

AP Language and Composition Summer Reading Assignment

Due on the first day of class

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There are two very different parts of your summer reading project. One asks you to closely read a novel-length work of non-fiction, collecting quotes and determining its writer's purpose and themes; the other provides vocabulary which is integral to the course and introduces analysis techniques. Please complete BOTH and bring them on the first day of school.

About AP: Advanced Placement Language and Composition is designed to take the place of a college level reading and composition (writing) class. The class is open to 11th grade and 12th grade students.

Our class syllabus has been submitted to, and approved by, the College Board, the same folks who created the ACT and SAT college admissions tests.

Opportunities to Earn College Credit:

*In May of 2016, you may take the AP Language and Composition exam, created by the College Board. Your score on this exam may enable you to get **both** high school and college credit for the class. You do not have to take the AP Lang. and Comp. class in order to take the test; there is a fee to take the test.*

You may also choose to take the class for CMC concurrent enrollment credit. Currently ENG 101 and ENG 102 credit are offered. You must enroll in these through Colorado Mountain College before the semester begins.

Completion of Summer Assignments: Completion of the assignment is a prerequisite for the class, but **failure to complete the summer work will not preclude your enrollment**. If you fail to do the assignments, you will remain in the class but *you and I will have a discussion assessing your ability to succeed in AP Language and Composition* AND you **may begin the term with failing grades**. Be prepared for a test (or other assessments of the reading) and class activities on the materials the first weeks of school.

Purpose of Part One:

This assignment is designed to introduce the type of reading and writing assignments you will do in AP Language and Composition. I assume that you already understand how to read for plot elements, so the assignments require you to think beyond plot to the writer's purpose and the strategies he uses to achieve his purpose.

Purpose of Part Two:

[PART TWO of the summer assignment] is designed to familiarize you with the close reading and analysis you will be doing in AP Language and Composition.

Directions: To get the maximum benefit from this packet, you should read the passages provided and answer the questions that accompany them. Then, compare your answers with the ones provided—this will let you know how prepared you are for the class. Some of these assignments will be collected when you return from summer break. You may also be asked to write an essay that analyzes the movie review "Calculating Rhythm" which is included in this packet.

¹ **Questions?** You can reach me at kclark@salidaschools.org. I won't check it frequently, so be prepared to be patient.

** **If you misplace the summer reading assignment**, you will find it on the class website

Reading assignment—PART ONE

Book: The Color of Water: A Black Man's Tribute to His White Mother² by James McBride

Assignment: “Dialectic” Quote Journal – Complete on loose-leaf paper for your book. Include the following:

Heading: At the top right-hand corner. Your name, the date, the class (A.P. Language)

Title: author (last name, first name); book title (remember to underline); date you started reading; date you finished reading.

Following pages:

- A) copy four short excerpts from the book which relate to one of the following essential questions:
 - a. If, as some scholars contend, “everything is argument³,” in what way is this novel “an argument”?
 - b. In what ways does McBride convey this “argument”? Consider not only characterization, dialogue, symbol, and figurative language, but tone, sentence structure, and word choice.
- B) Put each excerpt on its own separate page.
- C) Put quotation marks around the excerpt and cite the page number(s) in parentheses.
- D) Underneath each excerpt, explain why you believe it's important to the *purpose* of the book, the *theme*, or to the *reader's understanding* of the book as an argument. This should be a few sentences, minimum. An example of this is included on the next page. **Do not summarize.**

Final Page:

Part I: In three to four carefully constructed sentences, indicate the theme(s), the author's purpose in writing the book, or the author's purpose in writing the book the particular way he does. This should not be “just to tell his story.” Think about what message he might want to send in telling the story/stories. **Do not summarize.** I've already read the book and know the plot.

Part II: In three or more carefully constructed sentences, write out your personal reactions to the book.

Bring in these pages and your book* on the first day of instruction. A timed writing assignment will be given within the first two weeks that will test your close reading skills and your ability to write about literature.

