when typing. If you are unsure of what constitutes MLA format, you can look at OWL Purdue for the guidelines.

Both assignments are due on the first day of school. Please bring your printed assignments and be ready to discuss *The Narrative in the Life of Frederick Douglass – An American Slave*. Also, expect to see a timed writing and test over the text sometime during the first two weeks of school.

Major Works 2017-2018



The Scarlet Letter – Nathaniel Hawthorne



The Grapes of Wrath – John Steinbeck



Death of a Salesman – Arthur Miller
The Great Gatsby – F. Scott Fitzgerald



King Lear – William Shakespeare



The Things They Carried – Tim O'Brien

SUPPLIES NEEDED FOR THE YEAR

1. 3-Ring Binder, dividers, and notebook paper
2. pens - blue and black ink for writing- & pencils
3. a stack of 4x6 note cards (seriously, 4x6)
4. multi-colored highlighters
5. post-it notes

Please bring your supplies daily. You will need the note cards at the conclusion of each major work we read.

Novels: Because we engage in close reading analysis, you should purchase your own copies of the works we will study for the sake of convenience (reading ahead, marking passages, and writing notes in the text). These titles are available at the local library if you are unable to purchase them. Many students have used the online text but please keep in mind that if we write an analysis of the work, you will be responsible for providing correct citations which includes the page numbers. There are several versions of each of these books. Most versions are fine as long as they are not abridged.

Notice that I have given no due dates. I will assign dates for these works, or portions of these works, during class. However, each text is generally listed in the order we will read them. I recommend that you purchase these ahead of time. If you wait to purchase until we start reading, you may have a hard time finding the book.

I hope you find a cool spot outside to read, visit interesting places, and relax. I'll do the same, and I can hardly wait!

If you have questions over the assignments, feel free to email me. Please do not delay your reading so that you can ask questions at the beginning of the summer. Waiting until mid-August may result in frustration on your part. I look forward to a great year of discussion over American novels and the art of rhetoric. It will be a challenging year, but it will be rewarding.

I look forward to meeting you in August. Enjoy your summer and happy reading! ☺

Mrs. Cribbs

Summer Reading Assignment Part II: Nonfiction Self Select Organizer

Directions for Nonfiction (informational)

1. For your nonfiction book, complete a chart like the one below. Feel free to use this chart or create one in which you can type your responses.
2. Identify at least **3** major claims/arguments and provide a brief description of each. A “claim” is similar to the main idea; it is the author’s point-of-view or belief about the topic. Example: Civil disobedience leads to social progress. Only by disobeying unjust laws can society grow and develop into a more humane and equal community.
3. Include (3) pieces of supporting evidence from the book for each claim.
4. For the evidence analysis column, briefly explain the effectiveness or ineffectiveness of the evidence. Does it support his/her claim? Why or why not?
5. Once you have read the non-fiction work and completed the chart, you will **type** an essay in which you agree, disagree, or qualify one of the claims made by the author. Your essay must be a minimum of two-pages, double-spaced, typed and use appropriate examples from your reading, experience, or observations (real world events) to support your argument. MLA guidelines apply.

Your name _____

Book title _____ Book Author _____

Major Claim Made by Author and description (point-of-view/belief/opinion)	Supporting Textual Evidence – Quote or paraphrase – include page number	Evidence Analysis – describe or explain the quality of the evidence
1.	1. 2. 3.	

Major Claim Made by Author and description (point-of-view/belief/opinion)	Supporting Textual Evidence – Quote or paraphrase – include page number	Evidence Analysis – describe or explain the quality of your evidence
2.	<ol style="list-style-type: none">1.2.3.	
3.	<ol style="list-style-type: none">1.2.3.	