

## Summer Reading for AP English Language & Comp (2022-23)

### Course Description:

AP English Language and Composition is comparable to an introductory college-level rhetoric and writing course. Students read non-fiction texts, drawn from a variety of disciplines and historical periods, and analyze the effect of rhetorical elements contained within them. The course prepares students to develop evidence-based analytic and argumentative essays that undergo extensive revision.

***Before*** you return to school in August, you will:

***Annotate*** the texts either in the books, on post-it notes, or in a kind of log.

***Be ready to discuss*** the stories and perspectives presented for each text in class.

***For the first week of school*** you will need to:

***Bring*** a copy of the texts with your annotations or notes.

***Discuss*** the structure of the texts as well as the information each presents.

***Develop a thesis*** (*we will work on this in class*) which clarifies how structure impacts the meaning of any piece of writing as well as the similarities and differences in the information presented.

***Develop an outline*** for an essay which defends the thesis you have crafted.

***Write an essay*** which includes evidence from the novel that supports your thesis.

### Concepts to look for while reading:

- ✓ Journals/first person vs. third person narration
- ✓ Development of voice
- ✓ Looking at an experience from a minority perspective
- ✓ Society and Class
- ✓ Structure of text

### Themes to look for while reading:

- ✓ American experience
- ✓ Minorities and sub groups
- ✓ Society and class structure
- ✓ Literary techniques and Rhetorical strategies such as:
  - simile
  - metaphor
  - symbolism
  - allusion
  - hyperbole
  - understatement
  - imagery
  - voice

## About the Assigned Summer Reading: Part one: Essays

### "Self-Reliance"

by Ralph Waldo Emerson

"**Self-Reliance**" is an 1841 essay written by American transcendentalist philosopher and essayist Ralph Waldo Emerson. It contains the most thorough statement of one of Emerson's recurrent themes: the need for each individual to avoid conformity and false consistency, and follow his own instincts and ideas.

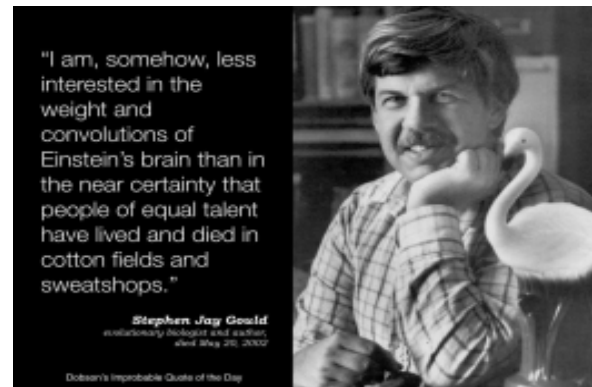


<https://math.dartmouth.edu/~doyle/docs/self/self.pdf>

### "The Creation Myths of Cooperstown"

by Jay Gould

According to Stephen Jay Gould -- scientist, science historian, and writer -- Abner Doubleday "didn't know a baseball from a kumquat" (51). Baseball evolved slowly out of English stickball games and "no one invented baseball at any moment or in any spot" (46). But, says Gould, "we seem to prefer the alternative model of origin by a moment of creation -- for then we can have heroes and sacred places" (48).



<https://www.sccollege.edu/Faculty/JIsbell/English101/Documents/TheCreationMythsOfCooperstown.doc>

### **"Once More to the Lake"**

**by E. B. White**

**E. B. White** (Elwyn Brooks White--July 11, 1899 – October 1, 1985) was an American writer. About White, his friend and fellow author James Thurber said:

*Most of us, out of a politeness made up of faint curiosity and profound resignation, go out to meet the smiling stranger with a gesture of surrender and a fixed grin, but White has always taken to the fire escape. He has avoided the Man in the Reception Room as he has avoided the interviewer, the photographer, the microphone, the rostrum, the literary tea, and the [Stork Club](#). His life is his own. He is the only writer of prominence I know of who could walk through the [Algonquin](#) lobby or between the tables at Jack and Charlie's and be recognized only by his friends.*



<https://docs.google.com/viewer?a=v&pid=sites&srcid=YXNiLnRofG1zLWVtbWEtYXNiLTlwMTQzMjAxNXxneDoYyZQ1YiU5ODBlMDhkODk2>

### **"On Dumpster Diving"**

**by Lars Eighner**

**Laurence "Lars" Eighner Hexamer** (born **Laurence Vail Eighner**; November 25, 1948) is the author of *Travels with Lizbeth*, a memoir of homelessness in the American Southwest during the late 1980s; the included essay "On Dumpster Diving." In the late 1980s, he and his dog Lizbeth became homeless, and his experiences as a homeless person in [Austin, Texas](#); Los Angeles, and places in between are the subject of *Travels with Lizbeth*.