² *You do not need to purchase the book, but **you must have it available and in class for the first 2-3 weeks of school.**

³**Argument:** attempt to persuade someone of something, by giving reasons for accepting a particular conclusion as evident; discussion involving different points of view;

Example of Quote Journal

Book: J.D. Salinger, Catcher in the Rye

Quotation – chapter 5

"My brother Allie had this left-handed fielders mitt. He was left -handed . . . he was two years younger than I was, but he was about fifty times more intelligent. He was terrifically intelligent. . . . God he was a nice kid though. He used to laugh so hard at something he thought of at the dinner table that he just about fell off his chair (38)."

Reflection

Allie represents a time when life was good and Holden was happy. He loved Allie--everything about him, from his poetry covered baseball mitt, to how smart and funny he was (notice he repeats "intelligent" twice, emphasizing it). Allie on another level represents the childhood innocence that Holden longs for, but can't have. Once innocence is lost, you can't get it back, though Holden really isn't ready to take on grown up relationships and responsibilities. Still, Holden tries to act old and claims he's mature for his age.

Holden's feelings about Allie show his sensitivity and are an important part of his character. They also demonstrate the arguments that innocence is an ideal: we idealize the times when we laughed "so hard at something... that [we] just about fell of [our chairs]." At the same time as we idealize them, in adolescence, we are trying hard to outgrow these behaviors as we see Holden trying so hard to do.

If you want, you can set it up as two column notes, with the quote on one side and the reflection on the other side. I don't care how you set it up as long as you clearly show the chapter, quotation, page number, and reflection. It does not have to be typed, though it must be neat.

Other thoughts about how to find quotes and reflect on them:

Pick quotations that make you say "Ah ha!" or one that bothers you, or one that impresses you in some way, or that gives you food for thought, or one that relates to something in your own life experiences, or one which makes you think and react.

To reflect, Question and ruminate about the ideas and issues presented. Ask yourself why you choose this particular piece of text, what came to mind as you read, why it seemed important, what special connotation the words have, what motivates the characters, how the particular setting changes the meaning, etc. The point is to engage in your own dialogue with the work you're reading and to discover through writing about your reading.

Some sentence starters to help you figure out your thinking:

- Why did...
- What this part about...
- How are these similar...
- How are these different...
- What would happen if...
- Why...
- What does this section mean...
- This reminds me of...
- The character is like...
- This is similar to...
- The differences are...
- I also ...
- I never...
- This character makes me think of...
- This setting reminds me of...
- This is good because...
- This is hard because...
- This is confusing because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...
- Oh, I get ...
- Now I understand ...
- No, I think it means...
- At first I thought_____, but now I think...
- This part is really...

General Notes on Tonal Analysis⁴ —PART TWO

Tonal analysis is the study of the techniques used by a writer to convey his tone (attitude towards his subject.) For the AP test, you will be analyzing prose writing which includes: speeches, historical documents, autobiographical works, essays, and narratives.

A good preliminary technique to use in order to begin the tonal analysis of a writing sample is the SOAPS technique. SOAPS stands for the following:

S – *subject* the writer is describing

O – *occasion* for the writing

A – *audience* the writing is directed towards

P – *purpose* of the writing

S – *speaker's* characteristics/attitudes/views

The **SOAPS** information is useful in helping you to determine the **tone** of the writing. All prose writing has a tone, and good prose writing usually has a very specific tone which the writer is trying to convey. The tone is conveyed in many different ways, but we will concentrate on four specific techniques that writers use. They are: imagery, diction, syntax, and structure.

Imagery – These are the descriptive details that were used by the writer. You must learn to understand the reasons why the writer selected the details in the writing. Do the details create a certain atmosphere or mood? Usually, imagery is carefully controlled by the writer to convey a consistent tone. For example, if I wanted to communicate how much I hated something, I would only use negative details to describe it. These negative details would make my hatred clear to the reader. Pay attention to the details which are used. Try to see what unifies them and why they were selected.

