

AP Language Summer Reading

James Clemens High School

REQUIRED READING: *The Things They Carried* by Tim O'Brien

ASSIGNMENT: Annotate the chapter “Speaking of Courage” as you read. You can do this with sticky notes or directly on the book if you have purchased it. You may highlight or underline, but you MUST comment next to it. You will code your notations with the numbers 1-7, which correspond to the list of types of notations listed below. Follow the directions below for the annotations. Also, students will complete a DIDLS analysis on this same chapter. For each part of the DIDLS analysis, students should type a paragraph response. The DIDLS analysis directions and example quality commentary are in separate documents. *Please view these for directions on this part of the assignment.

You should be prepared to turn in your book on **the first day of class**. You should also expect an assessment on your book as directed by your teacher at the beginning of the course. If you read and engage with the text through marginal notes as you read, you will be prepared even if you have the course second semester.

Annotation Rules for Summer Reading:

- Annotate at least once a page (most likely you will have more on some pages)
- Label your annotations 1-7 (see key below)

HELPFUL INFORMATION:

In AP Lang, we practice annotating texts—requiring you to write, in blue or black ink, and within the margins, your reactions to the text. Your annotations prove that you have been involved intellectually with the text and the ideas. We do not expect your annotations to be perfect or sophisticated yet, but we do expect you to make a sincere effort to get involved in the intellectual journey and to record your involvement by your annotations. We will improve annotating skills as the year progresses.

Your annotations should not be summaries, but reflections, references, observations, personal epiphanies. In other words, they are an ink trail of your interaction with and analysis of the text. Annotating is a key skill for optimal success in this class and in your future collegiate studies.

Use the following list to help direct your notations as you read (consider using it as a bookmark so that you can refer to it when you don't know what to write): When you make a notation in the margin, label it with a 1-7 to show what kind of response it is.

1. Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.

MAKE NOTE OF:

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- Your questions or lack of understanding or doubts (ask “Why?”)
- Your revelations: when “things” become clear to you, when you make links
- Similarities to other works: “Reminds me of...”
- Wonderful writing- passages that strike you artistically/aesthetically and why

2. Speaker: Think about how who the writer is and what he/she knows is communicated. This should help you decide the author's credibility.

MAKE NOTE OF:

- Introductory facts: author backgrounds and relationship to the topic, bias, etc.
- Ethos- how the author establishes credibility and character on the given topic
- Note words and language that indicate the author's attitude or tone and where it shifts or changes and why

- When the author directly or indirectly states how he/she feels
- Note key lines that stand out as crucial to the author's argument

3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF:

- The author's reasons for writing- what is the motivation?
- Historical, political, social issues surrounding the topic
- The author's personal reasons as well as the greater world/national reasons for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

4. Audience: Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively.

MAKE NOTE OF:

- Evidence of who (and it can be more than one) the author is trying to reach.
- Where the author directly or indirectly addresses a specific audience
- Any "Call to Action" that the author is issuing to the reader.
- Pathos- where the author appeals to your sense of emotion through anecdotes and figurative language

5. Purpose: Think about the author's purpose in writing this book and whether or not he or she is effective in that purpose.

MAKE NOTE OF:

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying- but make sure you note specifics.
- Logos: the author's appeal to reason. Examine how he/she makes the reader believe in that purpose.

6. Subject: Think about what the book is discussing and whether or not the author shows why this subject is important.

MAKE NOTE OF:

- Elements related to the problem and issue
- How the author develops or deepens the aspects of the problem/issue
- How the author show the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. Authorial Devices and Structures in the Argument: Think about the author's techniques in delivery and how effective author's methods are for rhetorical purposes - the use of subtleties, patterns, style, structure, etc.

MAKE NOTE OF:

- Changes in point-of-view/emphasis
- Crucial language/vocabulary- not just a word that you don't understand, but one that seems crucial to understanding the argument- look these up.
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices
- How the author's structure of the argument/book influence the reader and relate to the subject, audience and purpose