

Hanover Park Regional High School District
WHIPPANY PARK HIGH SCHOOL
Summer Reading – 2011
ADVANCED PLACEMENT LANGUAGE & COMPOSITION

“Great literature is simply language charged with meaning to the utmost possible degree.”
Ezra Pound

Welcome to A.P. Language & Composition, a course where you will continue to read, analyze, and write about writing. All students entering this course are required to **read four books (one is a vocabulary workbook) and complete the associated writing assignments.** We will use these assignments to help define the concept of the A.P. Language & Composition course and begin to practice skills we'll refine throughout the year. Please do read beyond the required readings as well. Become a voracious reader! Your ability to write and reflect on writing will only develop through repeated critical encounters with text.

#1 **TITLE:** *1984*
AUTHOR: George Orwell
GENRE: Fiction

DESCRIPTION: *1984* (written in 1948 and published in 1949) represents Orwell's disturbing attempt to warn of the perils of totalitarianism. In Orwell's dark vision of the future, individuals possess no freedoms, no rights, and no privacy, as the prying "telescreens" of Big Brother occupy every corner of home and workplace. Though Orwell's apocalyptic dystopia did not come to pass in the year 1984, modern readers cannot help but notice how Orwell's warnings ring true today. **** You must also read the Appendix : "The Principles of Newspeak" ****

REQUIRED STUDENT RESPONSE (Due the first day of class):

Students may want to annotate and highlight the novel (recommended) Additionally, complete a Major Works Data Sheet (distributed).

In a short essay (**no more than 2 pages**, doubled spaced, in MLA format), perform a close reading of a short passage of your choosing (except the first paragraph). The passage can be a sentence, a few sentences, a brief dialogue exchange, or a paragraph. It must be *brief!* Once you pick a passage, you will analyze the way(s) Orwell charges his language with meaning, to use Pound's expression. Unpack the thematic significance of your chosen text. How does our understanding of this slice of the novel help us better understand the work as a whole? Append a copy of the passage you explore to the back of your essay. It can be typed or photocopied.

ALSO: As you read, highlight, list, and define any unfamiliar vocabulary for personal knowledge

DUE: Thursday, September 8, 2011

#2 **TITLE:** *30 Days to a More Powerful Vocabulary – Revised Edition*
AUTHOR: Dr. Wilfred Funk & Norman Lewis
GENRE: Non-fiction, reference/workbook
DESCRIPTION: Exercises in expanding your vocabulary; engaging format
REQUIRED STUDENT ASSIGNMENT: Complete the 15 minute per day exercises in your book.
DUE: Monday, September 12, 2011

#3 TITLE: *Oleanna*

AUTHOR: David Mamet

GENRE: Drama

DESCRIPTION: *Oleanna* is a powerful two-character drama that explores the fallout of a meeting between a seemingly confused female college student and her distracted, anxiety-ridden professor. The play offers scathing commentary on modern society's demand for political correctness, the power dynamic within teacher/student relationships, and the destructive potential of words.

REQUIRED STUDENT RESPONSE: As you read, keep a double-sided journal in which you list important phrases/lines (cited) on one side and your reactions on the other. Complete a Major Works Data Sheet, as well. During the first full week of school, we will do some supplemental reading regarding the themes Mamet tackles, and you will write an in-class essay that pairs the play with the class texts. You will be able to use your journal but not the play itself to write the in-class essay.

DUE: Monday, September 12, 2011

#4 TITLE: *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach Us About the Art of Persuasion*

AUTHOR: Jay Heinrich

GENRE: Instructional

DESCRIPTION: In A.P. Language & Composition, we will study rhetoric, the art of persuasion. This book is an engaging, user-friendly introduction to rhetoric that explores theory and techniques both ancient and contemporary. It teaches not only the skills necessary to 'win' arguments, but also those needed to understand these elements at work in the appeals of others.

REQUIRED STUDENT RESPONSE: Read and digest the text, taking any notes you feel are relevant. During the first full week of school we will discuss the format of a **three to five minute persuasive speech** you will develop and give to the class, using the rhetorical strategies outlined in the text. These skills will be used throughout the year.

This reading is due Thursday, September 15th, 2011.

As you read, pay attention to Stylistic and Rhetorical Modes—As the backbone of the course students will learn and practice **on a daily** basis the language of stylistic analysis including, through close reading:

- SOAPS (speaker, occasion, audience, purpose, subject)
- DIDLS (diction, imagery, details, language, syntax)
- Literary Terms (to be provided in September)
- Detailed Analysis of Tone
- Detailed Analysis of Diction
- Detailed Analysis of Syntax
- OPTIC (overview, parts, title, interrelationships, conclusion)

I am looking forward to discussing these works with you and hearing your insights. Enjoy your summer! If you have any questions about these assignments, please email me at jmeskill@hpreg.org. I will be sure to respond.

Happy reading,
Ms. Meskill