Diction – This refers to the words used by the writer in his/her writing. There are many words in the English language which are highly connotative—that is, they have meanings and associations which go beyond the literal definitions. For example, look at the following list of words which essentially describe the same thing (beauty) and see how the words differ in their connotative meaning: lovely, attractive, cute, beautiful, hot, pretty, sexy. Usually, the diction helps the writer to convey his tone clearly. Learn to distinguish which words are used by the writer to make his tone clear.

Syntax – This refers to the sentence structures present in a piece of writing. Some common syntactical features which are used by writers include repetition and parallel structure. The use of a short sentence can emphasize a point clearly, while a long sentence can be used to delay or obscure the main point. A good writer uses different syntactical strategies to convey his tone clearly.

Structure – This is a term which covers a broad category of devices a writer can use to manipulate his writing. Structure includes such things as organization, arrangement of ideas, point of view used, style of writing used, etc.

In this class, we will be studying writing samples to determine what tone is present in them and then analyze how the aforementioned structures are used to make this tone clear. This first step—learning to see and understand these structures is the most difficult. It requires “active reading” in which you ask questions about the reading. Ask “why” and “how” questions instead of “what?” While an understanding of the content of the writing is important, the emphasis is on how the writer conveys his/her tone. The exercises we will do in class will emphasize this skill. As you become more comfortable and proficient with this skill, we will move on to organizing and defending your findings in a persuasive essay.

⁴ Adapted from Mr. Hom, found on the World Wide Web

USING THE SOAPS TECHNIQUE

(adapted from the College Board's *Building Success* manual)

The purpose of this section is to illustrate ways in which SOAPS can be applied. Although SOAPS may seem somewhat artificial at first, you will find that it provides a starting point for any type of prose (non-poetic forms of writing).

OVERVIEW

As you engage in the following activity, ask yourself how the following situation might be applied to your analysis of prose.

This is an example of a prose piece whose purpose and meaning changes with context.

A Church Bulletin

Directions: Read the following announcement, which was originally printed in a church bulletin. Then complete the exercise below it as you dissect the article for SOAPS.

FLASH...FLASH...FLASH...FLASH

CHANGE OF PLANS FOR INSTALLATION SERVICE

Due to scheduling conflict with the Superbowl, the Board of Trustees of the church as changed the time for the installation of our new minister from 4:45—3:30 p.m..

Television consoles will be set up in the education wing of the church. Kickoff is at 4:30.

We invite you to join us for an afternoon of celebration—the service of installation, reception following the Superbowl, and dancing into the evening. Child care will be available.

Clergy: You are invited to robe and process. Please meet in the Board Room by 3:15.⁵

Subject: _____

Occasion: _____

Audience: _____

Purpose: _____

Directions: The church bulletin was reprinted in a national magazine that often dissects and comments upon our popular culture. The bulletin was headed “The Religious Life.” In this very different context, the meaning of the piece changes. Indicate below its new subject, occasion, audience, and purpose.

Subject: _____

Occasion: _____

Audience: _____

Purpose: _____

⁵ From the 1989 Advanced Placement English Language and Composition Examination

Answers to “A Church Bulletin” SOAPS Analysis

SOAPS Analysis of original church bulletin:

Subject: The change of plans for a church installation¹ service.

Occasion: The upcoming Superbowl game and the installation service and the fact that they are scheduled at the same time.

Audience: The members of the church (both clergy and members of the congregation) who were planning to attend the installation service. The bulletin suggests some members of the church would rather watch the Superbowl instead of attending the installation service. To persuade them to attend the installation service, incentives, (television consoles, post-game reception, dancing, and child care), are provided to entice these members to attend.

Purpose: The purpose of the bulletin is to inform the members of the church of the change to the scheduling of the church installation service. It is also designed give incentives to people to attend the service, especially those who don't want to miss watching the Superbowl game.

¹ A ceremony in which a new member of the clergy (e.g. priest or minister) is officially accepted as a member of the church

SOAPS Analysis church bulletin when it appears in a national magazine under the heading “The Religious Life:

Subject: Since the magazine “often dissects and comments upon our popular culture” we can assume that the subject is broader. In this case, the subject is the decline of religious values in America. The church's attempt to accommodate its members who are more interested in the Superbowl than attending an important church function is viewed as example of how Americans no longer give religion a priority. The church itself is also criticized as a contributor to his problem; instead of holding its members accountable to a higher standard, it yields to their needs (the desire to watch the Superbowl).

