

## 2021-2022 AP Language and Composition: Summer Reading Assignments

**DUE DATE: By 3:30 p.m., Monday, August 30th, for BOTH FALL and SPRING HONORS & AP STUDENTS TO YOUR ENGLISH TEACHER!** (You can submit it early to your respective teacher either at Open House or in the first two weeks of school, prior to the due date.)

**Note: Your summer reading assignment grade will count for 10% of your 1st 9 weeks grade.**

Dear Student,

Welcome to AP Language and Composition (AP English III)! This summer you will be required to read a few excerpts and a novel. The excerpts will be from ***Walden* by Henry David Thoreau**. This nonfiction text represents the heart of AP Language: understanding and developing rhetoric. For this text, please read the following chapters:

- "Economy"
- "Where I Lived and What I Lived For"
- "Reading"
- "Solitude"
- "Conclusion"

For our novel, you'll be asked to **CHOOSE** between reading ***Wuthering Heights* by Emily Bronte OR *Jane Eyre* by Charlotte Bronte**. Regardless of which book you read, both of these foundational gothic texts will form the basis for our first thematic focus and in-class analysis.

As we read, we will be studying these texts on two levels. First, through a close read, we will be analyzing both *Walden* and your novel choice for the rhetorical strategies that each author employs to achieve his or her purpose. Rhetorical analysis or analyzing *how* an author writes is what AP Language is all about! Additionally, we will be examining both books thematically through an in-class essay within the first week of school which will focus on the juxtaposition of nature and man. This essay will count as a major grade outside of the summer reading category. Keep in mind that you can use the summer assignments below on the essay you'll write in class. The more detailed your work, the more support you'll have for the in-class essay the first week of school. To learn more about the general guidelines regarding summer reading as well as the required assignments for each text, please read below. I look forward to working with you this year!

### **Assignment #1: *Walden* by Henry David Thoreau**

As you read the excerpts from *Walden* by Henry David Thoreau, you'll be asked to *annotate* the assigned chapters, which basically means to take notes as you read! I would encourage you to annotate based on what you would need for the essay once we get back to class. The guidelines for this type of assignment can be found below:

#### **What is the point of annotation?**

- Annotation encourages you to read actively and thoughtfully.
- The reader gets a deeper initial reading and an understanding of the text that lasts
- Annotation provides you with a useful overview to consult before discussions or writing assignments.

**Important Caveat:** The most common complaint about annotating is that it slows down your reading. If annotating as you read annoys you, read a chapter or other designated section, then go back and annotate.

### **What should you annotate?**

The possibilities are limitless. Your annotations *must* include comments. I want to see evidence of thinking. Here are some ideas about what you can annotate:

1. Look for patterns and label them (word choice, sentence patterns, symbols, images, etc).
2. Literary devices: themes, similes, metaphors, personification, images, foreshadowing, symbolism, allusions, point of view, tone, mood, etc.
3. Summarize key events - at the ends of chapters or sections, you could write a bulleted list of key plot events.
4. Write an alternative title for each chapter or section and explain your thinking.
5. Vocabulary: circle words you want to learn or words that jump out at you for some reason. You don't have to write out a full dictionary definition; it is actually more helpful to put the definition into your own words.
6. Make connections to movies, news events, other texts, & your life
7. The actions or development of a character. Does the character change? Why? How?
8. Something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
9. Mark & comment on passages you think are especially significant, powerful, or meaningful.
10. Express agreement or disagreement.
11. Make predictions.
12. Note anything you would like to know more about or do not understand.

### **Annotation Strategies:**

- **Mark up the margins of your text with words and phrases:** ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the *reasons* you are reading as well as the *purposes* your instructor has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
- **Develop your own symbol system:** an asterisk (\*) a key idea, for example, or use an exclamation point (!) for the surprising, absurd, bizarre. Your personalized set of hieroglyphs allow you to capture the important -- and often fleeting -- insights that occur to you as you're reading. Like notes in your margins, they'll prove indispensable when you return to a text in search of that perfect passage to use in a paper, or are preparing for a big exam.
- **Get in the habit of hearing yourself ask questions:** "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still have with a text: something to ask during class discussion, or to come to terms with on your own, once you've had a chance to digest the material further or have done other course reading.

\*\*Please make sure that whatever edition you select to read is UNABRIDGED. A pdf version of the text can be found here: <http://www.gutenberg.org/files/205/205-h/205-h.htm>

## **Assignment #2: *Wuthering Heights* by Emily Bronte OR *Jane Eyre* by Charlotte Bronte**

As you read either of the books above, you will be asked to complete **at least 15 double-entry journals**. Double-entry journals are a close-reading strategy that requires you to analyze a particular quote or area of the text. Additionally, double-entry journals follow a specific format to help you keep track of what you read. Continue reading below for these guidelines. After reading the guidelines for double-entry journals at this level, please check out the attached samples and rubric to help you complete this assignment.

### ***How do I set up double-entry journals?***

- Double-Entry journals are handwritten on notebook paper.
- First, fold your paper in half the long way, and then draw a line down the middle crease.
- Next, choose significant passages or quotes and write them on the left half of the page. Include the page number(s) of the passage/quote.
- On the right half of the page, respond (not summarize) to the passage/quote on the left-hand side of the page. The beginning of your quote on the left should line up horizontally to the beginning of associated response on the right.

