

AP English 11 Summer Reading Assignment
Mrs. Candace Henderson

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Dear Scholars,

Welcome to AP English 11! I am looking forward to working with you and am confident that you will do your best in the coming school year. In this course, you will expand your analytical and critical thinking skills as you explore a rigorous curriculum of American literature, writing styles, and focused research. As this course is congruent with a 100 level college course, my goal is to focus and improve your thinking, reading, and writing skills at the collegiate level. Please keep your minds open to all the new ideas, theories, and insights you will encounter during the next year of study as you engage in thinking about literature and writing in new ways.

As an AP English student, you will be expected to be self-motivated, well-organized, and interested in honing your analytical skills in reading and writing. I expect that you will be able to manage your time so that assignments are completed on time and ready for access in class. Being prepared for class will help you to get the most out of our conversations and activities, and will enrich your learning experience. By choosing to participate in an AP course, you are accepting an important responsibility. In essence, you are beginning a level of work equivalent to a college classroom; thus, your behavior and caliber of work should reflect this.

You will be required to read two books: one assigned, and one of your choice (from a focused list) while completing a collection of analytical/reflective responses that address your interpretation of the text and reflect your ideas as you read. The required novel and several of the self-selected titles can be checked out from the English office before school is out, or from the main office during the summer; however, you are encouraged to buy your own copy so that you can annotate it at your discretion. The assignment due date and grading rubric have been outlined for you in the attached document. The summer reading assignment is designed to require you to look beyond the surface of the text and think about it more deeply. Additionally, the assignment has been created to give you time to enjoy your reading. Remember that a good reader is not necessarily a fast one, but rather digs into the reading using several strategies—you should try to visualize the situations, predict the outcomes, question the text, identify the author's purpose, connect the content to your life or other texts, clarify words and passages you don't understand, and evaluate the author's approach and choices. We look critically at authors' choices in this class, and how those choices reflect the purpose of the text and the relationship the speaker establishes with his/her audience. Intellectual inquiry is essential to good analysis. These strategies should show up in your passage analyses.

One last, but important, expectation is academic integrity. The work you do for this assignment must be **your work**. Spark Notes or Cliffs Notes are **STUDY AIDS** and should be **ONLY** as such. Please do not read these in lieu of the assigned text—they simply cannot compare with the experience of reading the actual text. Additionally, please do not plagiarize from them or any other source in your analyses—this includes using words, phrases, analysis or ideas without citing them. Google is a beautiful thing, but it simply cannot take the place of authentic learning. I want to hear what **YOU** have to say. If you find something from one of these sources useful in your understanding of the text, simply **CITE IT**. Furthermore, we expect that you will not copy the work of another student—in whole or part. This is cheating, and does not comply with the expected academic integrity of an AP level student. If I find evidence that either of the above expectations have been violated, you will receive no points for that portion of the project and will place yourself at a distinct disadvantage for the assignment. Please do not put yourself in that position.

Above all, I hope that you enjoy the reading, and have a great summer! If you or your parents should have any questions regarding the summer reading assignments, please feel free to contact one of us via email or through the Summer Reading Classroom page (access code for students: **9d34u1**).

Happy Reading!

Mrs. Candace R. Henderson

Mrs. Candace Henderson (hendersc@fcpsk12.net)

AP English 11: English Language and Composition

Expectations for AP Students

Please read this document carefully as it contains important instructions for completing your various summer reading assignments. Remember to be thorough in your work—this is the first impression I will have of your abilities as an AP Student. Cheating and plagiarism will not be tolerated.

AP English Late Work Policy (this applies to the whole of next year):

Late work is a non-negotiable in college courses. I expect that you plan your schedule so that late work can be avoided. Assignments are expected to be well-prepared and turned in on the assigned day. **DO NOT** attempt to explain late work during class time. If you do not have an assignment the day it is due, the following rule applies: the assignment will be allowed to be handed in no more than one or two days late with a 10% deduction in points. I reserve the right not to accept work if the assignment is not turned in within three days of the assigned date. I understand, however, that life is unpredictable at times. If you run into problems, or some extreme situation arises which prevents you from completing an assignment on time, it is **YOUR** responsibility to submit your request for an extension **IN WRITING** (along with a proposed due date) with ample time for me to respond **BEFORE** the assignment is due. The request cannot be made the day of or late the night before. I will approve, reject or modify your request for extension. **LATE WORK SHOULD NOT BE HABITUAL**—The expectation is that you turn work in on time. You should not expect to be allowed to have an extension on every assignment or regularly turn in assignments late. The more frequently you turn work in late, the greater the impact on your final grade. Assignments with due dates given in writing will be enforced **REGARDLESS** of absences between the day it was assigned and the day it is due. Assignments due during a pre-planned absence or school field trips **MUST** be turned in **BEFORE** the trip unless specific arrangements have been made. All major assignments will be posted and completed through Google Classroom, so this should not be an issue.

