

English III AP Language and Composition Summer Reading 2018

Course Description: The English III AP Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our seminars, you are required to read and annotate all readings. You are also required to complete the summer writing assignment. **Failure to complete in total and submit the summer assignment on the first day of class will result in your removal from the English III-AP Program and your transfer to the English III College Preparatory Course.**

Required Texts:

Bean, Chappell, Gillam - *Reading Rhetorically* (check-out in AHS Media Center)
Leslie Marmon Silko – *Ceremony* (purchase)
Leslie Marmon Silko – “Language and Literature from a Pueblo Indian Perspective”
Ceremony Student Guide Handout & Questions

Academic Literacy – WHILE YOU READ

During the year we will focus on numerous essays and works of both fiction and nonfiction. This literature can be considered literary art because it invites analysis transcending simple literal interpretation. To derive the greatest benefit from the literature, you will have to be alert and focused while you read. You must read the texts closely; therefore, you will not want to put off your reading until the last minute. Because English III AP Language and Composition is a college-level course, you must annotate your texts and record your engagement with the literature. Below you will find specific strategies for annotating texts.

Annotating: Annotating is essential for close and critical reading of texts in preparation for class discussions/seminars, writing assignments, analyses, research, and test/exam responses. Because you purchased two of your texts, you have the opportunity to mark them. Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them. Many students have practiced a rather free-form method of annotation and highlighting, making texts look pretty, but providing little utility when it comes to understanding the meaning. We tend to get lost in the muck or forget why we marked something. Here are some methods for annotating:

- Circle phrases you find pithy, represent repetitive themes or images (motifs), and /or reveal figurative language.
- Note shifts in pronoun usage/narrative point of view.
- Circle words you need to define in the margin.
- Circle words the author uses for their connotative meanings.
- Underline sentences that stand out, develop an argument, or make a point.
- Number related points 1, 2, 3, ...
- Bracket [] important sections of the text.
- Connect important ideas, words, or phrases with arrows.
- Use post-it notes to track characters, symbols, allusions, and themes.

Don't simply mark a passage without stating why in the margins. Never rely on your memory because when referring back to your marks, you may not recall the context in which you first encountered the marked passage, so it becomes meaningless unless you reread.

Summer Assignment. Checked the first day of class in the fall.

- *Ceremony*: To assist you in reading and annotating the novel, *Ceremony*, we have compiled a student handout filled with background information on the novel as well as reading questions and Silko's "Language and Literature from a Pueblo Indian Perspective." The packet must be typed up and completed by the first day of class in the fall, and you will be asked to submit it on Turnitin.com, so complete your own work; do not copy others. You will have an in class essay within the first few days of class. The packet should help you in understanding this complicated and important Native-American novel. You will be given 25 points for the completed handout. NO PARTIAL CREDIT WILL BE GIVEN for incomplete packets or unanswered questions.
- *Reading Rhetorically*: Read and annotate the first four (4) chapters. Come prepared for a test on the material in these chapters within the first week of class. You are not required to do any of the exercises in these chapters before school begins as they will be part of our in-class activities.

Students should have returned the Parent Permission (attached below) to either Mrs. Patti Davis (Room V1) or Mrs. Anderson (Room K1) before summer break. If you are new to the district, please bring this in with your summer assignment on the first day of school.

June 4, 2018



Dear Parent/Guardian:

Although the College Board does not require particular works of literature, they do require AP teachers of the language and literature courses to offer their students a full array of literary genres, styles, periods, and cultures. We will study many literary prize winners as well as others who discuss some sensitive areas and some controversial subject matter that will be handled professionally and in a straightforward manner. Our AP class is designed to prepare students well for academic circumstances they will encounter next year and in their future academic endeavors.

This year's summer reading, *Ceremony*, was written by acclaimed Native American novelist Leslie Silko. The story is about Tayo, a troubled World War II veteran of mixed ancestry, who returns to the Laguna Pueblo Reservation.

Please indicate your approval of the 2018 English III AP Summer Reading assignment below:

I approve of my son/daughter reading *Ceremony* in preparation for next year's English III AP class.

Please print student name

Parent/guardian signature