Dumpster diving, or trash-picking, is an interesting way to find free items to reuse, re-purpose, and recreate. Many dumpster-dive for food but people also throw away furniture and resalable goods. You can land in thorny legal territory if you're not careful, even though dumpster diving was declared legal by the Supreme Court. It's important to understand what you can and can not do. After all, just because someone else doesn't want it doesn't mean it's yours.--from "Laws on Dumpster Diving, 2015"



<https://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1539&context=nejpp>

**Note:** It is best if you open each link in a new window; However, If you have any trouble with the links at all, please do not hesitate to email me at [lbucco@hvrhs.org](mailto:lbucco@hvrhs.org). I will be happy to help you out. **Note:** It is best if you open each link in a new window; However, If you have any trouble with the links at all, please do not hesitate to email me at [lbucco@hvrhs.org](mailto:lbucco@hvrhs.org). I will be happy to help you out.

***Quotes from the people who matter most:***

- “My life is not an apology, but a life. It is for itself and not for a spectacle. I much prefer that it should be of a lower strain, so it be genuine and equal, than that it should be glittering and unsteady.”—  
**Ralph Waldo Emerson, Self-Reliance**
- “I am, somehow, less interested in the weight and convolutions of Einstein’s brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops.” — **Stephen Jay Gould, The Panda’s Thumb: More Reflections in Natural History**
- “Always be on the lookout for the presence of wonder.”— **E.B. White**
- “I have learned much as a scavenger. I mean to put some of what I have learned down here, beginning with the practical art of Dumpster diving and proceeding to the abstract.” --**Lars Eighner**
- “Unalloyed heroes and unalloyed villains make me suspicious.”--**Erik Larson**

**SOAPSTONE- An Acronym for Analyzing Texts**

Adapted from an AP ListServe adaptation of a College Board Resource  
*Rhetorical Elements: Things to look for when analyzing any piece of literature in AP Lang & Comp!*

**Subject:** The general topic, content, and ideas contained in the text. This can be stated in a few words or a phrase. (This is the message and can NEVER be overlooked.)

**Occasion:** Where and when did the story take place? In what context? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, etc.? Note the larger occasion, that is, the *broad* issue which is the center of ideas and emotions. Also note the immediate occasion, that is, the issue that catches the writer’s attention and triggers a response.

**Audience:** Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

**Purpose:** What is the speaker's reason for writing the text? Considering the purpose is important so that the reader can examine the writer’s argument and the logic of it. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?

**Speaker:** (The voice telling the story). Is someone identified as the speaker? What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.). The author and the speaker are not necessarily the same. The author may tell the story from many different points of view. So who is telling the story? How do you know this? How does the writer present his/her narration? Assess the character of the speaker. These are crucial considerations. Are the author and speaker a different gender? Do not be confused by the gender of the author and assume the speaker must be the same. Let the facts lead you to the speaker. What does the speaker believe? Do not assume that the author believes what the speaker believes. If the text is nonfiction (and it almost ALWAYS is), do not simply identify the speaker/author by name. Include important facts about the speaker that will help the reader (the audience) make judgments about the speaker’s position (the speaker’s point of view).

**Tone:** What is the author's attitude toward the subject? What emotional sense do you take from the piece? How does the diction (choice of words) point to tone? How does syntax (sentence construction) point to tone? Finally, how does imagery (vivid descriptions that appeal to the senses) point to tone?

Please complete the following documentation.

**In “Self-Reliance”:**

What is the <b>Subject</b> of the essay?	
What was the <b>Occasion</b> of the essay?	
Who was the intended <b>Audience</b> of the essay?	
What was the author's <b>Purpose</b> for writing this essay?	
Who is the <b>Speaker</b> in the story?	
What is the <b>Tone</b> of the story?	

**In “The Creation Myths of Cooperstown”:**

What is the <b>Subject</b> of the essay?	
What was the <b>Occasion</b> of the essay?	
Who was the intended <b>Audience</b> of the essay?	
What was the author's <b>Purpose</b> for writing this essay?	
Who is the <b>Speaker</b> in the essay?	
What is the <b>Tone</b> of the essay?	

**In “Once More to the Lake”:**

What is the <b>Subject</b> of the article?	
What was the <b>Occasion</b> of the article?	
Who was the intended <b>Audience</b> of the article?	
What was the author's <b>Purpose</b> for writing this article?	
Who is the <b>Speaker</b> in the article?	
What is the <b>Tone</b> of the article?	

