

## Sterling High School Grade 11 AP English Language and Composition Summer Reading Assignment

### Overview

- PART ONE: Reading (pages 1 – 3)
- PART TWO: Terminology Quiz (pages 4 – 5)

### PART ONE: Reading (pages 1 – 3)

1. a) Select a book from the list on page 3. These are nonfiction books that present unique perspectives in thought-provoking and entertaining ways. OR b) Find a similar book of your own choosing. Requirements: nonfiction; at least 175 pages; grade 11 reading level or higher; is intended to do more than simply inform (makes a point, teaches a life lesson, offers a fresh perspective). You MUST message or email Mrs. O'Neill no later than August 31<sup>st</sup> to request approval if you do not pick from the given list. Failure to do so will result in an automatic ten-point deduction on the extended-time assessment in September.
2. Please don't pick a book you've read before. Thank you.
3. You must have the book available to you in September and October for occasional lessons. You are encouraged NOT to buy a book if at all possible. Instead, get your book (print or eBook) from the Camden County Library system or SHS's eBook collection. Library books must be returned after a specified period of time, so be prepared to check your book out a second time when school starts.
4. Be an active reader! Take notes while you are reading. Use the guiding questions and graphic organizer. These will not be collected, but they will be invaluable to you for in-class assignments.
5. Assessments will be assigned in class: 1) A short written overview of your book; 2) An extended-time rhetorical analysis assignment. Instructions will be provided in September.

### Reading Guides for Part One

Title, author, and year published:

1. Exigence is that which inspires, stimulates, provokes, or prompts a writer to create a text. What inspired this author to write this book? The author might state this outright, or you might need to infer it based on the historical and social factors of the era in which they wrote it.
2. How would you describe the author's target audience? What values, beliefs, or background might the author share with their intended audience? Or, how might the author's values, beliefs, or background differ from those of their audience?
3. What was going on in the world when the author wrote this book? Consider historical factors, social factors, and current events.
4. In your own words, what is the author's message? What point, lesson, or perspective do they intend to convey?
5. How would you describe the author's style of appealing to their reader? Do they present facts and logic? Do they appeal to the reader's emotions? How do they present themselves as trustworthy sources of information?

Notetaking Graphic Organizer

Main Ideas / Thesis / Claims / Reasons / Major Points / Lessons By Chapter	Supporting Textual Evidence Some should be direct quotes with page numbers; some should be in your own words.

**How to Check Books and eBooks out of the Library**

Get a Camden County Library card

1. Visit <http://card.camdencountylibrary.org> and complete the short form. Make a note of the card number you are assigned; you will need the barcode and the PIN you entered to use the library's digital services. Then, you can search for your title. You can borrow the book from the library or access eBooks by signing up for Hoopla.
2. Hoopla: <https://www.camdencountylibrary.org/hoopla#started> Once you sign up, you can use Hoopla online or download the Hoopla app from Google Play or the Apple Store for access on smartphones and tablets.
3. For help, go to <https://www.camdencountylibrary.org/using-the-library>

Or, check to see if your book is available from SHS's eBook collection.

1. <https://www.mackinvia.com/>
2. School / Library: Search for Sterling High School and select the one in Somerdale
3. Both the username and password are your Sterling ID#.
4. Once in, search for your title. Explore the options in the left-hand menu as well.

## Book List

Select a book from this list –OR– find a similar book of your own choosing. Requirements: nonfiction; at least 175 pages; grade 11 reading level or higher; is intended to do more than simply inform (makes a point, teaches a life lesson, offers a fresh perspective). You MUST message or email Mrs. O'Neill no later than August 31<sup>st</sup> to request approval if you do not pick from the given list. Failure to do so will result in an automatic ten-point deduction on the extended-time assessment in September.

Please talk to your parent or guardian about your book choice. They should approve what you are reading.



Angelou, Maya: *I Know Why the Caged Bird Sings*

Baldwin, James: *The Fire Next Time*

Beah, Ishmael: *A Long Way Gone*

Capuzzo, Michael: *Close to Shore* (original, not YA)

Carson, Rachel: *Silent Spring*

Coates, Ta-Nehisi: *Between the World and Me*

Dillard, Annie: *Pilgrim at Tinker Creek*

Dinesen, Isak: *Out of Africa*

Douglass, Frederick: *The Narrative of the Life of Frederick Douglass*

Gay, Roxane: *Hunger*

Gladwell, Malcolm: *Outliers: The Story of Success* (or other)

