

AP Language and Composition 10-11
Summer Assignment
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Welcome to AP Language and Composition! I look forward to meeting and working with all of you during your junior year at OHS. Please feel free to stop by room 204 before the end of the year with any questions you may have, and do not hesitate to email me over the summer should any further questions arise. I can be reached pretty easily, and I certainly don't mind communicating with you during the summer.

The following is an assignment list complete with the summer reading, and a few projects to keep you sharp through the lazy, hazy days of June, July and August. Please keep in mind this very important fact for now, and throughout the year: **I will never ask you to do anything that I will not do myself.** That being said, please know that I will be doing everything on this list including re-reading the selection I have chosen for you. Additionally, you must understand from the jump that AP Language is one of the toughest, most demanding AP courses offered at the Oak. My expectations for myself, the course and you are very high; therefore, I must insist that you please adhere to all deadlines and directions.

These assignments will be a part of your 1st marking period grades when the school year begins.

Have a great summer!

--Ms. Bunje

Text:

Their Eyes Were Watching God by Zora Neale Hurston (required)

The Bedford Glossary of Literary Terms (required)

Sonnet 29 by William Shakespeare (attached)

Due Date: All summer assignments will be due one week after the opening of school.

I do not accept late work under any circumstances.

Assignments

The book I have chosen for you, *Their Eyes Were Watching God*, besides being one of my favorites, has a history as rich and layered as any Great American Novel. Additionally, its author usually makes an appearance on the AP Lang or AP Lit exam in the spring.

It is one of those books that you must read closely to appreciate, and doing a Reader Response Log for it will guarantee that you do that.

Reader Response Logs

Reading logs are a great way to actively engage in the reading that you're doing, and at the same time, they allow you to hone your skills at close reading, analyzing and making connections to literature. It is very important to keep up with your reading log as you do the reading—if you wait until you're finished with the novel, it won't be as effective, and it will be harder to do. For this assignment, there are three basic requirements:

- All logs must be typed, and must include the date of the entry
- You must have a **minimum** of 20 entries
- You must adhere to the required format

The steps for doing a RRL are relatively simple, and you will be doing a fair amount of them throughout the year.

1. First, find a passage that you feel you can write about effectively. Be sure that whatever you pick has some sort of significance, for example it contains a literary or rhetorical device, particular type of syntax or notable diction.
2. Copy the passage word for word and the page number. Be sure to **bold** the quoted material.
3. Identify the literary/rhetorical device or technique being used (see attached list). Be sure to **bold** the device.
4. Define the device/technique
5. Talk about how that particular device or technique is significant and what it adds to the work as a whole.

Literary Terms/Rhetorical Devices

This list is by no means exhaustive and we will be adding to it frequently as we go through the year. For now, this will get you started. It would probably be a good idea to look these up **before** you start doing your logs. I advise you to keep an electronic copy of the list somewhere so that you may refer back to it.

Allegory
Alliteration
Allusion
Ambiguity
Analogy
Aphorism
Apostrophe
Atmosphere
Colloquial
Connotation
Denotation
Diction
Genre
Homily
Hyperbole
Imagery
Inference
Invective
Irony
Metonymy
Mood
Narrative
Paradox
Prose
Syllogism
Syntax
Thesis
Tone

Essay

After you finish reading the novel, looking up the literary terms and completing your logs, it is time to flex your writing muscle a bit. One of the most important skills an AP Langer can possess is the ability to write effectively, coherently and critically. Please write a 3-4 page essay on the following topic:

In 1937, the novelist Richard Wright (*Native Son*) reviewed *Their Eyes Were Watching God*. He argued: “Miss Hurston voluntarily continues in her novel the tradition which was forced upon the Negro in the theater, that is, the minstrel technique that makes ‘the white folks’ laugh...The novel carries no theme, no message, no thought. In the main, her novel is not addressed to the Negro, but to a white audience whose chauvinistic tastes she knows how to satisfy.” How would you answer his criticism?

I would suggest that you do a little research on both Richard Wright and Zora Neale Hurston before you begin to answer this prompt. I have included two good web sites you can check out to get you started.

http://www.olemiss.edu/depts/english/ms-writers/dir/wright_richard/

http://voices.cla.umn.edu/vg/Bios/entries/hurston_zora_neale.html

Poetry Analysis and Explication

One of the main components of AP Lang is understanding how a writer uses and manipulates language.

What better way to begin to explore that than with poetry analysis and explication and what better poet than the MAN HIMSELF---Shakey!!!!!! ☺

When you are doing a poetry analysis, it is important that you keep in mind three key ideas:

- language used
- literary devices employed
- words that have double meanings

In your analysis, be sure to discuss what the poem means, but also, what it makes you feel when you read it. This is called a critical response, and it is very different from a

synopsis. I would prefer that you go line by line to get the main idea as well as a deeper understanding of the three key ideas above.

I have chosen Sonnet 29, which you may be familiar with already.

When, in disgrace with Fortune and men's eyes,
I all alone beweepe my outcast state,
And trouble deaf heaven with my bootless cries,
And look upon myself, and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possessed,
Desiring this man's art and that man's scope,
With what I most enjoy contented least;
Yet in these thoughts myself almost despising
Haply I think on thee: and then my state,
Like to the Lark at break of day arising
From sullen earth, sings hymns at Heaven's gate;
For thy sweet love rememb'red such wealth brings
That then I scorn to change my state with Kings.

Finally, a brief but sincere warning about plagiarism or any other sort of cheating including copying, borrowing or “collaborating” without permission:

DON'T DO IT. DO NOT DO IT. NO. NO. NO.