**In “Dumpster Diving”:**

What is the <b>Subject</b> of the essay?	
What was the <b>Occasion</b> of the essay?	
Who was the intended <b>Audience</b> of the essay?	
What was the author's <b>Purpose</b> for writing this essay?	
Who is the <b>Speaker</b> in the essay?	
What is the <b>Tone</b> of the essay?	

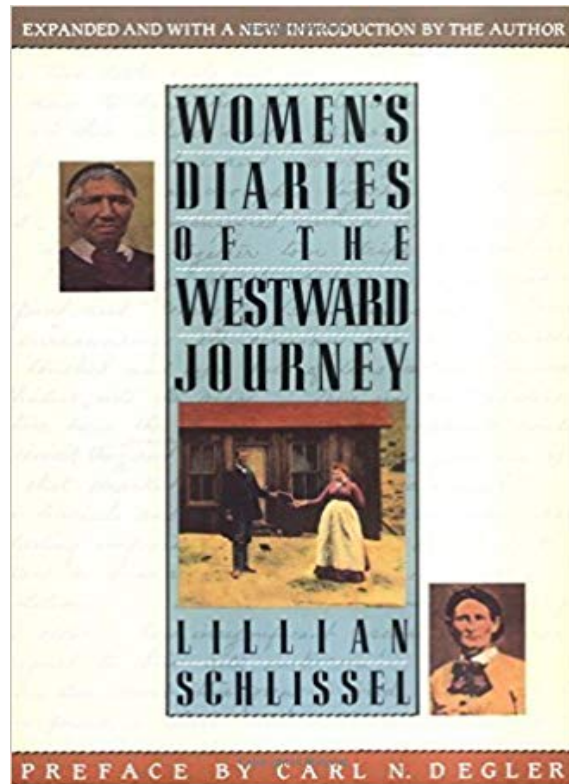
### About the Assigned Summer Reading: Part two: Complete Text

Please read, enjoy, and annotate the complete text which can be found at bookstores, or in libraries before the start of the school year. (I do have copies of *Women's Diaries of the Westward Journey* which students may check out from me in room 136 before the end of the school year.) Annotations (notes, questions, observations) can be made by highlighting and writing in purchased books, made on post-it notes and attached to pages of borrowed books, or typed or handwritten in a kind of log which includes page numbers.

#### *Women's Diaries of the Westward Journey* by Lillian Schissel

More than a quarter of a million Americans crossed the continental United States between 1840 and 1870, going west in one of the greatest migrations of modern times. The frontiersmen have become an integral part of our history and folklore, but the Westering experiences of American women are equally central to an accurate picture of what life was like on the frontier. Through the diaries, letters, and reminiscences of women who participated in this migration, *Women's Diaries of the Westward Journey* gives us primary source material on the lives of these women.

- "PASSED SIX FRESH GRAVES!... OH, 'TIS A HARD THING TO DIE FAR FROM FRIENDS AND HOME—TO BE BURIED IN A HASTILY DUG GRAVE WITHOUT SHROUD OR COFFIN—THE CLOUDS FILLED IN AND THEN DESERTED, PERHAPS TO BE FOOD FOR WOLVES..."  
--ESTHER McMILLAN HANNA, 1852



#### In *Women's Diaries of the Westward Journey*:

What is the <b>Subject</b> of the text?	
What was the <b>Occasion</b> of the text?	
Who was the intended <b>Audience</b> of the text?	
What was the author's <b>Purpose</b> for writing this text?	
Who is the <b>Speaker</b> in the first 160 pages in the text?	
What is the <b>Tone</b> of the text?	

**Prep for Outline AP--Based on all works. (*Looking ahead*)**

- Opening idea:
  - Words to consider: (Highlight any (but not all) that you think would be appropriate):

■ Entitlement	■ Determination
■ Brutality	■ Duality
■ Subservience	■ Responsibility
■ Class	■ Success
■ Opportunity	■ Failure
■ Juxtaposition	■ Drive
  - Potential Thesis Sentence:
- Topic for first support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Topic for second support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Topic for third support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Restate thesis idea (not verbatim) and whether either Cooper or Frazier were successful in achieving his purpose.
  - Thesis:
  - Words to consider: (Highlight any that you think would be appropriate):

■ Conflicted	■ Progress
■ Resigned	■ Change
■ Inevitability	
■ Malleable	
  - How does this relate to today? Closing sentence.