Goodall, Jane: *In the Shadow of Man* or *A Reason for Hope*

Grann, David: *The Lost City of Z* or *Killers of the Flower Moon*

Harrison, Scott: *Thirst: A Story of Redemption, Compassion, and a Mission to Bring Clean Water to the World*

Hemingway, Ernest: *A Moveable Feast*

Hurston, Zora Neale: *Barracoon: The Story of the Last "Black Cargo"*

Jahren, Hope: *Lab Girl*

Kendi, Ibram X.: *Stamped from the Beginning: The Definitive History of Racist Ideas in America*

King, Stephen: *On Writing*

Millard, Candice: *River of Doubt: Theodore Roosevelt's Darkest Journey*

Nafisi, Azar: *Reading Lolita in Tehran*

Obama, Michelle: *Becoming*

Orwell, George: *Down and Out in Paris and London*

Preston, Richard: *The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus*

Sacks, Oliver: *Awakenings* or other

Schlosser, Eric: *Fast Food Nation: The Dark Side of the All-American Meal*

Skloot, Rebecca: *The Immortal Life of Henrietta Lacks*

Stevenson, Bryan: *Just Mercy*

Westover, Tara: *Educated*

Woolf, Virginia: *A Room of One's Own*

Wright, Richard: *Black Boy*

Yousafzai, Malala: *I am Malala*

**PART TWO: Terminology Quiz (pages 4 – 5)**

Study the Basic Rhetorical Terminology. You will have a paper-based quiz on these terms on the first day of school. For information about the AP English Language and Composition course, go to <https://apstudents.collegeboard.org/courses/ap-english-language-and-composition>

**Basic Rhetorical Terminology**

Eleventh grade AP English Language and Composition is modeled after the kind of composition (writing) course that all college students are required to take during the first semester of their freshman year. We study **rhetoric** – the many ways authors use language to convey meaning. The major difference you will see between what we read in AP and what your fellow eleventh graders will read in their classes is that we cover more nonfiction- speeches, articles, essays, opinions, memoirs, histories, current events, etc.

The following terms serve as an introduction to the concepts covered in AP Language and Composition. Study the terms and be prepared to discuss them in class.

**Thirty Terms to Know**

Essay Writing

1. To **synthesize** means to use information from multiple informational (research) sources.
2. To **analyze** a text means to explain how an author uses language to accomplish a purpose, to convey meaning, or to create an effect.
3. To **argue** means to present a variety of convincing evidence to support a point, take a side, or make a judgment.

The Appeals

4. **Aristotle**: the ancient Greek philosopher who laid the foundation for the study of rhetoric; he defined the three appeals
5. **appeal**: a method of persuasion in writing and speaking
  - a. **logos**: an appeal made through logic and reasoning
  - b. **ethos**: an appeal made to the shared values of the speaker and audience - the credibility (believability) of the writer or speaker
  - c. **pathos**: an appeal made to one’s emotions

The Rhetorical Situation



6. **rhetoric**: the study of how speakers use language to convey meaning, with a focus on persuasion
7. **rhetor** - the writer or speaker
8. **the rhetorical situation** – the circumstances in which writing occurs; six parts:
  - a. **exigence**: that which inspires, stimulates, provokes, or prompts a writer to create a text
  - b. **purpose**: what the writer hopes to accomplish with the piece of writing
  - c. **audience**: the specific people the writer intends to reach; has both **shared** and **individual** beliefs, values, needs, and backgrounds.

- d. **context:** the time, place, and occasion; the historical, social, psychological, or emotional “climate” in which the writing occurs
- e. **writer: (rhetor)** - to achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values
- f. **message:** the argument or perspective the writer intends to convey

Some Common Rhetorical Terms (there are many more)

- 9. **allusion:** a reference to a well-known story, song, work of art, etc.
- 10. **anaphora:** repetition at the beginning of sentences
- 11. **anecdote:** a brief story used to illustrate a point
- 12. **antithesis:** an examination of opposites
- 13. **claim / assertion** – the writer or speaker’s main point or argument
- 14. **cumulative:** stating the main idea first, followed by supporting evidence
- 15. **diction:** an author’s specific word choice
- 16. **juxtaposition:** the act of placing ideas “side by side,” so to speak, in order to compare and contrast them
- 17. **metonymy:** using a single aspect to refer to a larger idea: i. e., saying “the crown” to refer to royalty
- 18. **parallelism:** a similarity in grammatical structure
- 19. **periodic:** introducing a set of evidence first, followed by the main idea or point
- 20. **syntax:** covers the wide variety of ways to arrange words into phrases, sentences, and paragraphs
- 21. **tone:** attitude or emotion expressed through the writing or speaking