

AP English 11: Language & Composition
Summer Reading Assignment
2018

I. **The Language of Composition.**

- **Please note the following:** The first portion of the summer reading assignment requires students to purchase or rent a copy of the following textbook. Up until last summer, inexpensive used copies were available for purchase from Amazon.com. However, a new publisher obtained rights for the book, and raised the price considerably.
- **The hard-copy option:** You may purchase a **used** hard copy from, say, Amazon.com if you can find it at a better price – just make sure it’s the second edition. I’d encourage this only if you can find a cheap copy. Here’s the book’s info:
 - *The Language of Composition: Reading, Writing, Rhetoric, Second Edition* by Renee Shea, Lawrence Scanlon, and Robin Dissin Aufses
 - ISBN-10: 0312676506
- **e-Book Rental:** Amazon offers a rental copy of the book for about \$19 that should last much of the summer. Here’s a link to the page:
 - <https://www.amazon.com/Language-Composition-Reading-Writing-Rhetoric/dp/0312676506>
- ******Students may look elsewhere for an online copy******

*****Due Date:** The following assignment is due the first week of classes via Google Docs. However, students are encouraged to complete one step each week throughout the summer to avoid having it all pile up at the last minute.

1. Read p. 1-6 in Chpt. 1, “An Introduction to Rhetoric,” focusing on the Rhetorical Triangle and SOAPS strategies used to analyze texts. An example of a SOAPS analysis is on pg. 6.
2. Complete the ‘Activity’ on p. 6
3. Read Francine Prose’s “I Know Why the Caged Bird Cannot Read” on p. 176.
 - Complete a SOAPS analysis for the essay; then choose 3 questions from the “Questions on Rhetoric and Style” section and answer them.
4. Read “from *The Singer Solution to World Poverty*” on p. 369
 - Complete a SOAPS analysis of the essay; then choose 3 questions from the “Questions on Rhetoric and Style” section and answer them.
5. Read “from *Serving in Florida*” on p. 394 **and** “from *In The Strawberry Fields*” on p. 431
 - Complete a SOAPS analysis of the essay; then choose 3 questions from the “Questions on Rhetoric and Style” section and answer them.

6. Read “Women’s Brains” on p. 518
 - Complete a SOAPS analysis of the essay; then choose 3 questions from the “Questions on Rhetoric and Style” section and answer them.
7. Read “Offensive Play: How Different Are Dogfighting and Football?” on p. 643
 - Complete a SOAPS analysis of the chosen essay
8. Read “Mother Tongue” on p. 700
 - Complete a SOAPS analysis of the essay; then choose 3 questions from the “Questions on Rhetoric and Style” section and answer them.
9. Read “from *The End of Nature* (Bill McKibben)
 - Complete a SOAPS analysis of the essay

II. *The Power and the Glory – Graham Greene*

- *“In the world of Graham Greene’s 1940 novel, *The Power and the Glory*, it’s a bad time to be a Catholic. The book’s hero is an unnamed priest on the run from Mexican authorities after a state governor has ordered the military to dismantle all vestiges of the religion. Churches are burned. Relics, medals, and crosses are banned. The price for disobedience is death. While many clerics give up their beliefs and accept their government pensions, the unnamed priest travels in secret, celebrating Mass and hearing confessions under the cover of night. Yet he’s also a gluttonous, stubborn, and angry man drowning in vices, and the religious ambition of his earlier years has been replaced with a constant desire to drink, hence Greene’s term for him: the ‘whiskey priest.’ Tired of risking his life, the priest even prays to be caught.”*
 - from Nick Ripatrazone’s “Revisiting *The Power and the Glory* During Lent,” *The Atlantic* (Feb. 14, 2016)
- Grab any copy of the book – the cheaper the better.
- **The Assignment:** Read Greene’s novel and complete a dialectical journal like the one found below. Focus your journal/reflection on the juxtaposition of the lieutenant and the priest, two major characters in the novel. Choose passages that you think speak to the themes of faith, mercy, piety, or sin.
- The Journal must have **ten** entries (passages and commentary)
- **Procedure:**
 - Be sure to write the entire quote from the passage word for word. Include the page number and the date the quote was recorded. In the right column, write your response to the passage (ideas/insights, questions, reflections, and comments on each passage). Push yourself for intelligent “conversation.”
 - Model your chart after the one below, which uses Tim O’Brien’s *The Things They Carried* as an example.

- Typed or handwritten is fine. If done in a notebook, work must be legible.
- **Due: first week of classes**

<u>Title of Work: <i>The Things They Carried</i></u>	
<u>Author: Tim O'Brien</u>	
<u>Quote from Source w/Page Number</u>	<u>Commentary: inference, insight, prediction, leverage question</u>
"-they carried like freight trains; they carried it on their backs and shoulders- and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry". Pg. 2 (6/22/10)	O'brien provides excellent visual details here of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day.