

English III-AP Language and Composition Summer Reading 2021

Course Description: The English III-AP Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to *read complex texts with scholarly understanding* as well as enrich your own prose in order to communicate your ideas effectively to mature audiences. *The ongoing demands of English III-AP are significant; come prepared to work hard.* You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical and literary strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for the work expected of you throughout the year, you are required to closely read and annotate all texts. You are also required to complete the summer reading and writing assignment detailed below.

Please note: The entire summer assignment detailed below is *highly recommended* for entrance into English III-AP and therefore must be completed before the first day of the fall semester. **Failure to complete in total and submit the summer assignment on the first day of class could result in a student struggling to catch up with other students in the English III-AP Program and will affect their grade on a number of assignments including a test of the material at the beginning of the school year.**

Required Texts (please pick up a hard copy of *Reading Rhetorically* from the AHS Media Center before the end of the school year):

Bean, Chappell, and Gillman – *Reading Rhetorically* (available in the AHS Media Center)

Rebecca Roanhorse - “Welcome to Your Authentic Indian Experience” (linked on Google Classroom)

Phenderson Djeli Clark - “The Secret Lives of the Nine Negro Teeth of George Washington” (linked on Google Classroom)

Academic Literacy – WHILE YOU READ

During the year we will focus on numerous essays and works of both fiction and nonfiction. This literature invites analysis that transcends simple literal interpretation or basic literary analysis. To derive the greatest benefit from the class, you will have to read the texts closely, remaining alert and focused while you read. Although Julavits and Cowdry's works are not long, you will not want to put off your reading until the last minute. English III-AP is a college-level course focusing on *reading rhetorically*; therefore, you must annotate your texts and record your engagement with them. Below you will find specific strategies for annotating texts.

Annotating: Annotating is essential for close and critical reading of texts in preparation for class discussions/seminars, writing assignments, analyses, research, and test/exam responses. *Please annotate all of the summer reading texts.* Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them. Students may have practiced a variety of annotation methods up to this point, but the following methods will help you begin your literary and rhetorical journey:

- Mark passages that reveal repeated literary devices, or descriptive or emotive passages.
- Mark shifts in language use (diction) that indicate shifts in tone or mood.
- Circle words you need to define in the margin.
- Circle words the author uses for their connotative meanings.
- Underline sentences that stand out, develop an argument, or make an important thematic point.
- Number related points.
- Bracket sections of the text you find significant.
- Connect important ideas, words, phrases, or passages with arrows.
- Don't simply mark a passage without stating why in the margins, or wait to go back and write your notes, as your initial thoughts may be lost unless you reread.

Summer Assignment (Checked the first day of class in the fall):

Part I: Reading Rhetorically (do this assignment FIRST)

1. **Read and annotate** the first 4 chapters of *Reading Rhetorically*.
2. Study and be ready to discuss and take a test on terms and ideas covered in these chapters.
3. You are **NOT** required to do any of the exercises in these chapters before school begins

Part II: Rebecca Roanhorse "Welcome to Your Authentic Indian Experience" and Phenderson Djeli Clark "The Secret Lives of the Nine Negro Teeth of George Washington"

Rebecca Roanhorse and Phenderson Djeli Clark are award winning authors. Below is an excerpt from the publishers' biographies of the authors. Other reviews can easily be found online:

Rebecca Roanhorse is an Ohkay Owingeh Pueblo/African-American writer and a VONA workshop alum. She is also a lawyer and Yale grad. She lives in northern New Mexico with her daughter, husband, and pug. Her debut novel, Trail of Lightning, was published in 2018. Her recent nonfiction work can be found in the upcoming Invisible 3, and her article "Decolonizing Science Fiction and Imagining Futures: An Indigenous Futurisms Roundtable" can be found in Strange Horizons. Ms. Roanhorse is a Hugo Award winner, a Sturgeon Award nominee, a Locus Recommended Story recipient, and an Apex Reader's Choice recipient. Her story "Welcome to Your Authentic Indian Experience" won the 2017 Nebula Award for Best Short Story.

Phenderson Djeli Clark is a historian and occasional speculative fiction writer. His short SFF stories have appeared in such online literary spaces as Daily Science Fiction, Heroic Fantasy Quarterly, Fantasy-Magazine, Tor.com and several print anthologies including Griots, Hidden Youth and most recently Clockwork Cairo. Clark's "The Secret Lives of the Nine Negro Teeth of George Washington" won the 2018 Nebula Award for Best Short Story and the 2019 Locus Award for Best Short Story, and was a finalist for both the 2019 Hugo Award for Best Short Story and the 2019 Theodore Sturgeon Memorial Award.

