

11th AP English Language & Composition

Lambert HS – Summer Reading 2013

Welcome to AP Language! Your summer reading assignments include the following:

1. **Current Events – Due August 12, 2013**
2. **50 Essays (3rd Edition) – Due August 23, 2013**
3. ***In Cold Blood* by Truman Capote – Due August 30, 2013**

Please read these instructions carefully. Everything you need to know in order to carry out the assignments is clearly stated. If you have any questions, feel free to contact us over the summer, as we should be able to get back to your email within a few days. All assignments will be typed using Times New Roman, 12 point font along with the standard MLA heading. Absolutely no copying or plagiarism will be tolerated. Copied work WILL NOT be accepted.

Have a great summer, and we look forward to next year together.

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Part 1 – Current Events Journal – (formative grade) – Due August 12, 2013

As an AP Language student, you are expected to be able to participate in civic discourse. Therefore, we ask that you pay attention to national and world affairs over the summer and read the *Atlanta Journal-Constitution* or a comparable newspaper, watch the evening national news, or visit reputable websites to keep up with what is happening outside the confines of Forsyth County. Each week you should focus on one leading event and write a 3-5 sentence summary of the story and include the MLA citation for it. **You will need a total of 10 news stories and you must use a variety of at least four different sources or news outlets.** Focus on important events in politics, science, the economy, etc. and on not “soft news” like celebrity scandals or sports (you may have one of each of those but no more). Type your journal in the style below and have it ready when you return to school. This website will help you cite these news events in proper MLA format: <http://owl.english.purdue.edu>.

Sample Current Events Journal:

Entry #	Date	MLA Citation	Summary

Part 2 - AP Language Summer Reading – (formative grade) - Due August 23, 2013

Cohen, Samuel (Ed.) *50 Essays*. NY: Bedford/St. Martin's, 2011.

Students should purchase the 3rd edition of the above book and read the following essays. (There are 60 copies of the 2nd edition (2007) which may be checked out from the LHS media center, but these MUST be returned in August.) At the end of each essay, there are 3-4 questions which students should answer completely in 1-3 sentences each.

		3 rd Edition	2 nd Edition
	Introduction	1-14	1-10
Alexie	The Joy of Reading	15-19	11-15
Angelou	Graduation	20-32	16-28
Barry	Turkey's in the Kitchen OR Lost in the Kitchen	72-76	82-84
Buckley	Why Don't We Complain?	76-82	97-104
Cofer	Myth of Latin Woman	91-97	112-119
Didion	On Morality OR On Keeping a Notebook	106-112	131-138
Douglass	Learning to Read	129-135	144-150
Ehrenreich	Serving in Florida	136-145	151-160
Plato	The Allegory of the Cave OR The Crito	292-299	310-325
Rose	Just Be Average	331-345	350-364
Sedaris	A Plague of Tics OR Me Talk Pretty	359-373	378-383
Woolf	The Death of the Moth	448-452	467-470

Note: Most of these essays are about five pages in length on average. If you read one per week, your load will be quite reasonable. *Don't wait until the end of July to start!* Feel free to go ahead and read the whole book if you wish, but we will be studying Orwell, Swift, King and others in class.

Part 3 - AP Language Summer Reading Assignment (Summative Grade) – Due August 30, 2013

Capote, Truman. *In Cold Blood*. NY: Modern Library, 1965.

Buy the book. Read the book. Annotate the book. Write out the following:

1. Citation: Author, title, and publication information in MLA style (given above).
2. Genre: And from what literary period does this work emerge? (Postmodernist Nonfiction).
3. Précis: A formalized, one paragraph summary of the book. (See definition and example below).
4. Theme: What are two themes of this book? Find 2 quotes that illustrate each and explain.
 - A. Theme 1 + quote 1 (6 words) + quote 2 (6 words) + explanation (2 sentences).
 - B. Theme 2 + quote 1 (6 words) + quote 2 (6 words) + explanation (2 sentences).

