

AP LANGUAGE AND COMPOSTION SUMMER READING ASSIGNMENT

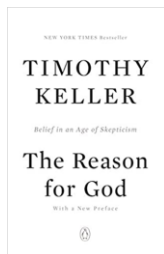
All assignments will be due the first day of school. Please plan on assessments and assignments that require your close analysis of the texts the first weeks of school. Be ready to discuss both texts in class.

All summer reading assignments will be graded as assessments.

If you have any questions, please feel free to contact me at kphinney@ccslancers.com.

ASSIGNMENT #1: NONFICTION – Do this assignment first in June.

The Reason for God by Dr. Timothy Keller (NEW/CLEAN COPY and in PRINT only- ISBN13: 978-1594483493)



Synopsis and Rationale: Timothy Keller is the founding pastor of Redeemer Presbyterian Church in New York City. In *The Reason for God*, Dr. Keller addresses the doubts that skeptics and non-believers have for religion. Using literature, philosophy, anthropology, pop culture, and intellectual reasoning, Keller explains how the belief in a Christian God is, in fact, a sound and rational one. And in doing so, he gives today's modern Christian even more evidence they, too, can base their beliefs upon. This is a non-fiction, rhetorical focus on religious philosophy and the structure of a sound argument, so you will have plenty of opportunities to analyze how Dr. Keller uses rhetorical devices to create a reasoned case for God.

Part 1: In-depth Annotations- You will do **60 numbered and evenly spaced annotations**. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. **Focus on rhetorical devices, as this is an argument.**

Part 2: Argument Essay- Typed in MLA format, please write a 3-4 page paper where you make **your own argument** for the reason for God. Select three claims that Dr. Keller makes for the reason for God to support **your own reasoned argument** for why and how God exists. Be sure to include at least three to four direct quotes and in-text citations from Dr. Keller's text. Edit carefully and include an MLA Works Cited page for *The Reason for God*, along with any other text or source you may include. Do not make any errors in your MLA format or writing. See the Purdue OWL online for help.

****IMPORTANT: You will submit a hardcopy of your argument essay the first day of school and post it to Moodle's Turn It In upon my forthcoming directions.****

ASSIGNMENT #2: FICTION – Do this assignment second in July so it is fresh in your mind for the test.

The Scarlet Letter by Nathaniel Hawthorne (NEW/CLEAN COPY and in PRINT only- ISBN-13: 978-1512090567)



Synopsis and Rationale: In Nathaniel Hawthorne's Romantic novel, *The Scarlet Letter*, Hawthorne explores the nature of sin, humanity, and society in a 1600s Puritan Massachusetts Bay Colony. Hester Prynne, the novel's protagonist, is accused of a mortal sin, and it is what follows that creates this timeless story of endurance and redemption. As you read *The Scarlet Letter*, you will have a great deal of opportunities to analyze the text from a literary perspective by exploring what the author does specifically in his writing and craft in order to create theme, purpose, point of view, and style.

Part 1: Annotations- You will read "The Custom-House" and all chapters. You will do **60 numbered and evenly spaced annotations**. You may write directly in your book or use post-it notes by placing them directly on top of your marked text. Focus on literary devices. See annotation directions and exemplars on page 2.

Part 2: Rhetorical Analysis Logs- This will be **SIX entries, hand-written (may not be typed)** in two columns, following Point-Data-Commentary. In the first column, you will copy a significant passage located during your annotations (3-6 sentences min.) with its page number. In the second column, you will analyze the passage in a Point-Data-Commentary analysis for the rhetorical and/or literary devices found in the word bank on page 2. Be sure you discuss how the author's use of these devices create theme, purpose, point of view, or style. Please connect smaller components with larger ideas and themes to show "bigger picture" thinking.

Reading Passage (3-6 sentences minimum with pg. #)	Analysis and Connections (paragraph minimum)
"This is your quote" (Hawthorne #).	This is your analysis where you discuss how certain rhetorical and literary devices create theme, purpose, point of view, and style. It is not summary. Point=Thesis, Data=Quotes from the Reading Passage, Commentary= Analysis (Explores Relationships, Importance, Purpose, and Effect).

RESOURCES & ADDITIONAL SUPPORT: PLEASE READ ALL DOCUMENTS BEFORE STARTING WORK!! THANK YOU!!

[A Letter from Your English Teacher](#)

[A Note on Grading, Checklists, & Rubrics](#)

[A Rationale for Summer Reading](#)

[English Generic Essay Rubric](#)

ANNOTATION DIRECTIONS & EXEMPLARS

ANNOTATION DIRECTIONS:

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight or underline it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write about 2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Annotations analyze. The definition of analysis is as follows: *a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships*. Thus, annotations and reading logs do not merely summarize your reading or provide commentary about your personal feelings. **Annotations are the beginning of analytical thought and your "proof of purchase" that you did—indeed—closely read and analyze your text.** Please pay close attention to step number four above. This is where many of us need to improve. Be certain all your annotations follow all four steps for an "A" in the gradebook. Be sure all annotations have a **VARIETY** of terms from the literary word bank below.

Rhetorical and Literary Word Banks: Use the word bank below to create your annotations with a variety of terms. If you are unfamiliar with a term, please make a personal glossary of definitions. You will need to know all of these terms for class.

Rhetorical Devices: ethos, pathos, logos, diction, syntax, polysyndeton, asyndeton, style, logical fallacies (various types), claim, counterclaim, rebuttal, concession, Toulmin's Model of Argumentation (qualification, generalization, analogy, sign, causation, authority, principle)

Literary Devices: imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (various types), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary

ANNOTATION EXEMPLARS:

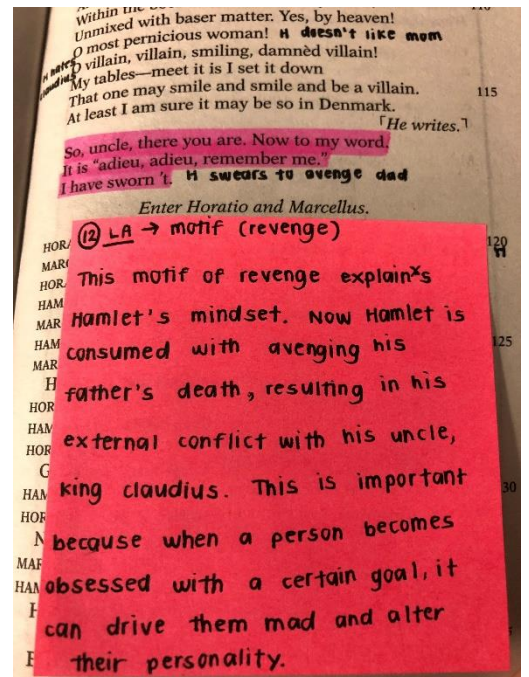
See both the typed annotation exemplar below from *My Antonia* and the picture to the right from *Hamlet* submitted by Caroline Wright Quarter 4 in AP Literature and Composition.

Excerpt from the novel *My Antonia* (text used for annotation highlighted in gray):

The feelings of that night were so near that I could reach out and touch them with my hand. I had the sense of coming home to myself, and of having found out what a little circle man's experience is. For Antonia and for me, this had been the road of Destiny; had taken us to those early accidents of fortune which predetermined for us all that we can ever be. Now I understood that the same road was to bring us together again. Whatever we had missed, we possessed together the precious, the incommunicable past.

Annotating for symbolism & theme:

The **purpose** of the road is to **symbolize** Jim's connection to the past and to Antonia. The **effect** is highly sentimental (pathos) as the novel ends, showing Jim's strong nostalgia for the past and his friendship with Antonia. This is important because it brings the theme—the complexities of life and coming of age—to a conclusion.



