



Summer Reading, Grade 11

Riverside High School
(2015-2016)

AP Language and Composition
Teacher: Miss Milavec

Literature and Fine Arts



This year the English and fine arts departments have chosen the following nonfiction books for those students who will be juniors studying AP Language and Composition in the fall of 2015. Because these books parallel the curriculum covered in fine arts, they are ideal companions. Students are to read one fine arts nonfiction book from those listed.

These books are available at all local public libraries, Barnes and Noble, Half Price Books, and also as a download on most electronic devices. Students are required to access a copy of their chosen book on their own.

The book is to be read and the assignment completed by the first day of school in August. The assignment focuses on rhetorical devices and writing techniques. Students will then complete this assignment for the additional required book and the chosen AP nonfiction book.



"Reading is the sole means by which we slip, involuntarily, often helplessly, into another's skin, another's voice, another's soul." — Joyce Carol Oates

AP STUDENTS:

In addition to this required assignment on literature and fine arts, students in AP Language and Composition are required to read two additional books: *The Things They Carried* by Tim O'Brien (meta-fiction) and a book from the AP nonfiction list. Then, students are to complete the assignments included for

each book. All books are to be read and the assignments turned in on the first day of school in August. Students should be prepared to discuss the books in class and compose essays.

FINE ARTS BOOK LIST

1. *The Soloist: A Lost Dream, an Unlikely Friendship, and the Redemptive Power of Music*
By: Steve Lopez
2. *This Is Your Brain on Music: The Science of a Human Obsession*
By: Daniel J. Levitin
3. *Musophilia: Tales of Music and the Brain*
By: Oliver Sacks

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." — Plato

"Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become." — C.S. Lewis

AP Language and Composition

DUE: All AP English assignments (three books) are due the first day of school in August.

"That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong."
— F. Scott Fitzgerald

"Without music, life would be a mistake."
— Friedrich Nietzsche

"When I cannot see words curling like rings of smoke round me I am in darkness—I am nothing."
— Virginia Woolf

"Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen."
— Leonardo da Vinci

"Music expresses that which cannot be put into words and that which cannot remain silent" — Victor Hugo

"If you ask me what I came to do in this world, I, an artist, will answer you: I am here to live out loud."
— Émile Zola

AP NONFICTION LIST

The Glass Castle by: Jeannette Walls
In Cold Blood: A True Account of a Multiple Murder and Its Consequences by: Truman Capote
The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America by: Erik Larson
Ceremony by: Leslie Marmon Silko
The Woman Warrior: Memoirs of a Girlhood Among Ghosts by: Maxine Hong Kingston
Black Boy by: Richard Wright
Narrative of the Life of Frederick Douglass: An American Slave by: Frederick Douglass
Incidents in the Life of a Slave Girl by: Harriet Jacobs
The Journalist and the Murderer by: Janet Malcolm
Beautiful Boy: A Father's Journey Through His Son's Addiction by: David Sheff
Ghosts of War: The True Story of a 19-Year-Old GI by: Ryan Smithson
The Professor and the Madman: A Tale of Murder, Insanity, and the Making of the Oxford English Dictionary by: Simon Winchester

Other Information

✓ A GLOSSARY OF TERMS FOR AP LANGUAGE AND COMPOSITION CAN BE FOUND ON MISS MILAVEC'S WEBSITE. IF YOU HAVE QUESTIONS, PLEASE EMAIL MISS MILAVEC.

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Assignment for Fine Arts Nonfiction Book

DIRECTIONS: As you read the book, take notes and complete the following worksheet.

Title of Book _____

Author _____

Author's Argument _____

I agree, disagree, or qualify (I like some but not all of the argument) with the author. Why? _____

TECHNIQUES—Identify three different techniques the author uses to make his/her argument: citing authority, statistics, quotes, allusions, anecdotes, personal testimony, background information, headings, visuals, other (identify technique). Beside each technique, write a citation to illustrate how the author uses the technique in the book. For each citation, explain how the example reveals the technique and discuss the effect of the citation in connection with the author's argument.

Name of Technique	Citation (quote from the book and cite the author's last name)	Interpretations and Analysis (explanation of examples and
1.		
2.		
3.		

Assignment for Fine Arts Nonfiction Book

DIALECTICAL JOURNAL—Complete a dialectical journal on the book in order to reflect on significant passages that contribute to the author's argument. Detailed directions and an example of a journal entry are included at the end of the assignment packet.

Quotation/Passage from the Book with Citation (Author #)	Paraphrase or Summary of the Quoted Material	Commentary (Interpretations, Analysis, and Reactions)
1.		
2.		
3.		
4.		
5.		

Meta-fiction Assignment for The Things They Carried

DIRECTIONS: As you read the book, take notes and complete the following worksheet.

Title of Book _____

Author _____

Author's Argument _____

I agree, disagree, or qualify (I like some but not all of the argument) with the author. Why? _____

TECHNIQUES—Identify three different techniques the author uses to make his/her argument: citing authority, statistics, quotes, allusions, anecdotes, personal testimony, background information, headings, visuals, other (identify technique). Beside each technique, write a citation to illustrate how the author uses the technique in the book. For each citation, explain how the example reveals the technique and discuss the effect of the citation in connection with the author's argument.

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Meta-fiction Assignment for The Things They Carried

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Assignment for Chosen Nonfiction Book

DIRECTIONS: As you read the book, take notes and complete the following worksheet.

