

# Advanced Placement English Language and Composition

## 11<sup>th</sup> grade Summer Reading 2020

**Welcome to Advanced Placement English Language!** The basic literature of this course is non-fiction American literature. However, to familiarize you with other aspects of American literature, fiction will also be read – especially this summer.

Your assignment is to read the following works and think about the author's style and annotate the chapters listed below. You may use a notebook for note-taking or you may annotate the books themselves (if you purchased a copy for yourself) – a very helpful method is described on the back of this assignment page. Your annotations will be checked. The chapters assigned are different from last year so you may use a book someone else has annotated.

You will be writing essays, discussing these works during the first few class periods and taking a test on content **the first** day of class. The essays will be graded for content and writing style. We expect you to **READ the books** listed. We will be discussing style, tone, voice, etc, which cannot be experienced in a summary of someone else's interpretation of the works. We want your insights, not the insights of Cliff, Monarch, or Spark! If we discover that you have not read the books, your parents will be notified and we will reevaluate your placement in AP Language.

**Annotations of specific chapters of the works are required.** The directions for doing so are on the back of this handout. Please review them before annotating.

### Read the following:

<i>Catch-22</i>	by Joseph Heller –	Annotate Chapters 13 and 36
<i>Catcher in the Rye</i>	by J.D. Salinger –	Annotate Chapters 7 and 22
<i>Slaughterhouse Five</i>	by Kurt Vonnegut –	Annotate Chapter 3 and Chapter 9
<i>The Color of Water</i>	by James McBride –	Annotate Chapters 12 and 19
<i>Black Boy (part one)</i>	by Richard Wright –	Annotate Chapters 2 and 14

(Part One of *Black Boy* is required; Part Two is optional)

# Directions for annotating are on the next page!

## Annotating Text

*Annotating puts you actively and immediately in a "dialogue" with an author and the issues and ideas you encounter in a written text. It's also a way to have an ongoing conversation with yourself as you move through the text and to record what that encounter was like for you.*

Make your reading thinking-intensive from start to finish! Here's how:

- **Throw away your highlighter:** Highlighting can seem like an active reading strategy, but it can actually distract from the business of learning and dilute your comprehension. Those bright yellow lines you put on a printed page one day can seem strangely cryptic the next, unless you have a method for remembering why they were important to you at another moment in time. Pen or pencil will allow you do to more *to* a text you have to wrestle with.
- **Mark up the margins of your text with words and phrases:** ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the *reasons* you are reading as well as the *purposes* your instructor has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
- **Develop your own symbol system:** asterisk (\*) a key idea, for example, or use an exclamation point (!) for the surprising, absurd, bizarre. Your personalized set of hieroglyphs allow you to capture the important -- and often fleeting -- insights that occur to you as you're reading. Like notes in your margins, they'll prove indispensable when you return to a text in search of that perfect passage to use in a paper, or are preparing for a big exam.
- **Get in the habit of hearing yourself ask questions:** "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still have with a text: something to ask during class discussion, or to come to terms with on your own, once you've had a chance to digest the material further or have done other course reading.

From

<http://guides.hcl.harvard.edu/sixreadinghabits>

## Possible elements to "annotate" in a text:

- |                       |  |   |
|-----------------------|--|---|
| - figures of speech   | - goals and motivations                                | - discriminating between stated (or assumed)    |
| - tone                | - describing the import of statements and actions that | - intentions and concealed intentions           |
| - shifts in tone      | - are essential to understanding a character           | - identifying and explaining instances of irony |
| - shifts in thought   |  |   |
| - conflicts in scenes |  |   |

- rhetorical devices/strategies
- author's use of diction (word choice)
- vocabulary (unfamiliar words)
- dialect
- connections to current events
- connections to your own life
- connections to other things you've read

- symbols
- recurring images
- color imagery
- thesis (non-fiction)
- main ideas
- provocative statements
- character descriptions
- points of contention

- multiple meanings
- voice
- syntax
- effective use of language
- anything else that the reader intuitively is of significance to understanding the text