READING LOG EXEMPLARS

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Student Exemplar #1: Submitted by Blake McCoy Quarter 3 in AP Language and Composition

Student Text: Outside Reading *Into the Wild* by John Krakauer + Reader Response Theory submitted by Mrs. Phinney

Reading Passage (3-6 sentences minimum with pg. #)	P.D.C. Analysis (paragraph minimum)
<p>“I was always getting on Mom and Dad’s case because they worked all the time and were never around,’ she reflects with a self-mocking laugh. ‘And now look at me: I’m doing the same thing.’ Chris, she confessed, used to poke fun at her capitalist zeal by calling her the Duchess of York” (Krakauer 129).</p>	<p>In the biography <i>Into the Wild</i>, Jon Krakauer introduces Carine, Chris’s sister, as a character to shift point of views and to build dramatic foil to uncover Chris’s intentions and the virtue of the theme: liberation from materialism and society. Carine is introduced in Chapter 13, when she is interviewed. Here, the reader learns her struggles as a child due to household instability, which were Chris’s struggles, too. Krakauer presents the suffering Chris endured at home as a source of Chris’s hatred for society and ultimately, his fatal journey. The two point of views develops juxtaposition between the pain Chris’s parents caused and the subsequent pain Chris caused. However, Krakauer presents Carine to prove Chris’s struggles at home are an inadequate reason to reject his family and inflict pain: “I can’t seem to get through a day without crying” (Krakauer 129). Carine’s ability to overcome the pain from her father’s infidelity makes her a dramatic foil to Chris. Chris and Carine are depicted similarly in character, mainly due to the same upbringing. However, Carine is characterized as the more stable counterpart, which seems to detract from Krakauer’s theme. However, this is when he inserts Carine’s materialism to depict the contrast: “they worked all the time and were never around,’ she reflects with a self-mocking laugh” (Krakauer 129). Krakauer provides Carine’s materialism with her ability to compartmentalize her parents’ affliction. However, Chris is juxtaposed against his sister in this sense to further solidify Krakauer’s theme, surrounding the positive nature of extracting one’s self from materialistic society.</p>

Student Exemplar #2: Submitted by Anna Wild Quarter 3 in AP Language and Composition

Student Text: Outside Reading *A Thousand Splendid Suns* by Khaled Hosseini

Reading Passage (3-6 sentences minimum with pg. #)	P.D.C. Analysis (paragraph minimum)
<p>“Mariam backed away. She was hyperventilating. Her ears buzzed, her pulse fluttered, her eyes darted from one face to another. She backed away again, but there was nowhere to go—she was in the center of a circle. She spotted Fariba, who was frowning, who saw that she was in distress. ‘Let her be!’ Fariba was saying, ‘Move aside, let her be! You’re frightening her!’” (Hosseini 68).</p>	<p>In the historical fiction novel, <i>A Thousand Splendid Suns</i>, Khaled Hosseini utilizes abrupt and hasty syntax in order to illustrate the fragile, child-like archetype portrayed by Mariam. As Mariam makes her first public appearance following her marriage, she is engulfed with questions and statements. In this moment, Hosseini writes, “her ears buzzed, her pulse fluttered, her eyes darted from one face to another,” conveying that such a young mind cannot handle such pressure (Hosseini 68). This setting expects much from young women—even the nearly orphaned Mariam. Hosseini develops this intense setting as Mariam was “backed away” and “in the center of a circle” forced to uphold this status of being a married woman at such an early age (Hosseini 68). Through such brisk syntax and a contrasting innocent archetype, the reader can infer Mariam will be expected to obtain societal measurements that may never be achievable.</p>

Note: All logs are handwritten; however, for the sake of readability and publication, students volunteered to type their logs. Both logs above earned an “A” in class. The work was 100% their own, established high-level depth and insights, and demonstrated a strong command of language. Please use the responses above to edify yourself as you complete your logs.