AP English Plagiarism Contract:

On the first day of class you will sign a Plagiarism contract, which includes the verbiage below. It is important to note that this statement applies in equal measure to your summer reading. This is to indicate that you are aware of this policy which will be in effect throughout the school year. Plagiarism is illegal and dishonest. Respect your knowledge enough to do your own work.

“Plagiarism is the unauthorized use of another person’s ideas, words, or accomplishments without proper documentation or acknowledgement. This is a serious offence that violates the honor code and compromises academic integrity. If I am found in violation of this policy, I understand that I will receive a zero for the assignment and a warning through administration. I also understand that this offence may impact my standing with organizations such as NHS and/or my ability to obtain scholarships, and that multiple offences may result in further disciplinary action.”

“You don’t have to burn books to destroy a culture. Just get people to stop reading them.”

~Ray Bradbury~

Summer Assignment Rationale:

When we hear the term media, our first thought generally goes to news reporters—following the story and sharing it with the masses. While this is one definition of media, the broader meaning of that term applies to any form of visual or written communication that is geared toward a particular audience for a particular purpose. Media constantly surrounds us. It is a part of our daily lives, whether we’re watching the six o’clock news, surfing our favorite website, or standing in line at the grocery store. It’s become a part of our social existence as well: smartphones, social media, e-readers, etc. have all contributed to our awareness and understanding of our world. Media is there to inform, to entertain, to persuade, and sometimes to control. We are inundated with visual images, text, and audio that utilize a wide variety of appeals to engage our interest, convince us to believe in something, or encourage us to act.

When we watch a commercial or see an ad in a newspaper or magazine we are seldom aware of the choices made in its design and presentation. From the subject to the images, sound bites, even music, these choices work together to serve the speaker’s purpose. Even when the purpose is to inform, these choices clearly affect the audience in certain ways, and when implemented effectively, create the desired reaction the authors intended. Cinematographers, photographers, magazine editors and internet webmasters do similar things with their media. Even fiction writers, like Bradbury, use words and images to appeal to his audience.

In the novel *Fahrenheit 451*, Bradbury creates a society that has become completely pacified by the media. They have lost their understanding of happiness and their respect for books, and therefore no longer understand the importance of thinking for themselves. Bradbury establishes a clear warning by highlighting society’s dependence on technology and indulgent behavior. Montag encounters a variety of media and propaganda in his world. Once he begins to question this media, he finally starts to realize its damaging effects on the way people think and behave. While you read and analyze the novel, think about the impacts technology, media, and information has on our current society. When people cease to value authentic and critical thinking, what happens to their way of life?

In addition to this dystopian novel, you will select one narrative nonfiction text to read and analyze. All of the authors represented are from an American background and reflect different characteristics of American culture and society. Narrative nonfiction is written like a story, but encompasses true events. Sometimes these stories are autobiographical in nature with the author telling his or her own story or sharing memories, others explore relevant events of the past or people who have made important or curious contributions to our society. Many of these texts explore social, cultural, or political issues and reveal the context and inspiration for the author. These texts are important because they include an individual’s interpretation of and reflection on important issues that affect society and culture. Just like Bradbury, they provide a sort of commentary on the context of their life. Sometimes they are reflective, but others may also have informative or persuasive purposes. What is even more interesting is that these stories are real. One of the main focuses of this course is nonfiction writing, and it is important to recognize different styles of nonfiction and the relationship between the speaker, audience, subject, occasion, context, tone, and purpose. We will be digging into these elements in the first weeks of class!

Lastly, our goal is to continue to be active readers of the summer. We do a lot of reading in this course, and you will be expected to do nearly all of it on your own time. Being an avid reader helps you build the stamina you will need to focus and pay attention to texts over longer sittings. Reading also makes you a better writer because you have the opportunity to break down, analyze, and eventually emulate the stylistic choices of other writers. It increases your vocabulary, and helps you become a better critical thinker. Complete the assignment as outlined on the following pages, and enjoy exploring the fascinating world of media keeping in mind the ideas above.

Required Reading and Assignment (Have the reading completed by the 1st class meeting)

Fahrenheit 451 by **Ray Bradbury**—A classic, frightening vision of the future where firemen don't put out fires—they start them in order to burn books. It is an interesting look at the way society values education and knowledge. (You can check this out from me or purchase your own).

Narrative Nonfiction CHOICE: You will choose ONE of the following narrative nonfiction texts to read and analyze in addition to the required novel. You may select from the following titles ONLY. I would recommend going to Goodreads.com to read the summary and descriptions of the books so you have a better idea of what they're about. I have tried to choose books that will enhance your preparation for the AP Language and Composition exam and that encompass a variety of interests so that one will surely appeal to you. Please note that this is a CHOSEN book, and that some of the titles deal with mature themes and may contain mature language. **Please preview the texts before committing to one to make sure you and your parents are comfortable with it.** If it is not to your taste, simply choose a different book. Titles with an asterisk (*) indicates that we have copies of the book in our bookroom.

