

AP English Language and Composition
Summer Reading Assignment

Welcome to the world of Advanced Placement courses. Hopefully, you will be spending time this summer with your family and friends, renewing your energy in preparation for the school year ahead. You are thinking about that already, right? 😊

To help you begin to build a base for the upcoming AP English Language and Composition course, you will need to complete the summer reading assignment described below. This is NOT an optional assignment. **I will expect you to submit quality, original, typed work when we return to school on Wednesday, August 30.**

Assignment learning target: After reading this book, you will have an increased awareness of choices a writer makes and “tools” he/she uses to shape the reader's experience and perception.

Heed my advice:

- 1) Don't procrastinate!
- 2) The chapters are short, so chip away at the summer work little-by-little, one chapter at a time.
- 3) Give your full effort and attention to each chapter and assignment.
- 4) Did I mention don't procrastinate?
- 5) Read each chapter even if there's not a “task” to do with each one. Remember, this course and our work is meant to prepare you for a great opportunity to earn college credit. Don't waste the opportunity!
- 6) Bring your assignment the first day because we will be doing some work with it before you submit it.
- 7) Finally, don't procrastinate. 😊

Directions

Before reading this book...

1. Read these directions, so you can be ready to complete each task and answer each question. These responses will be submitted typed on the first day of school.
2. Preview the table of contents. Effective readers think about what they are about to read in order to prepare their brain to take in the new information.

Answer these questions to start your assignment: What are your initial thoughts about the title of the book and chapters? Which chapters sound most intriguing? What predictions do you have?

3. Read the top paragraph on page 265 to learn about the author you are about to read. Background on the author often improves comprehension and impacts their credibility with the reader.
4. Read “The Garden Party” by Katherine Mansfield on page 245. To the best of your ability, answer the following questions:

1. What does the story signify or mean? What message is Mansfield trying to communicate to you, the reader? What's a theme (or “lesson to be learned”) of this story?

2. What methods does Mansfield use to communicate this message? In other words, how did you come to understand the theme or message?

If you don't have much to type in your responses at this point, don't stress. Let's see what you learn from Mr. Foster. 😊

While you read the book...

Now, read *How to Read Literature Like a Professor* by Thomas C. Foster. There are tasks that accompany some of the chapters. Complete them along the way after you read the chapter (unless otherwise noted) and then be prepared to return to "The Garden Party" with your new insights when you finish the book.

Chapter 1: In a paragraph or so, explain how one movie, TV show, or book from your past experiences displayed components of a quest. **How will you recognize this pattern in future pieces to increase your ability to predict, comprehend, and appreciate a piece of literature (i.e. how will you know a future piece is indeed a quest?)** Be sure your response to this chapter demonstrates you understand what a quest is.

Chapter 2: Describe a memorable "communion" you've read or watched. **What were you meant to learn about the characters/participants? How did the meal impact and/or continue the plot line?**

Chapter 4: Find a sonnet and print, photocopy, or retype it to submit with this assignment. Be sure to cite your source using MLA format. Explain how you know it's a sonnet, using what you learned in this chapter. In a paragraph or two, explain the message in the poem and your reaction to it.

Chapter 6: Go to a grocery store and find Newman's Own Caesar salad dressing. Look on the back of the bottle. Think about the play *Julius Caesar* from your sophomore English class. **To what is the illustration on the back of the dressing alluding? How does the fact that Shakespeare is in the grocery store relate to Foster's point in chapter 6?**

Chapter 7: Find a poem or song lyrics that include Biblical allusion(s). This won't be as hard as you think if you do a little "searching" and listening. **Provide** the poem or song lyrics. **Identify** the allusion(s), summarize the message of the poem or song and how the allusion(s) is/are meant to impact the reader.

Chapter 8: Read, summarize, and do an MLA bibliography entry for two fairy or folk tales. **Have you seen similar characters or plot lines in anything else you've read?** Remember, *similar* doesn't mean *identical*...you may need to think in broad terms, but do you recognize any similarities? Think about the characters, their relationships, and conflicts. Explain.

Chapter 9: Read "Fall of Icarus" or go to www.storynory.com and search for "The Boy Who Flew Too High" and listen to the story. Write a paragraph to summarize the theme (author's message/lesson to be learned) of the story, including text details that led you to your theme.

Next, use a Google search to find the picture *Landscape with Fall of Icarus* and the two poems Foster mentions about this painting, "Musee des Beaux Arts (1940) by W.H. Auden and "Landscape with Fall of Icarus" (1962) by William Carlos Williams. Write one paragraph about your thoughts on the different perspective that the artist and these poets take from the original story.

Chapter 10: Read "The First Snowfall" by James Russell Lowell. **What is the function and importance of the snow in this poem? Why did Lowell choose snow? Why not rain? Sun? Hail?**

Chapter 11: Think back to “Fall of Icarus” and explain how the violence in this story (Icarus’s death) impacts the reader. **Why does this violence have to be included? What function does it serve? Would a different form of “violence” have the same impact on the reader? What if there was no violence?**

Chapter 12: Reread the last two paragraphs of this chapter, especially the last seven sentences. Read “Deer Hunt” by Judson Jerome. **What symbolism do you see? Specifically, why is the speaker so determined about the hunt? Is it JUST a hunt?** Explain your thoughts.

Chapter 14: Read *The Giving Tree* by Shel Silverstein and summarize it **BEFORE** reading this chapter. You might have the book in your own house, look in the library, or check online for the poem. Explain how your understanding of the story is impacted **AFTER** reading the chapter.

Chapter 15: **Based on what flight typically symbolizes, what’s the ironic twist in “Flight of Icarus”?**

Chapter 19: Choose one book, story, poem, or non-fiction article you’ve read. Describe the setting (time and place) of the piece. Explain the setting’s impact on the plot, characters, speaker, or events in the piece. Think about how aspects of the piece would change if it took place in a different place or time.

