

# AP English Language and Composition/English 1301 Fall/Spring 2021-22

Challenge Early College High School

601 West Loop, South

Houston, TX 77081

Instructor: Mr. Dostert, M.A.

[mdostert@houstonisd.org](mailto:mdostert@houstonisd.org)

## **Summer Reading Assignment** \*can be turned in on HUB—mid-August\*

The focus of our AP Language class this year will be the analysis of nonfiction writing in the form of essays, speeches, articles, lectures, memoirs, and historical documents. We will figure out **What** an author is doing and **How** he or she is doing it. We will consider everything in terms of its Argument (**What—Theme and Tone**) and the Big Five Literary Elements: PIDDSS--*Point-of-View, Imagery, Details, Diction, and Syntax* (**How**), as well as other Rhetorical Strategies and Appeals like *allusion, concession, juxtaposition, extended metaphors, parallelism, tone, ethos, logos, and pathos*. We will also construct our own argument essay on various social issues.

My advice is to complete the tasks in the order they are listed here.

1. **Ongoing task:** Begin exploring and figuring out AP Classroom and the various skills and objectives for the AP Lang Course and Exam. Learn as much as you can without yet being officially enrolled in AP English Language and Composition, which will happen sometime in mid-August.

<https://ap.collegeboard.org/?navId=gf-ap>

2. Our official textbook will be *The Norton Reader: Fifteen High School Edition* (2020) E-book.

3. **Read “Working at Wendy’s” by Joey Franklin (in PDF).**

Answer these questions in a Word document in complete sentences by rewording my question into your answer. Type your answers in Times New Roman, 12-point-font, and use either 1.5 spacing or double-spacing. Use the first question (3a) and my answer **as a model** for how to format your answers for the rest of the questions on all five essays.

**3a. What is Mr. Franklin’s attitude toward the potential job at Wendy’s in the opening three paragraphs of his essay? Cite some “evidence” from the text.** *Answer: Based on the first three paragraphs of his essay, Mr. Franklin’s attitude toward and perspective of the job he is applying for at Wendy’s is one of hesitation and reluctance. Mr. Franklin admits that part of him “wants to turn around and leave” before the manager can appear to discuss his application. He seems to be applying for a job he doesn’t want.*

**3b. Why does Mr. Franklin break up his narrative about his job at Wendy’s with the flashbacks to his childhood friend, Kris, and father’s job delivering pizzas? What point is Mr. Franklin making about certain types of jobs?**

**3c. In paragraph 29, how does Mr. Franklin juxtapose (contrast) the truth about him and his job with what he suspects that the customer in the restroom is assuming?**

**3d. Why does Mr. Franklin provide so many details (facts/information) about his coworkers at Wendy's? Why does he want us to know more about them?**

**3e. What is Mr. Franklin's point with mentioning Waymon Hamilton? What is parallel and similar between him and Mr. Franklin? What does Mr. Franklin want us to realize through this comparison?**

**3f. Pick two Tone Words from the *AP Language Tone Packet* (in PDF) that could describe Mr. Franklin's attitude toward what he is writing about.**

**4. Read "More Room" by Judith Ortiz Cofer (in PDF).**

**4a. What is Ms. Cofer's overall attitude and view of her grandmother's house? What is her intellectual and emotional response to all its rooms and furniture/items? Be sure to cite "evidence" from the text.**

**4b. Describe how Ms. Cofer's grandmother had mixed feelings about and a complicated relationship with her husband, Ms. Cofer's grandfather. Be sure to cite "evidence" from the text.**

**4c. Why did Ms. Cofer's grandmother decide that she did not want to have any more children? Be sure to cite "evidence" from the text.**

**4d. What does Ms. Cofer think about her grandmother's decision about children? Cite "evidence" from the text.**

**4e. Pick two Tone Words from the *AP Language Tone Packet* (in PDF) that could describe Ms. Cofer's attitude toward what she is writing about.**

**5. Read "Rhode Island" by Jhumpa Lahiri (in PDF).**

**5a. Based on paragraphs two and three, why does Ms. Lahiri believe that Rhode Island is a figurative/non-literal island? Be sure to cite "evidence" from the text.**

**5b. Based on paragraphs four-six, how does Ms. Lahiri depict/illustrate her family as their own kind of 'island' in Rhode Island during her childhood? Make sure to cite "evidence" from the text.**

**5c. What did the Kingston Free Library in paragraphs seven-nine mean to Ms. Lahiri during high school? Be sure to cite "evidence" from the text.**

**5d. Based on paragraphs 10-11, what realization did Ms. Lahiri come to when her family moved to their new house in Peace Dale? Make sure to cite "evidence" from the text.**

**5e. According to paragraph 13, did Ms. Lahiri's parents enthusiastically adapt to American Rhode Island food? Be sure to cite "evidence" to support your answer.**

**5f. Based on paragraph 14, how does Ms. Lahiri argue that her father is similar to early Rhode Islanders like Roger Williams? Make sure to cite "evidence" as support.**

5g. According to paragraph 17, why did Ms. Lahiri's mother's friends believe that she was receiving hate-notes? Be sure to cite "evidence" to support your answer.