Truman Capote ~ *In Cold Blood*

Maya Angelou ~ *I Know Why the Caged Bird Sings**

Alex Kotlowitz ~ *There Are No Children Here**

Laura Hillenbrand ~ *Unbroken -or- Seabiscuit**

James McBride ~ *The Color of Water*

Zora Neale Hurston ~ *Dust Tracks on a Road*

Rebecca Skloot ~ *The Immortal Life of Henrietta Lacks*

Mitch Albom ~ *Tuesdays with Morrie*

Mark Bowden ~ *Black Hawk Down**

Luis Alberto Urrea ~ *Nobody's Son: Notes from an American Life*

Jeannette Walls ~ *The Glass Castle -or- Half Broke Horses*

Jon Krakauer ~ *Into the Wild -or- Into Thin Air*

Margot Lee Shetterly ~ *Hidden Figures*

David Grann ~ *Killers of the Flower Moon*

Randy Pausch ~ *The Last Lecture*

There are two parts to your assignment: Text Annotations and Passage Analyses for *Fahrenheit 451* and one Narrative Nonfiction Text

PART ONE: Text Annotations

As you complete the required reading, you are expected to annotate—Annotating texts is a vital skill in college courses and should be developed now! It requires you to draw attention to key ideas, changes, questions, and interpretations of the text. It is your way of having a conversation with the author (or speaker) and/or the characters. While the annotations will not be formally checked, it is apparent when it isn't done. You will be expected to annotate assignments in the class, so practicing it now will be super helpful! Here are some things to keep in mind when annotating your book and/or media sources:

- For this assignment annotations will include making marginal notes, underlining, using small post-it notes to mark the text, or recording notes in a google doc (which can be shared with your journal).
- For the fictional text, you should be annotating evidence that supports the theme, characterization or character development, plot development or foreshadowing, conflicts, literary devices, figurative language, and dialogue.
- For the nonfiction text, you want to annotate evidence that supports the central or main idea, author's purpose, tone, occasion or context, author's style, and rhetorical or literary devices.
- In general, you may want to take note of any key ideas or recurring ideas throughout the text, a timeline of events, new or unusual vocabulary, etc.
- Please do not write in a book that you have borrowed! Use post-it notes, a notebook, a Google doc, or Google Keep.

PART TWO Passage Analyses [DUE on the first FRIDAY of the year] 100 points each

The written part of your summer assignment is your reading journal which will consist of your novel and narrative nonfiction passage analyses. You will complete FIVE passage analysis responses for each text (that means you will have 5 from the novel, and 5 from the narrative nonfiction). You will select brief passages (approximately 2-5 sentences in length) to analyze throughout your reading. You should space these out from beginning to end of both books (this is to demonstrate that you read the entire text). These will be organized in a text/response format (two-columns) with a quoted passage on one side, and your analysis on the other. Your analysis will be based on combining MULTIPLE active reading strategies below as you respond to what the quote says and means. Your responses should be thought-provoking, original, and supported by the specific passages from the text you include. Be sure to cite page numbers at the top of each entry. REMINDER: I am a professional, and have read many online analyses of the novel. I know what they say. Please remember these are not to be plagiarized. If you borrow ideas from an outside source, please quote it or paraphrase it and CITE IT. ☺

Active Reading Strategies:

All good, effective readers employ a variety of active reading strategies while they read. It is important that you are engaged with the text; think about what you're reading, converse with it, ask it questions, etc. Here are a list of some of the best and most common strategies I want you to exhibit in your journal. They are listed in the order of their critical thinking depth from simple to complex, but they should not be used in isolation. I want to see you using a good variety of the strategies in your annotative journal—they should be blended throughout your entries, and you should be using all of them at some point.

- **Clarify:** This could be putting something into your own words so it makes sense to you, looking up unfamiliar words, or identifying unfamiliar reference.
- **Question:** Ask questions. Question the author's choices or the characters' choices. Think of "why" or "how" questions
- **Make Connections:** If the text reminds you of something, think about why? What does it have in common with your own personal experience, a movie you saw, or another story or book you read?
- **Make Predictions:** Make educated guesses about events to come based upon what you've read. What makes you think certain events will or will not transpire? When you find out what really happens, go back and think about why your predictions were right or wrong.
- **Make Inferences:** Like making predictions, making inferences requires you to make an educated guess based on information in the text and your own personal knowledge. For example, you know what normally happens when someone breaks a law and can compare that situation with a similar event in a text.
- **Draw Conclusions:** When you draw conclusions, you are developing an opinion about something based on evidence in the text. This may tie into the author's purpose, theme, or the conflicts and resolutions of the text itself.
- **Analyze Ideas:** Break down big ideas in the text and look for the author's purpose in them. What theme or message is being conveyed?
- **Synthesize Ideas:** Bring ideas together--how does the text compare with others that have similar themes or ideas? How does the text apply to modern society?
- **Reflect:** This ties into something called Metacognition, or thinking about your own thought. Think about your learning and your thoughts as you read--why do you react certain ways toward characters, the events, the conflicts, etc.? How do you feel about the book and why?