Title of Book _____

Author _____

Author's Argument _____

I agree, disagree, or qualify (I like some but not all of the argument) with the author. Why? _____

TECHNIQUES—Identify three different techniques the author uses to make his/her argument: citing authority, statistics, quotes, allusions, anecdotes, personal testimony, background information, headings, visuals, other (identify technique). Beside each technique, write a citation to illustrate how the author uses the technique in the book. For each citation, explain how the example reveals the technique and discuss the effect of the citation in connection with the author's argument.

Name of Technique	Citation (quote from the book and cite the author's last name)	Interpretations and Analysis (explanation of examples and
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Assignment for Chosen Nonfiction Book

DIALECTICAL JOURNAL—Complete a dialectical journal on the book in order to reflect on significant passages that contribute to the author's argument. Detailed directions and an example of a journal entry are included at the end of the assignment packet.

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Writing a Dialectical Journal for Fine Arts Nonfiction Book and AP Nonfiction Books

DIALECTICAL JOURNAL: You will complete a series of journal entries for each book that demonstrates engagement with the texts, attempts to understand the various arguments presented, and provides a sampling of your best critical thinking. For each book, you will complete a chart like the example below.

- ✓ Write five significant/meaningful quotes from the book and cite the author's last name and page number after the quotes. Each quote should be 2-3 sentences, and these selected passages should draw from the beginning, middle, and end of the book.
- ✓ Paraphrase or summarize each quoted passage. It will be helpful to provide the context of the quote. In other words, what is happening before and after this passage appears in the text?
- ✓ Lastly, provide commentary on the quoted passages. Interpret, analyze, and react to the passages in complete sentences—not notes. Discuss the content, language, author's writing style/arguments. Use the Characteristics to Note sheet on the next page for ideas about what you can write about in this section. This should not just be a personal reaction or summary; rather, you should attempt to analyze the methods that the writer uses to make his or her argument. This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.

EXAMPLE OF A JOURNAL ENTRY

Title of Book: *The Cheating Culture: Why More Americans Are Doing Wrong to Get Ahead*

Author: David Callahan

Quotation/Passage from the Book with Citation (Author #)	Paraphrase or Summary of the Quoted Material	Commentary (Interpretations, Analysis, and Reactions)
"I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a 'bank error' that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven't played Monopoly in twenty years, but I'd still take the \$200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen" (Callahan 1).	The author is remembering that a common childhood game had a positive moment when a player received "free" cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.	By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a "bank error" card. He also issues the question that "banks have plenty of money" so "why argue?" This really mimics what most people would probably say in real life to justify why they should keep money that isn't rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a "tougher dilemma." It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the "little guy" is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?

Characteristics to Note

1. Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help you note the writer's effectiveness.

MAKE NOTE OF:

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, tension, criticism, confusion, etc.)
- Your questions or lack of understanding or doubts (ask "Why?")
- Your revelations (when "things" become clear to you, when you create links between ideas)
- Similarities to other works (This reminds me of...)
- Wonderful writing—passages that strike you artistically/aesthetically and why

2. Speaker: Think about who the writer is and what he or she needs to communicate. This should help you determine the author's credibility.

MAKE NOTE OF:

- Introductory facts (author backgrounds and relationship to the topic, bias, etc.)
- Ethos—how does the author establish credibility and character (ethics) on the given topic?
- Note words and language that indicate the author's attitude or tone and where it shifts
- Note when the author directly or indirectly states how he or she feels
- Observe key lines that stand out as crucial to the author's argument

3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF:

- The author's reasons for writing—what is the motivation?
- Historical, political, and social issues surrounding the topic
- The author's personal reasons as well as the greater world influences for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

4. Audience: Think about what kind of person or people the author intended to view the piece. Is the author able to connect with that audience effectively?

MAKE NOTE OF:

- Evidence of who the author is trying to reach
- Where the author directly or indirectly addresses a specific audience
- Any "call to action" that the author is issuing to the reader
- Pathos—does the author appeal to your sense of emotion through anecdotes and figurative language?

5. Purpose: Think about the author's purpose in writing this book and whether or not he or she is effective in that purpose.

MAKE NOTE OF:

- Specific reasons for writing (informing, persuading, arguing, refuting, exemplifying)
- Logos—the author's appeal to reason/logic. Examine how the author makes the reader believe in that purpose.

6. Subject: Think about what the book is discussing and whether or not the author shows why this subject matter is important.

MAKE NOTE OF:

- Elements related to the problem or issue
- How the author develops or deepens the aspects of the problem or issue
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. Authorial Devices and Structures in the Argument: Think about the author's techniques in delivery and how effective the author's methods are for rhetorical purposes.

MAKE NOTE OF:

- Changes in point of view/emphasis
- Crucial language/vocabulary (not just a word that you don't understand, but one that seems crucial to understanding the argument)
- Stylistic techniques (irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices)
- How the author's structure of the argument/book influences the reader and relates to the subject, audience, and purpose

Fine Arts Nonfiction Book _____ / 20

The Things They Carried _____ / 20

AP Nonfiction Book _____ / 20

WORKSHEET:

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_____/ 2 Author's Argument

The author's argument is presented clearly and in a sophisticated way.

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_____/ 2 Agree/disagree/qualify

The student presents a clear position in response to the author's argument, including an explanation of his/her reasoning.

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The student presents a clear position in response to the author's argument, including an explanation of his/her reasoning.

_____/ 6 Techniques

Three different techniques are identified, citations are provided to illustrate each technique, and interpretations/analysis reveal a thoughtful reflection on cited examples and connections to the author's argument.

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_____/ 10 Dialectical Journal

Significant quotations/passages are cited, paraphrases/summaries provide context for the quotes, and the commentary reveals insightful perspectives in an attempt to analyze the methods that the writer uses to make his/her argument.

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