5h. In the last two paragraphs of the essay, how does Ms. Lahiri describe her mother's relationship with Rhode Island? Positive? Negative? Be sure to cite "evidence" to support your answer.

5i. Pick two Tone Words from the *AP Language Tone Packet* (in PDF) that could describe Ms. Lahiri's attitude toward what she is writing about.

6. Read "Under the Influence" by Scott Russell Sanders (in PDF).

6a. According to Mr. Sanders, why could he have used present tense verbs in this essay even though he used past tense verbs? Make sure to cite "evidence."

6b. In paragraph six, what does Mr. Sanders say was the most dangerous thing about his father? Is this a surprise? Why or why not? Make sure to cite "evidence."

6c. According to paragraph seven, did Mr. Sanders blame himself as a child for his father's alcoholism? Be sure to cite "evidence" to explain your answer.

6d. Based on paragraph eight, how does Mr. Sanders now view his suffering under his father's alcoholism compared to other potential types of suffering? Make sure to cite "evidence" to support your answer.

6e. According to paragraphs 9-12, how does Mr. Sanders view the use of humor in descriptions and portrayals of alcoholics and alcoholism? Be sure to cite "evidence" to explain your answer.

6f. In paragraph 14, what point is Mr. Sanders making with his syntax of repetition by writing, "... under the skin, ... in the blood, into the bone"?

6g. At the end of paragraph 16, what does Mr. Sanders mean by "dragon's breath"?

6h. Based on paragraphs 25-28, how did Mr. Sanders understand the sources and causes of his father's alcoholism during childhood? Be sure to cite "evidence" to support your answer.

6i. What does Mr. Sanders mean by "the key turn in his brain"? What is Mr. Sanders using this figure of speech to explain?

6j. According to paragraph 49, what similarity/parallel does Mr. Sanders draw between his childhood reaction to his father's drinking and his reaction to his drinking when he visits his father in Mississippi shortly before his death? Be sure to cite "evidence" to support your answer.

6k. Pick two Tone Words from the *AP Language Tone Packet* (in PDF) that could describe Mr. Sanders's attitude toward what he is writing about.

7. Read **“Soldiers on the Fault Line: War, Rhetoric, and Reality” (14 pages) by Ben Fountain (in PDF)**. Mr. Fountain is a writer of short fiction, one novel, essays, and journalism. He gave this lecture at the United States Air Force Academy in Colorado Springs, CO in 2013. Print out the transcript of his lecture on which to take notes and annotate as you read. Bring your copy with you to our first class.

There will be a quiz on Fountain’s lecture during the first few weeks of school. You will be able to use your copy and the notes you have made as you answer the questions. Email me at [mdostert@houstonisd.org](mailto:mdostert@houstonisd.org) if you have any questions. Answer the following questions in complete sentences by rewording my question into your answer. Follow the same format as you did for your answers on the questions over the four essays you already read. If you can find the documentary, *No End in Sight: Iraq’s Descent into Chaos* (2007), watch it for orientation to the events Fountain discusses about 9-11 and American soldiers in Iraq.

**Printable PDF option:** [https://www.wlajournal.com/wlaarchive/25\\_1/fountain.pdf](https://www.wlajournal.com/wlaarchive/25_1/fountain.pdf)

**7a. What do you think is Fountain’s overall point/purpose in the speech? What is one idea or action he arguing for? What is one idea or action that he is arguing against?**

**7b. How and why is Fountain’s point/argument especially relevant and applicable to his audience, those air force soldiers sitting in front of him listening?**

**7c. Describe and explain one example where you see Fountain appealing to reason, logic, and common sense—using facts/statistics to support his argument.**

**7d. Describe and explain one example with “evidence” where you see Fountain appealing to emotions and feelings. What is he wanting his audience to feel? Why?**

**7e. Describe and explain one example where you see Fountain appealing to a sense of authority, expertise/an expert, or an established body of accepted knowledge.**

**7f. What does Fountain mean by “the Fantasy Industrial Complex”? How does he believe it was involved in the United States’ invasion and subsequent occupation of Iraq? Describe an example where you see the Fantasy Industrial Complex possibly at work right now or in recent years.**

**7g. Pick two Tone Words from the *AP Language Tone Packet* (in PDF) that could describe Mr. Fountain's attitude toward what he is writing about.**

*Try to submit all your answers to the questions on these four essays and the one speech to the HUB before the first day of school. Thanks in advance for your hard work! In class I will let you know which set of answers I want you to print out and bring to a future class.*