

ENGLISH III - ADVANCED PLACEMENT SUMMER READING REQUIREMENTS 2019-2020

Dear Future AP Students,

To begin, congratulations on accepting the challenge of English III-AP. You have taken the first step on a new journey!

In Conroe ISD, we encourage all students to read over the summer in order to enrich learning and provoke thought. Summer reading strengthens reading skills, increases academic achievement, fosters a love for reading, and empowers students to become life-long learners. Additionally, students who enroll in a Pre AP or AP English course are expected to engage in summer reading as it prepares students for the upcoming school year and creates an initial common framework for classroom discussion and instruction.

Let me address some things for you to know for the summer in preparation for the class. The first thing to remember is this class is about language and its use in the hands of remarkable writers. The second thing to remember is you are writing about writing not writing about literary elements. The third thing to remember is it does not matter whether you like the writer or the writing, only that you can write about both.

The focus for the reading will be along the lines of style analysis, so you should be able to identify, discuss, and write about the following:

1. author's use of details and diction to establish his or her own distinctive style
2. author's use of figurative language and imagery to capture the reader's attention and add to his or her style
3. author's unique syntax – employment of syntactical devices and variety in the sentence structure
4. author's use of appeals (logos, ethos, and pathos) to aid in the development of an argument

You need to have these selections read, not scanned, by the first day of school. You should not rely on any form of “notes” available either in print or on-line to replace the actual reading of these selections. Let me assure you that I have visited all the sites and am aware of what is out there. Some of those sites are actually quite good, and I have utilized them myself in my study of a text, but never as a replacement of a text. I expect no less from you.

You have the following selections to read for the summer: **1** nonfiction book (choice of four) and **3** assigned essays from our class textbook.

- A. Nonfiction Selection: Choose one** and make note as you read of extraordinary quotes, remarkable scenes, conversations, or passages that contribute to writer’s style or to the overall impression of the book, and be able to articulate your opinions in a group setting with other AP students.

The Devil in the White City (Eric Larson)

In Cold Blood (Truman Capote)

Unbroken (Lauren Hillenbrand)

Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity (Katherine Boo)

- B. 50 Essays: A Portable Anthology (4th or 5th edition)** – collection of essays/speeches/fiction excerpts edited by Samuel Cohen (publisher is Bedford/St. Martin's). Book can be purchased from publisher, Amazon, Barnes & Noble, or from a used book site—if purchasing a used book, it needs to be a relatively clean copy, with little annotating or notes.

DO NOT USE A SIBLING'S BOOK IF IT IS MARKED UP! THIS WILL BE YOUR CLASS TEXTBOOK.

You will be reading the following **3 essays** from *50 Essays*. Be ready on the first day of school with answers to all questions listed for each essay. Answers must be typed and will be in the TWCP paragraph format learned in PreAP English. They should be 6-8 sentences in length and contain both quoted support evidence from the essay as well as thoughtful analytical commentary. **SEE DOWNEY FOR CLARIFICATION.**

“How It Feels to be Colored Me” - Zora Neale Hurston

1. Consider Hurston’s use of imagination in her descriptions of the white neighbor, her experience at the jazz club, and in the final paragraph. How does she use specific rhetorical strategies to ground these flights of imagination? How does she use these imaginative moments to make her points?
2. How would you characterize the language Hurston uses in paragraph 11 to describe her reaction to the music in *The New World Cabaret*?

“Our Vanishing Night” - Verlyn Klinkenborg

3. Klinkenborg makes an argument in this selection, but he does so through the use of precise, evocative descriptions. Often these descriptions are of phenomena readers may not have known about or realized. How do these kinds of descriptions help Klinkenborg to make his argument?
4. Klinkenborg uses figurative language sparingly. Identify two examples; how do they affect his essay as a whole?

“Two Ways to Belong in America” - Bharati Mukherjee

5. Examine paragraphs 7 and 9 for words whose connotations (diction) suggest the degree of Mukherjee’s emotional involvement. Choose two examples of great diction and write commentary.
6. What is the analogy in paragraph 11 that Mukherjee uses to dramatize the relationship of an immigrant with her country? What is its effect? Be sure to provide evidence and commentary.

One Final Note: Our first assigned novel of the school year will be *The Scarlet Letter* by Nathaniel Hawthorne, an important classic in American literature. Because the text is quite dense and the style elevated, *TSL* can be a challenging read for many AP students, and some of you might want to read through the text over the summer when you can take your time and read at your own pace, allowing you to familiarize yourself with the plot, characters, and setting and feel better prepared to analyze assigned sections during the school year.

Read your books, make notations so you can be ready for the class, and remember what you do not know, I will teach you. Have a great summer, and I will see you in August.

NOW TAKE A DEEP BREATH. DO NOT PANIC. I WILL TELL YOU WHEN IT IS TIME TO PANIC!

Mrs. Downey