Chapter 20: Find a song that is set in a season or specific month or even just mentions a season or month. **What’s the song title and artist/musician? Explain the significance or impact of the season or month on the meaning of the song as a whole? In other words, how would the events or theme be different? What does the season or month symbolize in the piece? How do you know?**

Chapter 21-24 are all about the potential meaning behind various physical issues an author might create for a character. Summarize each chapter by explaining in a paragraph the chapter’s main idea using at least one supporting text detail.

Chapter 25: Explain the meaning of the chapter’s title, utilizing at least one text detail to support your explanation.

After you finish the book...

Now, re-read “The Garden Party” by Katherine Mansfield. To the best of your ability, revise your previous answers to the following questions. Use italicized font to show your new thinking. If it’s easier to start from scratch, feel free.

1. What does the story signify or mean? What message is Mansfield trying to communicate to you, the reader? What’s a theme (or “lesson to be learned”) of this story that you come to understand?

2. What methods does Mansfield use to communicate this message? In other words, how did you come to understand the theme or message?

3. Identify anything that you’ve learned from Foster that helped you to think differently as you re-read and tried to comprehend “The Garden Party.”

Summer Reading Scoring Criteria

AP English Language and Composition

<p>10 Points x 3 (30 pts)</p>	<p>1. Strong attempt to respond to each component with thorough responses that demonstrate reading and comprehension of the text:</p> <ul style="list-style-type: none"> • Pre-reading: <ul style="list-style-type: none"> ○ Chapter title preview ○ Initial thoughts about “The Garden Party” • Tasks during reading: <ul style="list-style-type: none"> ○ Chapter 1: Quest ○ Chapter 2: Communion ○ Chapter 4: Sonnet ○ Chapter 6: Shakespeare ○ Chapter 7: Biblical allusion(s) ○ Chapter 8: Fairy or folk tales ○ Chapter 9: “Fall of Icarus” ○ Chapter 10: “The First Snowfall” by James Russell Lowell. ○ Chapter 11: Violence ○ Chapter 12: Symbolism ○ Chapter 14: <i>The Giving Tree</i> by Shel Silverstein ○ Chapter 15: Flight ○ Chapter 19: Setting ○ Chapter 20: Seasons ○ Chapter 21-24 Physical issues ○ Chapter 25: “Don’t Read with Your Eyes” • Post-reading: Revisit “The Garden Party” <p>2. Strong demonstration of conventions (proofread!). Very few if any errors.</p>
<p>8 Points x 3 (24 pts)</p>	<p>1. Adequate attempt to respond to <u>each</u> component above, but some responses lack thoroughness that demonstrates reading and comprehension</p> <p>or ...</p> <p>2. Thorough response to 15/18 tasks above</p> <p>3. Adequate conventions (some errors, but don’t interfere with reading)</p>
<p>6 Points x 3 (18 pts)</p>	<p>1. Minimal attempt to respond to <u>each</u> component above, but most responses lack thoroughness that demonstrates reading and comprehension</p> <p>or ...</p> <p>2. Response to at least 10/18 tasks above</p> <p>3. Convention errors sometimes interfere with reading</p>
<p>5 Points x 3 (15 pts)</p>	<p>1. Completed some work, but it does not meet the 6 point minimum standard.</p>

**Advanced Placement Language and Composition
Performance Contract (2016-17)**

The success of our AP Language and Composition course depends on all of us meeting our responsibilities. This requires a partnership including student, teacher, and parent. Please read and sign one copy of this performance contract, have one of your parents sign, and then return it to me by **Friday, September 2, 2016**.

As a student enrolled in AP Language and Composition, I agree to:

1. Complete the summer assignment.
2. Complete all reading assignments by the assigned due dates.
3. Complete writing assignments on schedule.
4. Attend class punctually and regularly.
5. Approach material in class intellectually engaged and seeking better understanding.
6. Fully participate in class discussions as both an active listener and speaker.
7. Respect a variety of points of view in class debates and rhetorical analysis.
8. Strive to continually improve reading and writing skills.
9. Ask for help when I need assistance on understanding assignments or successfully completing them.
10. Spend extra time before or after school if my performance falls below acceptable standards.
11. Take the AP Language and Composition Exam on May 10, 2017 if I have met course requirements.
12. Recognize that not meeting course requirements will result in a lower grade and AP test score.
13. Check Skyward to monitor my progress.

Student Name (please print)

Student Signature

As a parent with a student enrolled in AP Language and Composition, I agree to:

1. Recognize that my son/daughter has elected to take a college level course offered by DHS requiring a higher level of commitment than many other courses.
2. Support my son/daughter in completing course work on time.
3. Encourage my son/daughter to attend class punctually and regularly.
4. Recognize that much of the out-of-class work required in the course is reading and writing.
5. Check Skyward regarding classroom work and performance and contact the instructor when I need additional information about the performance of my son/daughter in the course.

Parent Name (please print)

Parent Signature

As the AP Language and Composition Instructor, I agree to:

1. Provide a curriculum that is rich in challenging reading, including fiction and nonfiction pieces from a variety of genres.
2. Provide a variety of writing assignments that will prepare students for the type of writing expected at the university level and the AP exam.
3. Evaluate student writing with specific scoring scales and provide opportunities for individual conferencing.
4. Conduct class discussions that require moving up Bloom's taxonomy to higher level thinking skills.
5. Treat students fairly and supportively.
6. Be available before or after class by appointment for students who need additional help working with assignments.
7. Keep Skyward updated regularly.
7. Encourage all qualified students to take the AP Language and Composition Exam on May 10, 2017.

Instructor Signature