

2011 SUMMER READING—AP English III; Mrs. Jodi Petersen

Welcome to AP ENGLISH LANGUAGE AND COMPOSITION! I look forward to meeting each of you in August.

In AP English III, you will challenge yourself to understand how a writer's style contributes to meaning through an analysis of rhetorical devices, logos, pathos, ethos, figurative language, syntax, tone, diction, etc. Non-fiction essays comprise much of our reading. With this in mind, I have created a summer reading list that will begin our journey to enlightenment through non-fiction works. I hope that you will enjoy reading these works as much as I did. See you in August!—Mrs. Jodi Petersen

Reading List:

Into the Wild by Jon Krakauer

unSpun: Finding Facts in a World of Disinformation by Brooks Jackson and Kathleen Hall Jamieson

ALL ASSIGNMENTS ARE DUE ON THE FIRST DAY OF CLASS. All will be graded.

Please follow directions carefully! Since part of the assignment is to annotate your books, you must purchase/have your own copy of the book. Please note that these books may need to be ordered (Amazon.com is probably your best source); therefore, do not wait until the last minute to purchase them.

ASSIGNMENT 1: ANNOTATE BOTH BOOKS.

How to Annotate a Text:

Annotating a book is more than just marking it up with a highlighter. Incorporate any of the following **suggestions** that may apply as you develop your own personal style for annotations.

Things to do:

1. Have a conversation with your book.
 - a. Ask questions
 - b. Comment on meaning

2. Highlight important passages, but don't go overboard. If everything is highlighted, nothing stands out.
 - a. Make notes in the margin as to why you highlighted the passage. **Both of these books are small with limited margin space; if you want, you may write your notes in a notebook that references the page number that would correspond to your highlighting.**

3. Star/asterisk significantly important ideas. Try a system where one star is important, two is even more so, etc.

4. Types of Passages/things to Mark/Underline
 - a. Important plot elements: Make a note at the top of the page/margin to explain element.
 - b. Key ideas + your reflection about them.
 - c. Questions: If you have a question, write it on the page when the question occurs to you.
 - d. Unfamiliar words: circle the word and write it in the margin with its definition.
 - e. Theme: note its occurrence and comment on it in the margin
 - f. Any significant use of rhetorical device, figurative language; any literary device that you can identify, or anything that seems to be a device even though you do not know what to call it.
 - g. Characters/key people: any insights into those who people your reading.
 - h. Any repeated patterns/symbols/motifs.

5. At the end of each chapter, make a VERY brief outline of the significant points covered; bulleted key words/phrases will work well.

SUGGESTION: You **may** want to use a color-coded system (put the key on the inside cover). Use a different color for each different concept you want to focus on; for example,

- a. all of your devices (rhetorical, literary, etc.)
- b. all vocabulary words
- c. themes/main ideas
- d. character development

ALL BOOKS WILL BE COLLECTED AND EVALUATED BASED ON YOUR ANNOTATIONS. All of the following features will be present in a well-annotated book:

- Highlighting.
- Short reflective responses throughout.
- Thoughtful questions posed in the margins.
- Vocabulary words identified and defined
- General, but useful, notes next to highlighted or bracketed sections of text about the importance of those passages.
- Markings, highlighting, and notes **spread evenly throughout** the entire book instead of being heavily concentrated sporadically through the novel.
- All annotations appear to be original and the work of the student.

In other words, to borrow from Mortimer Adler's *How To Mark A Book*, I expect to see "**a mind at work**" as I read your annotations.

ASSIGNMENT 2: *unSpun: finding facts in a world of [disinformation]*

1. Select ONE passage from *unSpun* that best reflect the authors' style. Quote the passage, then, in one paragraph (8-11 sentences) discuss its style. Some things to consider: irony, diction (word choices), syntax (sentence structure), tone (authors' attitude toward subject), etc. How does this style contribute to the message of the book?
2. Write a 2-3 paragraph essay (8-11 sentences each), that identifies the authors' purpose in writing *unSpun* and their success in achieving their purpose. Support your response with direct quotations from the book. Consider the following:
 - Did they convince you of anything? If so, what?
 - Did they cause you to change your mind or rethink a previously held opinion?
 - Did they convince you to approach information from the media, advertisers, politicians, etc. differently? Explain.

ASSIGNMENT 3: *Into the Wild*

1. Quote the passage from the book that best reveals an interpretation of the human/nature relationship. Is that relationship friendly, mutual, antagonistic, indifferent, or something else? Write 2-3 paragraph essay (8-11 sentences each) to explain the relationship that is presented in the book and to justify your interpretation of it. Be sure to use specific quotations from the book to support your response.
2. How well do you feel you know Christopher McCandless after having read about him? What about the book makes you like or dislike McCandless? Write 2-3 paragraphs (8-11 sentences each) to justify your impression of him. Incorporate quotations that reveal his personality.

Please **type** your responses using Times New Roman, 12 point font. Use your best essay style to include complete sentences, formal language, correct grammar, spelling, and punctuation.

Enjoy your summer (and your summer reading/writing)! I look forward to seeing you in August. I will periodically (not daily) check my email over the summer in case you have any questions. Have fun! Mrs. Jodi Petersen jpetersen@pj23.org