

HISD | Innovation & Postsecondary Programming

AP Language Summer Reading Assignment Summer 2019 (entering 11th graders)

Congratulations on your decision to take AP English Language. In this class, you will engage in the careful reading and critical analysis of works, both fiction and non-fiction, to identify the author's use of rhetorical devices to support a claim and/or purpose. As a reader, you will explore rhetorical elements such as argument, Aristotelian appeals, audience, context, diction, evidence, and irony, to name a few. You will also develop your writing skills to include formal argumentation, including synthesizing sources, and explaining the author's use of rhetorical devices to support an argument.

For your summer reading, it is suggested (not mandated) that you purchase your books so that you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library or find it online. Inability to purchase a book does not negate this assignment.

Summer Reading

There are three parts to your summer reading:

(1) Assigned Read (everyone reads)	(2) Longer Works (select 1 below)	(3) Topic Study (select 3 topics as they apply to your longer work)		
Chapter 1 from <i>The Language of Composition: Reading, Writing, Rhetoric</i> , Renée Shea, Lawrence Scanlon, Robin Aufses	<ul style="list-style-type: none"> - <i>The Radioactive Boy Scout</i>, Ken Silverstein - <i>Charles and Emma: The Darwins' Leap of Faith</i>, Deborah Heiligman - <i>The Complete Maus</i>, Art Spiegelman - <i>Coming of Age in Mississippi</i>, Anne Moody - <i>Flyboys: A True Story of Courage</i>, James Bradley - <i>Street Gang: The Complete History of Sesame Street</i>, Michael Davis - <i>The Audacity of Hope</i>, Barack Obama - <i>In the Time of the Butterflies</i>, Julia Alvarez - <i>Columbine</i>, Dave Cullen - <i>Tomboy</i>, Liz Prince - <i>Does My Head Look Big in This</i>, Randa Abdel-fattah - <i>Drowned City: Hurricane Katrina and New Orleans</i>, Don Brown - <i>Juiced: Wild Times, Rampant 'Roids, Smash Hits, and How Baseball Got Big</i>, José Canseco - <i>My Friend Dahmer</i>, Derf Backderf - <i>The Wolves at the Door</i>, Judith Pearson - <i>The Boy on the Wooden Box</i>, Leon Leyson and Marilyn Haran - <i>Vincent and Theo</i>, Deborah Heiligman 	<ul style="list-style-type: none"> Sibling rivalry Love of art Mania Atrocities of war WWII Social/Cultural change (TV) Prisoners of War War crimes Courage Perseverance Discrimination/Racism School shootings Reactive legislation Students as leaders of change 	<ul style="list-style-type: none"> Historic storms Systemic racism Heroism and courage Teen identities Teen identity Holocaust survivors Poland Drug use in pro-sports Serial Killer Tomboys Gender stereotypes Survival Children in the Holocaust Faith, customs, practices Superathletes 	<ul style="list-style-type: none"> Naturalists Excommunication Dangerous curiosity Giftedness Boy Scouts of America Breeder reactors Children's TV programs African American legislators Politics/Government 3rd World politics Women revolutionaries Religious identity Religious persecution Religious stereotypes

Part One: (Before Reading) You must read chapter 1 (pp. 1-38) from *The Language of Composition: Reading, Writing, Rhetoric* and apply what you have learned as you read your selected longer work. Find the text here:

http://melissamiller122.weebly.com/uploads/1/0/9/6/109681715/the-language-of-composition_2.pdf

Part Two: (During Reading) Annotate and keep a dialectical journal of your longer work that shows your application of the ideas presented in chapter 1 of *The Language of Composition* as you read. (A dialectical journal template can be found on p. 2)

- Read the longer work
- While reading, annotate or use post-it notes to assist with your understanding of the text.
 - o Annotations should be frequent and consistent throughout the text. I am not interested in a simple summary of events or information that can be found on Shmoop. Develop your own ideas and interpretations. Don't be afraid to make a leap!
- Keep a dialectical journal where you identify and explain how the author uses specific rhetorical devices and elements to emphasize the purpose, the audience, and the message. Specifically, examine the author's use and development of:
 - o SOAPS (p. 5)
 - o Rhetorical Appeals (pp. 7-20)
 - o (In)Effective Rhetoric (pp. 23-26)
 - o Style
 - o Claim
 - o Evidence
 - o Argument

Part Three: (During and After Reading) Select at least 3 topics related to your text. Then find articles, two per topic, from major newspapers, magazines, or databases that support your understanding of the topic as it is presented in your text. Print the articles, annotate the text to show your understanding, and track your reactions in the margin of the text. Explain connections between your longer work and the articles in your dialectical journal.

Dialectical Journal Notetaking Template

Column 1: Direct quote from the text

Column 2: page number, paragraph number

Column 3: Explain why you selected this quote. Why is it important? What do you not understand? Or what did it make you think?

Quotation from the text	Page Number	Response
Most Important Event What was the most important event that happened in this section? Why?		
Connections Personally relate to something in this section to your own experiences.		

**Recreate this chart in your dialectical journal.

Need help? Check out this video: <https://youtu.be/YaPSyxibs-Q>