(Total of about 50 words)
5. Focus: What is the writer is trying to communicate? You may include one of your themes, but don't just say the text is about "love" or "anger," include WHY it is about those themes, as well as HOW the author presents his ideas. This should include the author's purpose from the précis (restated, and in one word). This is your thesis. The précis would be the body of the introductory paragraph...you have to decide the focus in the thesis. Think BIG IDEAS. **(25 words)**
6. Setting: What are the time, place, and attitudes of the story and their significance to the theme/s? Use concrete details and specific examples from the book. **(25 words)**
7. Characters: Who are the two main people in this story? Find a quote from each that illustrates that character's values and morals, what s/he symbolizes, his/her function, etc.
 1. Character 1 + quote (6 words) + 2 adjectives to describe that character.
Then consider and interpret what the author says about the character **(100 words)**.
 2. Character 2 + quote (6 words) + 2 adjectives to describe that character.
Then consider and interpret what the author says about the character **(100 words)**.
8. Symbols: What things stand for or represent important concepts or ideas?
 - A. Symbol 1 + example/quote (6 words) + significance. **(50 words)**
 - B. Symbol 2 + example/quote (6 words) + significance. **(50 words)**
9. Style: Select one passage of 1-2 paragraphs, write it out, and describe the style with 3 adjectives. How does the author's style add to his effectiveness? **(50 words)**
10. Point of View (POV): Explain the point of view of the narration. Is it told from first or third person, limited or omniscient perspectives? Why do you think the author told the story from that POV, how it is effective, and what would happen if it were changed to another POV? (That is, how would that affect tone, style, theme, etc.?) **(50 words)**
11. Tone: Select one passage and describe the tone with 4 adjectives. Explain why the author chose that tone and how it affects mood, message, etc. **(50 words)**
12. Essays: The essay prompts below are like the essay prompts on the AP Language test. **For each one, write a thesis statement only. DO NOT WRITE THE WHOLE ESSAY.**

Analysis

Carefully read the opening paragraphs of Truman Capote's *In Cold Blood* and write a well-organized essay in which you analyze how the author characterizes Holcomb, Kansas. Consider such stylistic elements as diction, imagery, detail, language, syntax, structure, tone, and overall style.

Argument

Does Dick deserve the death penalty? Does Perry? Does anyone? Use evidence from the book to support your answer.

Synthesis- choose only one of the following A or B.

- A. Go to http://www2.ljworld.com/news/crime/murder/in_cold_blood/. Read and respond to the articles on this website. Agree/disagree/qualify. OR
- B. Conduct research on how the judicial system in general or the use of capital punishment in Kansas specifically were affected by the Clutter case. Defend/support/qualify your position by citing disagreement for each side.

Please keep your answers succinct and to the point. Number your responses and observe recommended word counts. Total expectation for this assignment is about 4-5 pages typed, double-spaced, in Times New Roman 12 font and in MLA style. DO NOT PLAGIARIZE!

Précis Definition (follow this format to answer #3)

The précis is a highly structured four sentence paragraph that records the essential elements of a unit of spoken or written discourse, including the name of the speaker/writer, the context of the delivery, the major assertion, the mode of development and/or support, the stated and/or apparent purpose, and the relationship established between the speaker/writer and the audience (the last element is intended to identify the tone of the work). Each of the four sentences requires specific information; students are also encouraged to integrate brief quotations to convey the author's sense of style and tone.

Format

1. Name of author [optional: a phrase describing author], genre and title of work [date and additional publishing information in parenthesis]; a rhetorically accurate verb (such as "assert," "argue," "suggest," "imply," "claim," etc.); and a THAT clause containing the major assertion (thesis statement) of the work.
2. An explanation of how the author develops and/or supports the thesis, usually in chronological order – always identifying the rhetorical mode(s) employed.
3. A statement of the author's apparent purpose follows (introduce with the infinitive "to").
4. A description of the intended audience and/or the relationship the author establishes with the audience.

Example

1. In "Fly the Partisan Skies" (2004), David Brooks **argues that** partisan politics have become so severe that our current situation is ridiculous.
2. He **develops his idea** by contrasting the supposed differences between the ideologically aligned mock airlines of Liberal Air (always late, free, and elitist – passengers have the chance to "look down on the people of Kansas") and Right-Wing Express, which always leaves exactly on time, subsidizes a first-class fare to stimulate economic growth, and has "ample bathroom facilities for heterosexuals of both genders."
3. He exaggerates and mocks the partisan stereotypes **in order to** reveal their flaws, excesses and silliness.
4. Brooks' **audience** is well educated, politically savvy Americans who are fed-up with partisan bickering, and he lampoons both sides of the partisan debate with a playfully tongue-in-cheek **tone**.