Occasion: The occasion in this case is also slightly different. The occasion seems to be a time when many people feel America is experiencing a decline in values. The editors of the magazine feel that the bulletin perfectly illustrates this decline.

Audience: This time, the intended audience is a group of people with conservative/traditional values. They have strong religious values and feel that people should place religion as one of the highest priorities in their lives. In addition, they seem to value discipline and self-control, and they would be offended by the lack of such values in the church bulletin. They would see the bulletin as an example of why America is experiencing a decline in values—the people are getting lazier and the church is not making them accountable.

Purpose: The purpose of the bulletin is to mock and criticize the laxity of modern society in general. The situation in the bulletin is used to illustrate the general decline of values that is occurring in America. If the church, which is viewed as one of the last bastions of morality and values, now has such low standards, then other institutions, (schools, political institutions, businesses, the family, etc.) are probably even lower. The church is criticized the most because it is supposed to be responsible for instilling these values.

PASSAGE FOR ANALYSIS

Instructions: Read the following passage by Dylan Thomas which describes the varying attitudes and reactions of the speaker to his experiences on a spring morning. Then answer the questions which follow the passage.

- (1) It was a shooting green spring morning, nimble and crocus¹,
with all the young women treading the metropolitan sward²,
swing their milk-pail handbags, gentle, fickle, inviting,
accessible, forgiving each robustly abandoned gesture of
(5) salutation before it was made or imagined, assenting, as
they revelled³ demurely towards the manicure salon or the
typewriter office, to all the ardent⁴ unspoken endearments
of shaggy strangers and the winks and pipes of clovenfooted
sandwichmen. The sun shrilled⁵, the buses gamboled⁶,
(10) policemen and daffodils bowed in the breeze that tasted of
buttermilk. Delicate carousal⁷ plashed⁸ and babbled from the
publichouses which were not yet open. I felt like a young
god. I removed my collar-studs and opened my shirt. I
tossed back my hair. There was an aviary⁹ in my heart, but
(15) without any owls or eagles. My cheeks were cherried warm,
I smelt, I thought, of sea-pinks. To the sound of
madrigals sung by slim sopranos in water-filled valleys
where I was the only tenor, I leapt on the bus. The
bus was full. Carefree, open-collared, my eyes alight,
(20) my veins full of the spring as a dancer's shoes should
be full of champagne, I stood, in love and at ease and
always young, on the packed lower deck. And a man of
exactly my own age—or perhaps he was a little older—
got up and offered me his seat. He said, in a respectful
(25) voice, as though to an old justice of the peace, 'Please,
won't you take my seat?' and then he added 'Sir.'

By Dylan Thomas

1. crocus—(n.) a plant with long-tubed flowers and slender linear leaves, usually associated with spring
2. sward—(n.) a portion of ground covered with grass
3. revel—(v.) to take intense pleasure or satisfaction
4. ardent—(adj.) characterized by warmth of feeling typically expressed in eager zealous support or activity
5. shrill—(v.) to utter or emit a piercing sound (in the poem it is used to mean having a sharp or vivid effect on the senses)
6. gambol—(v.) to skip about in play
7. carousal—(n.) a drunken revel
8. splash—(v.) splash aviary—(n.) a place for keeping birds confined

Questions for Dylan Thomas passage: Answer the following questions in complete sentences. Defend/Support your answers.