### ***Now that you know how to set up a double-entry journal, what do you look for in the text?***

- Rhetorical Strategies such as symbolism, tone, detail, imagery, word choice, sentence structure, etc.
- Figurative Language such as similes, metaphors, personification, etc.
- Other literary devices such as the effect of point of view, mood, etc.
- Character development such as how a character's personality or viewpoint may change throughout the text
- Connections to world events, society, other texts, etc.
- Personal responses to significant quotes

### ***I've got my passage/quote, but what should I include in the response (right-hand column) that goes with it?***

- Explain how this particular passage/quote is an example of this literary device, figurative language, connection, etc.
- Explain how this literary device, figurative language, connection, etc. relate to the meaning of the text as a whole. For example, how does the author's tone here reveal his purpose?
- The goal for this section of your double-entry journals is to have a variety of responses. For example, you wouldn't want to have all personal responses, but rather an equal part analysis and personal response.

### ***So, what's really the point of double-entry journals?***

- To help us understand what we read and interact with the text
- To help us be reflective and develop critical thinking skills
- To help us develop as readers and writers

**RUBRICS FOR THE DOUBLE-ENTRY JOURNALS and THE ANNOTATION FOLLOW ON THE NEXT PAGE!**

# Annotation Rubric

## A

- Text is marked throughout.
- Words and phrases are marked, and commentary and notations appear in the margins that indicate a response to the words and phrases marked.
- Marginalia (comments in the margin) reflect application of literary terms, questioning, summarizing, and analysis.
- Annotations accurately identify purpose and themes of the work.
- Reader has identified unfamiliar vocabulary and attempted to define those words.
- A complete key of colors, symbols, etc. is provided at the beginning of the book.
- (if required) The essay at the end is organized and well-written, and reflects the influence of the elements and connections made throughout the book upon some aspect of the book as a whole (theme, characters, setting, etc.)

## B

- Text is marked throughout.
- Longer passages (entire sentences/entire paragraphs) are the primary element annotated.
- Commentary and notations in margins appear less frequently or do not respond directly to the passage annotated. Marginalia may be primarily summary or paraphrased statement with some attempt at analysis.
- Annotations may not accurately identify purpose or themes of text.
- Reader may have identified unfamiliar vocabulary but did not attempt to define the words.
- A mostly accurate/complete key of colors, symbols, etc. is provided at the beginning of the book.
- (if required) The essay at the end is mostly organized and well-written, and reflects the influence of the elements and connections made throughout the book upon some aspect of the book as a whole (theme, characters, setting, etc.)

## C/D

- Text is not consistently marked throughout.
- Random passages appear to be marked; passages selected often have no real significance.
- Annotated passages may be very long or very short.
- Annotations include little/no marginalia or marginalia that is characterized by plot level questions or simplistic summary.
- Annotations include little/no attempt to identify themes/purpose of text.
- Annotations include little/no recognition of unfamiliar vocabulary.
- Annotations do not reflect careful reading of the text; annotations do not reflect interaction between the reader and the text.
- An incomplete key of colors, symbols, etc. is provided at the beginning of the book or is missing completely.
- (if required) The essay at the end lacks in organization and style and may not accurately reflect the influence of the elements and connections made throughout the book upon some aspect of the book as a whole (theme, characters, setting, etc.)

## F

- Annotated text is not submitted on time.
- Annotations and/or essay are missing or largely incomplete.

## Double-Entry/Dialectical Journal Rubric for: *WH or JE*

|          |   |
|----------|---|
| <b>A</b> | <ul style="list-style-type: none"> <li>● Detailed, meaningful passages and quotations</li> <li>● Thoughtful interpretation and commentary about the text; avoids clichés</li> <li>● Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text</li> <li>● Makes insightful personal connections and asks thought-provoking, insightful questions</li> <li>● Coverage of text is complete and thorough</li> <li>● Journal is neat, organized and professional looking; student has followed directions in the organization of journal</li> </ul> |
| <b>B</b> | <ul style="list-style-type: none"> <li>● Less detailed, but good quotations</li> <li>● Some intelligent commentary; addresses some thematic connections</li> <li>● Identifies and interprets many literary elements, but does not explain they contribute to the meaning</li> <li>● Some personal connection; asks pertinent questions</li> <li>● Adequately addresses all sections of reading assignment</li> <li>● Journal is neat and readable; student has followed directions in the organization of journal</li> </ul>  |
| <b>C</b> | <ul style="list-style-type: none"> <li>● Several relevant details from the text</li> <li>● Most of the commentary is vague, unsupported, or plot summary/paraphrase</li> <li>● Some listing of literary elements; virtually no discussion on meaning</li> <li>● Limited personal connection; asks few, or obvious questions</li> <li>● Addresses most of the reading assignment; there are gaps in coverage</li> <li>● Journal is relatively neat; may be difficult to read; did not follow all directions in journal organization</li> </ul>   |
| <b>D</b> | <ul style="list-style-type: none"> <li>● Few relevant details from the text</li> <li>● Most notes are plot summary or paraphrase</li> <li>● Few literary elements, virtually no discussion of meaning</li> <li>● Limited personal connections; no good questions or too many questions</li> <li>● Limited coverage of the text; sections with few entries or not covered</li> <li>● Did not follow directions in organizing journal; difficult to read or follow; evidence of having been hurriedly done in one sitting.</li> </ul>   |
| <b>F</b> | <ul style="list-style-type: none"> <li>● Incomplete/Does not meet the standards above</li> </ul>  |
| <b>0</b> | <ul style="list-style-type: none"> <li>● Failure to bring in by the due date</li> </ul>   |

