

Summer Reading for students entering AP English Language & Composition

Course Description:

AP English Language and Composition is comparable to an introductory college-level rhetoric and writing course. Students read non-fiction texts (with some fiction from the American literary canon), 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 reading log;
- **complete** the SOAPStone chart on all of the short pieces.
- **be ready to discuss** the stories/essays and perspectives presented for each text in class;

During the first week of school you will:

- **bring** a copy of the texts with your annotations or notes;
- **discuss** the structure of the texts as well as the information each presents;
- **compose** a thesis statement which clarifies how structure or other rhetorical devices impact the meaning of any piece of writing;
- **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: the American experience, good vs. evil, racial minorities and subgroups, society and class structure, and structure of the text, and development of voice (first person vs. third person narration) .

Literary devices and **rhetorical strategies** to look for while reading: diction, simile metaphor, symbolism, allusion, hyperbole, understatement, imagery, antithesis, juxtaposition, and more.

Should you have any questions about the assignment detailed below, please do not hesitate to contact me at lbucco@region1schools.org.

Part One: Essays/Short Stories

Assignment for Part One - Complete the SOAPStone charts for each of the short essays/stories and submit before the first day of class. A copy of the charts is included at the end of the document so that you can prepare and take notes, but a separate post will be attached as an assignment when the Google Classroom page is set up in August. Please submit your work on the document provided on Classroom in that post.

"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://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text8/selfreliance.pdf>

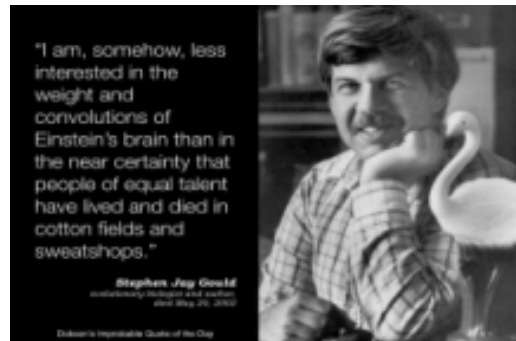
<https://www.youtube.com/watch?v=gW13Q0h2vUY> Audio

"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**

"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://online.fliphtml5.com/whzx/yene/#p=5>

"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**

"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.

"Always be on the lookout for the presence of wonder."—**E.B. White**



<http://www.eng122.net/online%20textbook/mixed%20methods/Once%20More%20to%20the%20Lake.pdf>

Once More to the Lake, E.B. White, Audiobook

"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"

"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**



<https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/2346/On%20Dumpster%20Diving.docx.pdf>

“The Story of an Hour” (short story) by Kate Chopin

Kate Chopin, born Katherine O'Flaherty; February 8, 1850 – August 22, 1904) was an American author of short stories and novels based in Louisiana. She is now considered by some scholars to have been a forerunner of American 20th-century feminist authors of Southern or Catholic background, such as Zelda Fitzgerald, and is one of the most frequently read and recognized writers of Louisiana Creole heritage.

It is greater than the stars - that moving procession of human energy; greater than the palpitating earth and the things growing thereon.”-**Kate Chopin**



https://my.hrw.com/support/hos/hostpdf/host_text_219.pdf

“The Corner Store” (essay) by Eudora Welty

Eudora Welty’s essay called “The Corner Store” takes you on a journey back in time to her childhood memories of Mr. Session’s corner store. Welty gives an illustrated description of the store, from the red brick exterior to the obscured darkness and you enter inside the store.

“Greater than scene is situation. Greater than situation is implication. Greater than all of these is a single, entire human being, who will never be confined in any frame.”-**Eudora Welty**

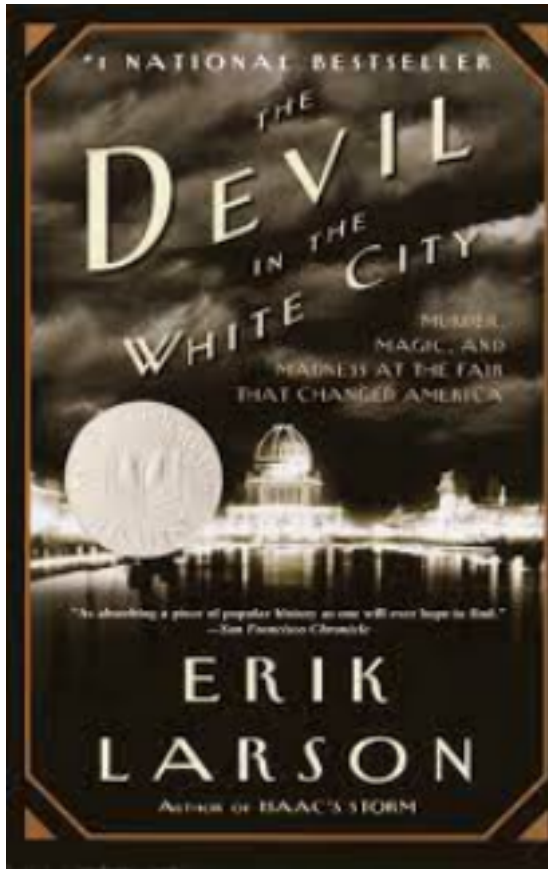


https://textsandforms.wordpress.com/wp-content/uploads/2014/03/welty-the-corner_store.pdf

Part Two: Full-Length Text

Note: Copies of this text may be picked up in my room and must be checked out through the library.

Assignment for Part Two - 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; see me before the end of the school year if you would like one.) 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



In *The Devil in the White City*, author Erik Larson uses extensive research to recreate the lives of two real men and to reinvent Chicago during the World's Columbian Exposition. In the process, he creates two separate, yet connected plot lines and attempts to fill in some of the gaps left by history.



"Unalloyed heroes and unalloyed villains make me suspicious."--**Erik Larson**

"It was so easy to disappear, so easy to deny knowledge, so very easy in the smoke and din to mask that something dark had taken root. This was Chicago, on the eve of the greatest fair in history."-- **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?

In “Self-Reliance”:

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

In “The Creation Myths of Cooperstown”:

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

In “Once More to the Lake”:

What is the Subject of the essay?
What was the Occasion of the essay?
Who was the intended Audience of the essay?
What was the author’s Purpose for writing this essay?
Who is the Speaker in the essay?
What is the Tone of the essay?

Continued on the next page

In “Dumpster Diving”:

What is the Subject of the article?
What was the Occasion of the article?

Who was the intended Audience of the article?
What was the author's Purpose for writing this article?
Who is the Speaker in the article?
What is the Tone of the article?

In "The Story of an Hour":

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

In "The Corner Store":

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