The stories are interesting rhetorically, which is one of the reasons we chose them. Since they are the same genres, magical realism, with similar themes, you can expect those themes (which require a mature audience) to be a part of your reading experience. **Therefore, we would like you and your parents to sign the attached outside reading consent form.**

As a mandatory part of your Summer Reading Assignment, please return the attached English IIIAP Summer Reading Consent Form to the English III AP Summer Assignment Google Classroom by the end of the school year (June 9, 2021). **Please adhere to this deadline as it constitutes your first real "assignment" as an English IIIAP student. The Summer Reading Assignment will not be accepted in the Fall of 2021 without this signed permission slip on file.**

Follow the directions below for "Welcome to Your Authentic Indian Experience" and "The Secret Lives of the Nine Negro Teeth of George Washington":

1. **Read and annotate** the both texts.
2. **Answer the 8 questions from pages 10-11 of Reading Rhetorically**
3. **General Guidelines/Requirements/Format:**
 - Your responses should be typed, double-spaced in MLA format.

- Textual examples (quotes) may be written using ellipses and page numbers (if available).
- All responses **MUST** include textual support from the work you are discussing. Begin with a brief (1-2 sentence) **context** of the passage you are analyzing. This aids the instructor in properly locating the passage you have chosen. **Responses without context will not be considered complete.**
- **Length:** English III-AP is a college-level course. As such, requirements such as length are no longer applicable. The length of your responses should be determined by the following ideas: thoroughness, conciseness, and efficiency. A lengthy response that rambles and summarizes plot is not as scholarly as a response that delves deeply and immediately into scholarly analysis while economizing (making the best use of) diction. Every. word. counts.
- Your responses will be graded using the Reading Rubric attached.

Final Thoughts:

- Students will have a Socratic Seminar on “Welcome to Your Authentic Indian Experience” and “The Secret Lives of the Nine Negro Teeth of George Washington” within the first two weeks of class, the purpose of which will be to determine how well you comprehended and analyzed the texts, and to prepare you for the Summer Reading Test on the texts. The seminar may take more than 1 class period.
- Students will take a multiple-choice test on the texts on Day 4 or 5 of class, after the seminar.
- Students will take a multiple-choice test on *Reading Rhetorically* Chs. 1-4 on Day 1 of class (first full day).
- Preparing for the seminar and tests shows your willingness to make a successful start in English III-AP.
- Contact Mrs. Anderson or Mrs. Patti Davis if you have any questions about the summer assignment. We may be out of town for parts of the summer, but we will check our email as much as possible. **Please read over this paperwork prior to the school year ending so that any questions you may have can be answered beforehand.**

(Reading Rubric is on the next page)

Reading Rubric

Student Name

Period

Date

5 – Critical Reader: Detailed, elaborate responses occur regularly throughout entire text

- Interpret beyond the words on the page (seek to identify deeper meaning)
- Reflect on meaning of text in terms of larger, universal issues or aspects of life in general
- Create own meaning through personal connections
- Create meaning through connections to other texts or class material
- Consider multiple interpretations
- Raise important questions; provide original, unpredictable, or countering responses
- Carry an ongoing dialog with writer: question, agree/disagree, appreciate, about both content and style (what is said AND how it is said).

4.5 – Contains aspects of both categories

4 – Connected Reader: Detailed responses occur frequently

- Thoughtful interpretation (shows some ability to seek to identify deeper meaning)
- Some reference to larger, universal issues or aspects of life in general
- Create some meaning through personal connections
- Create some meaning through connections to other texts or class material
- Raise some important questions
- Interaction with writer: some agreement/disagreement and explanation occurs

3.5 - Contains aspects of both categories

3 – Somewhat Connected Reader: Detailed responses occur occasionally

- Interpretation shows occasional/infrequent attempt at seeking deeper meaning*
- Create some meaning through personal connections*
- Create some meaning through connections to other texts or class material*
- Raise some simple questions*
- Interaction with writer: occasional agreement/disagreement and explanation occurs*
- * Responses are not explained or supported enough to create meaning beyond text

2.5 - Contains aspects of both categories

2 – Disconnected Reader: Responses are infrequent and limited

- Responses show infrequent attempt at seeking meaning; few annotations
- Responses are limited: accept the text literally, summarize, make few connections outside the text
- Raise few questions, many or all of which go unexplained
- Interaction with writer: little or no agreement/disagreement and explanation occurs
- Responses are rarely explained or supported

1.5 - Contains aspects of both categories

1 – Limited Reader: Responses do not indicate interaction with text

- Few or no annotations of text
- Responses are limited or non-existent: few or no connections to text
- Responses lack development