1. What does the writer use the word “shooting” to convey in line 1? What does it suggest about the landscape he is describing?
2. What does the detail, “milk-pail handbags” suggest about the location of the description? Explain.
3. What do the destinations in lines 6-7, “manicure salon” and “typewriter office” suggest about the women that are being described?
4. What does the imagery in lines 8-9, “...shaggy strangers and the winks and pipes of clovenfooted sandwichmen.” allude to? What is the writer suggesting about the sandwichmen through his imagery?
5. What are the “publichouses” that are described in line 12? What clues support your answer?
6. What does the writer mean when he states in lines 14-15, “There was an aviary in my heart, but without owls and eagles.”? What do the “owls” and “eagles” symbolize or represent? Explain/Support.
7. What contrast occurs in lines 19-26? What is ironic about the situation?
8. What is conveyed about the relationship between the speaker and the man who offers him a seat and calls him “Sir”? Explain/Support. How does this make the speaker feel?
9. How does the writer want the reader to react to the ending of the poem? (Is it sad? Tragic? Humorous? Insightful?) Explain/Support your answer.

Answers to the Dylan Thomas passage. (Note: In most forms of literary analysis, a degree of interpretation is always evident. However, the interpretation must conform to the overall meaning and purpose of the work. Try to see how the following answers all conform to the overall meaning and purpose of the poem. Pay particular attention to the argumentation and support used to defend the answers.)

1. "Shooting" is used to convey the explosion of plant growth that is taking place in the spring. Greenery is poking out of the ground, trees, bushes, etc. It conveys the images of new growth (plant "shoots") and movement and explosive force (as a gun "shoots" a bullet).
2. If the image is literal (the women are actually carrying milk-pails for handbags), it suggests a rural or pastoral setting. The town is quaint and simple, as are its inhabitants. If the image is not literal, it suggests that the speaker perceives the town to be quaint and simple. Perhaps the arrival of spring makes him view the town more romantically and emotionally, and the description conveys his longing for such an idyllic setting.
3. It suggests there are different classes of women in the scene. Wealthier women seek manicures at the salons while working class women go their office jobs (typewriter office).
4. This is a rather complex image. It evokes the legend of satyrs, which are mythical beasts which are half men and half goat. (This explains the presence of "clovenfooted" in line 8.) Traditionally, they were shepherds, which is why there is the allusion to "shaggy strangers." The "shaggy strangers" allude to sheep--(sheep have shaggy hair/wool)—and the fact that the shaggy strangers are afraid to compliment the women ("ardent unspoken endearments") makes this allusion clearer since sheep are characterized as being docile and meek. Satyrs are known for their lustful pursuit of sexual gratification, and this explains the "winks" they give the women. Additionally, Satyrs, are often depicted playing pan-pipes, a type of flute. This explains the "pipes" in line 8 the speaker uses this fanciful imagery to describe the men who are admiring the townswomen.
5. The publichouses, or "pubs", refer to bars where alcoholic drinks are served. The word "carousal" suggests drinking and good times, something associated with bars.
6. The "aviary" in his heart suggests a sense of freedom and excitement. Birds generally symbolize freedom since they can fly. Birds in a aviary tend to be excitable since they are confined and observed by people. Owls traditionally represent wisdom and knowledge while eagles represent valor and strength. Why would the speaker's heart lack these traditionally positive characteristics? Knowledge, wisdom, valor, and to a lesser extent, strength are associated with restraint and control. Knowledge and wisdom are gained through discipline and effort, as are valor and strength. In the context of the passage, the speaker is suggesting that his heart was filled with emotions, such as joy and happiness, which are not restricted or inhibited. He wants to emphasize the spontaneous and uninhibited nature of his feelings and emotions.
7. The main contrast is how the speaker, who imagines himself to young and energetic, is abruptly and painfully reminded of his true age. What makes it worse is that the man who offers his seat to the speaker is apparently as old or older than the speaker, making it seem as though he is even older than he actually is. The man's respectful voice and use of "Sir" suggests that he considers the speaker to be an elderly man who deserves both respect and his seat. It's ironic that the speaker, who is young at heart, is not viewed or treated as a young man.
8. The man apparently feels the speaker is a great deal older than himself, and he feels the speaker would have difficulty standing on the bus. Therefore, he graciously and respectfully offers his seat to the speaker. The speaker is bothered by the man's deference towards him ("as an old justice of the peace"), and by his use of "Sir" to address him. The speaker views the man's charity and kindness as an affront because it spoils the illusion he has of himself as a spirited young man.
9. While the speaker may feel indignation and disappointment when his self-delusion is revealed, the writer wants the reader to find the situation to be humorous. In the first half of the poem we are exposed to the grandiose and hyperbolic ways the speaker views the common scenes of his surroundings. He elevates everything he sees with imagination and exaggeration. In the second half of the poem, he begins viewing himself in the same grand manner. Clearly, he is letting his imagination get the better of him, and he needs to get back to reality. The humor is conveyed through the irony present at the end of the poem—a man, who appears older than the speaker, offers the speaker his seat on the bus, making him painfully aware of his true age and appearance. The only person he was able to fool was himself, and we all laugh at his foolishness

Final Assignment #1

Carefully read the article “Calculating Rhythm” by David Denby. ON ANOTHER SHEET OF PAPER: Answer the following questions on the article using complete sentences. Clearly explain and support your answers.

1. In sentence #1, what is the word “groaning” used to convey? (Do not merely give a dictionary definition of the word “groaning.”)
2. In sentence #5, explain how the expression “super-bland pop star” is an oxymoron.
3. Why is sentence 5 so long? Explain/Support/
4. What tone does sentence 6 emphasize? Explain/Support.
5. What is the function of the two rhetorical questions in sentences 7 and 8? (What effect do they have on the reader?)
6. The writer uses the word “polymer” in sentence 10. Polymer is another word for plastic. Discuss how the two words, “polymer” and “plastic” differ in their connotations. Explain how the writer’s description of Britney would differ if the word “plastic” replaced “polymer.”
7. Sentence 12 uses the simile, “She’s [Britney’s] as doll-like as Barbie’s kid sister. Explain the writer’s purpose for using the simile. (What is he trying to convey about Britney through the comparison?)
8. Describe how the title of the article “Calculating Rhythm” serves the purpose of the writer in this article. (How does the title of the article make the writer’s attitude towards Britney clear?)

NOTE: You may be asked to write an in-class analytical essay on this article during the first week of class.

The Current Cinema

CALCULATING RHYTHM

BY DAVID DENBY

(1) Continued report from the theatres: the kids at a late-night showing of Britney Spear’s debut movie, “Crossroads,” were groaning at what a sweet nothing the picture was. (2)The laughter was good-natured enough. (3)They weren’t offended, and neither was I: the movie would first have to exist on the screen for anyone to be offended by it. (4) “Crossroads,” which was written by Shonda Rhimes and directed by Tamra Davis, is built around Britney’s song “I’m Not a Girl, Not Yet a Woman,” and it’s about her passage to adulthood in the summer after she graduates high school. (5)What it’s really about, of course, is the very delicate marketing problem of turning a super- bland pop star into an acceptable human being onstage, and its solution is so coy and hedged that the movie seems almost to be making the audience complicit in its calculations for success: we will show Britney dancing on her bed in the scantiest of undies but also make her the class valedictorian and a virgin; we will show her longing for freedom and escaping from her small town with a couple of friends but also have her phone home at every pit-stop between Georgia and Los Angeles; we will show her attracted to a young man with sexy stubble (Anson Mount) and allow the thrilling impression that he has killed someone, but make him in the end a knightly fellow who rescues women from their troubles. (6)And so on, right to the last shot. (7)Do they succeed? (8)Will Britney Spears become a movie star? (9) Maybe, but, without putting too fine a point on it, there’s something wrong with her face. (10)In closeup, her eyes appear too widely spaced and her upper lip too soft, and her flesh seems made of a lab-developed polymer that has been lacquered a golden hue, like Peking duck. (11) When she’s not singing or dancing, the camera finds Britney shockingly indistinct and ordinary—young without the recklessness of youth, successful without the brazenness of power. (12) She’s as doll-like as Barbie’s kid sister. (13)To commit herself to any particular personality trait—to have a personality—would be to limit her appeal in some way. (14)So she doesn’t, or can’t, and there’s nothing to do but wonder at the absence at the center of the screen.

THE NEW YORKER, MARCH 4, 2002