Setting up your journals:

- I would prefer you to complete the assignment on a Google Doc if at all possible. Online submissions are encouraged, and you will have a place to upload and submit your summer assignments on the Summer Reading Classroom page. I have also shared an example with you that shows how the entries should be organized and models the quality and length I expect in your responses. Please use Times New Roman, 12 point font. You can print out your pages if you so choose.
- You may choose to handwrite your entries. If so, they must be well-organized and clearly headed/labeled. If you choose to handwrite your entries, please do so in either a small single-subject notebook or a presentation folder.
- For any external sources you use to aid in your analysis of the novel, you will need to provide a proper MLA 8 works cited entry. If you need assistance on how to correctly cite sources, please consult the Online Writing Lab at Purdue University (<http://owl.english.purdue.edu>).
- Neatness is important. If you handwrite your entries, please use blue or black ink and write neatly; pencil tends to smudge and can sometimes be difficult to read.
- Please create a title page on the first page and table of contents on the second for both sections. For your title page, please include the following information (same as a correct MLA heading, which is the heading you will use on ALL class assignments):
 - Your name (first and last)
 - Teacher's name (Mrs. Henderson)
 - The class name and period (AP English 11—2nd)
 - The assignment (Summer Reading Response Journal)
 - The due date (second week of class)
- Set up your table of contents on the second page, and number your pages using Headers and Footers (if you are handwriting in a journal, number the pages—front and back—starting on the page AFTER the table of contents). Please put all of your passage analyses for the novel together and all of your analyses together in two separate documents (there will be a separate turn in for each of them). Your table of contents for part one should include the title of each passage of the novel and for part two, each media analysis entry—please provide a copy of all media examples. You should include hyperlinks to the sources if they can be found online. Provide the page number(s) in the journal where each entry appears.

How it's Graded—Both the Novel and Narrative Nonfiction Passage Analyses will be graded on the following criteria based on overall success of the expectations: Exemplary work will earn A+ credit. You will receive 2 grades for this portion of assignment, one for each book.

Criteria	Expectation of an A project	Value
Organization and Passage selection	Passages selected for analysis: <ul style="list-style-type: none"> ● Are of an appropriate length ● Allow for analysis of author's purpose, style, literary devices, themes, context, etc. ● Spaced throughout the full length of the novel Formatted MLA heading and includes a table of contents	/10
Depth of thought, communication, and clarification	Responses to passages demonstrate that students read and understood the text. They provide thoughtful and meaningful ideas and insightful interpretations of the passage. Students clearly convey and communicate their ideas as a writer.	/30
Analysis & Synthesis: Comments and Connections	Responses to the passage demonstrate critical thinking that breaks down how the author's choices create meaning in the passage or provide insight into understanding the author's context or point of view. Goes beyond summary to tackle deeper meaning of the passage and author's purpose. Makes connections with other points in the novel, with real life experiences, other texts, etc.	/30
Relevant Support & Quotations	Responses include and address specific and detailed aspects of the chosen passage that support interpretations or analysis in quotation marks. Responses should SHOW not just TELL.	/20
Grammar, Usage & Mechanics	Responses demonstrate control over the elements of grammar, spelling, and punctuation. Sentence structure is sound—avoiding run-ons, comma splices, and fragments. The responses are free of errors and demonstrate polish and editing.	/10

How your Summer Reading assignment will be applied in class:

Seminar Discussion (100 points) [completed 2nd week] We will discuss *Fahrenheit 451* in a seminar on the 4th day of class. A primary focus for this discussion will be on the novel's central ideas and the author's purpose regarding literacy, education, technology, and government. In order to be able to participate, you will need your journal, a copy of the novel and a passage that you wish to discuss. This is your "ticket" into seminar as is a requirement and part of the grade. Seminar expectations will be reviewed in the first week. You will be reminded of the assignment on the first day of class.

Timed Essay (100 points) [completed 2nd week] You will complete an analytical, timed essay based on the narrative nonfiction text you've chosen. The essay will require you to write an analysis that addresses the context, purpose and impact of the text using a clear thesis statement (that establishes a clear claim in order to show or prove), utilizes and explains evidence from the text OR other sources that share similar with analysis, and arrives at a sound conclusion that revisits your thesis. You will be able to use your journal and book while writing the essay.