

**Advanced Placement English Language and Composition**  
**2020- 2021 Summer Reading, Ms. Talbot**  
**tricia.talbot@bwrds.org**

Welcome to AP English Language and Composition, a course offered at Mt. Hope designed by the College Board to help students develop skills in critical reading, writing, and thinking. As this is considered a college-level course, students must go beyond reading for comprehension to analyze how authors use rhetoric and style to communicate effectively. Students will read a wide variety of non-fiction and selected fiction, in order to gain insight into our society's values and beliefs. At its core, the AP English Language course allows students to explore the art and interpretation of persuasion, and its various applications in communicative arts. To prepare for this course, you will complete a summer reading assignment by selecting one of the books from the list below and responding to your reading in a Reader Response Log.

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**Summer Text Titles: (Select ONE)**

1. *The Uninhabitable Earth: Life After Warming*, by David Wallace Wells

In this "epoch defining book" David Wallace-Wells explores how climate change will impact not just the planet, but human **lives** – including how a five degree increase in temperatures would make parts of the planet unsurvivable

2. *Eating Animals*, by Jonathan Safran Foer

Part memoir and part investigative report, **Eating Animals** is the groundbreaking moral examination of vegetarianism, farming, and the food we **eat** every day.

3. *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot

In this book, A journalist named Rebecca Skloot recounts learning about an African American woman named **Henrietta Lacks**, who died in 1951 of cervical cancer, but whose cancerous cells became the first **immortal** human cell line used in medical testing, called HeLa.

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**Preparation:** During this course you will annotate each text that we read. It is essential that you master the art of active reading by learning to "write between the lines" and to converse with the text. I strongly recommend that you look over the following sites to review the practices of effective annotating.

1. Mortimer Adler's "How to Mark a Book" at <http://www.tnellen.com/cybereng/adler.html>
2. SlowReads.com at <http://slowreads.com/ResourcesHowToMarkABook-Outline.htm>
3. Dustin Wax's "Advice for Students: Taking Notes that Work" at <http://www.lifehack.org/articles/productivity/advice-for-students-taking-notes-that-work.html> \*suggested by Rock Wallis

## Reader Response Log: Your Assignment.

A typical response log is an effective way to keep a record of your reading responses—positive or negative, sure or unsure. It allows you to respond personally, ask questions, wonder, predict, or reflect as you consider the characters, ideas, events, literary elements, writing techniques, or language of a text. While this is an effective tool for both fiction and non-fiction, the Advanced Placement English Language course focuses primarily on nonfiction texts and how the authors use language to achieve an intended purpose. With this in mind, your textual observations should focus on the author's *rhetoric*, a term that describes the stylistic choices authors make in order to achieve communicating their message and purpose. Some of the more common elements of rhetoric are diction, syntax, tone, selection of details, imagery, and figurative language (elements that we will study extensively next year). Rather than respond to the actual *content* of the story, you should focus on the *language choices* the authors make in order to *convey* the content of the book. It is not *only what* the author is saying, it is also *how* he/she says it. Choose specific textual evidence that you feel effectively conveys the persuasive language.

### Directions/requirements/format:

**Your log must include at least eight entries.** Try to space them out; in other words, you should have entries from early on in your book, toward the middle, as well as the end.

**For each entry, you should type the specific quotation from the text and list the page number.** If your reference covers several sentences or even an entire paragraph, type only the first few words of the first line, followed by an ellipsis, followed by the last few words of the last line. Please include the page number.

Generally, **each response to a quotation should be 4-6 sentences** and should include your analysis of the rhetorical techniques present in the selection.

This will be due the **second day of class**, must be **typed**, and will be worth your **first assessment grade**.

Use **Standard MLA citation** (12 pt Times New Roman ) with one exception: all quotations and responses should be typed single spaced, with one double space between entries.

A note of caution: note that this is NOT a collaborative assignment; all work should be wholly original and individual. **Sample response stems include:**

*The imagery reveals...*

*Capote's diction reveals...*

*The author seems to feel...*

*The author's tone in this passage*

*conveys/implies/... This is ironic because...*

*This interesting metaphor or simile suggests...*

*The detail seems effective /important*

*because... An interesting*

*word/phrase/sentence/thought is... I find this passage moving because...*

*Something I notice/appreciate/don't*

*appreciate/ is... Smith emphasized in order to...*

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### You may get the book in one of the following ways:

1. Pick up a copy from one of the two town public libraries (I reserved a number of copies in my name but once you pick it up, you must take it out in your name)
2. Barrington Books: I reserved a number of copies of each title
3. Purchase online

**The following rubric will be used to assess your response log:**

- 9** Responses earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their analysis, thorough in their development or impressive in their control of language.
- 8** Responses earning a score of 8 **effectively** analyze how the writer uses rhetorical strategies to achieve a particular effect or purpose. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.
- 7** Responses earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.
- 6** Responses earning a score of 6 **adequately** analyze how the writer uses rhetorical strategies to achieve a particular effect or purpose. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear
- 5** Responses earning a score of 5 analyze how the writer uses rhetorical strategies, the evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas
- 4** Responses earning a score of 4 **inadequately** analyze how the writer uses rhetorical strategies to achieve a particular effect or purpose. These essays may misunderstand the passage, misrepresent the strategies the author uses or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing