

2020-2021 PRE-REQUISITE READING
AP English Language and Composition and AP Seminar

DUE ON THE FIRST DAY OF CLASS

HONOR CODE: Hand write the following statement at the end of your assignments (or on a sheet of paper with your file name and your name if you submit through Google Drive). Then sign and date below the statement.

“I certify that no unauthorized assistance has been received or given in the completion of this work. All work shown is my own.”

All assignments can be submitted through Google Drive. Share your documents with tjudy@haywood.k12.nc.us I prefer you use your school email account.

*You have a student Google email account and can use Drive to create Docs or Sheets for all of these assignments. Your email address is: [computerlogin]@student.haywood.k12.nc.us. The password is the computer login password (last 4 of your student # + year of birth).

PART ONE

You should choose one novel from the list below. You may be able to find these novels in bookstores in the area, including used bookstores, or online. They are also available as eBooks. You may also find them at the library - both physical and digitally.

Since our class will focus on writing and reading nonfiction, these titles are all nonfiction. They are written to inform and entertain the general public on a specific topic. However, they are not written for students or a classroom. These are not books that tell a story; they explore a topic, thoroughly – be careful what you pick! Still, the author deftly ties in many primary and secondary sources (letters, emails, textbooks, personal interviews, journals, etc.) to tell the story of unusual aspects of the human experience. Her attention to detail and engaging voice make these much better than your typical “science” book. She also models good research writing. In your assignment, you will be looking at ways she develops her voice. In class we will look at how she integrates source material.

All Books are by Mary Roach.

Stiff: The Curious Lives of Human Cadavers

Spook: Science Tackles the Afterlife (also released as
Six Feet Over: Adventures in the Afterlife)

Packing for Mars: The Curious Science of Life in the Void

Gulp: Adventures on the Alimentary Canal

Grunt: The Curious Science of Humans at War

(The author also wrote a book called *Bonk!*, but you can't pick that one for obvious reasons)

PLEASE NOTE!

*Some of these novels may contain adult language and situations you find uncomfortable. Please preview the text before you purchase it. If the language or situations offend you, stop reading and select another title. You may also skip a single chapter if the content makes you uncomfortable. No specific title is required for everyone to read!

ASSIGNMENT: Annotate this book *as you read* –I repeat, AS YOU READ. **Then** create an analysis of certain elements of the novel from your annotations. We will also have small group and class discussion on these texts.

The purpose of annotation is to help you understand, remember and/or work through a text. It is a way to take notes on what you read so that, when you are asked to write an essay, take a test, or participate in a seminar, you do not have to reread the entire piece (or cheat). Instead, you can skim your annotations for direct quotes to use as supporting evidence for your analysis. To annotate, make notes in the margins, underline, highlight, and otherwise mark up the book as you read. However, if you just highlight or underline, you may not remember why you marked it. Try to add a note to help jog your memory. All modern eBook devices include annotation tools because they understand the importance of being able to interact with a text.

The key guideline to remember is that the purpose of annotating is to develop critical reading (close reading) skills, not to document your personal responses.

All natural reading has a purpose – i.e. you need new knowledge and the text has that knowledge, you want to be entertained, you want to better understand something. When you are assigned reading, this is no longer always the case (some of us are motivated to learn just to expand our horizons, others are content with what they already know), so I will be providing your “purpose” to give you a way to approach the text.

Read for author’s bias – factual information vs. personal commentary.

Read for ways the author mitigates and/or intensifies the shock/horror/grossness/ uncomfortableness of these topics.

After you finish the books, create your analysis.

You can fold a sheet of paper in half (really more 1/3 and 2/3) or make a table with 2 columns (the left smaller than the right) in a word or Google Doc document or use two columns in Excel or Google Sheets.

On the left side of the page (the 1st column), title the column “Text.” On the right side of the page (the 2nd column), title the column “Response/Discussion.” The left side is where you will write the text you have selected. If the passage is more than five sentences, you should abbreviate using ellipses (three dots indicating that there is missing text). Please include the most essential text if you use ellipses. Below the text, write the page number from which it came. (If you are on a Kindle, provide a location number.)

The right side (2nd column) is where you will respond to the text you have chosen. Explain how the author’s bias is/is not shown or how the text mitigates the topic so that it is more palatable or intensifies it so it is more “interesting.”

You should have 16 total entries in your clean and clearly organized analysis, you should represent the entire text, and you should show a clear understanding of any author’s bias (6-10 entries) and show how the topic is mitigated/intensified (6-10 entries). Be careful you don't have all entries from the beginning or leave out large sections of the text. The five underlined elements of the former sentence will be used to grade this assignment.

PART TWO

You will read *How to Argue with a Cat: A Human's Guide to the Art of Persuasion* by Jay Heinrichs (author) and Natalie Palmer-Sutton (illustrator). This book is an entertaining introduction to the basic elements of persuasion in a compact, approachable text. You may be able to find this book in bookstores in the area, including used bookstores, or online. It is also available as an eBook. You may also find it at the library - both physical and digitally.

ASSIGNMENT: You will work with this text as you will with most assigned reading in college: by taking notes on the important ideas and vocabulary introduced. So use your non-fiction skills. Look at the overall point of each chapter and the subpoints in each section of the chapter. And make a list of terms with definitions. This is what a professor expects when they assign reading (well, maybe not a literature professor with a novel - but the science and history and math and art and sociology and so on). Whether they require you to write it down or not, a professor has assigned reading to prepare you for what they will add to it. It is background information for your work in class.

You may compose your notes however you like - you might take notes in an outline or Cornell format (both structures pictured below), or as a graphic organizer (for example, with different boxes for each chapter and smaller boxes inside for each part).

Be wary of writing everything down. This is typically the problem with highlighting. We end up highlighting everything. Focus on understanding and putting the author's ideas into your own words, rather than copying the author word-for-word.

Be aware that this doesn't mean you can sum up a chapter in one sentence and be done. You still need to recognize the complexity of the concept and explain not just the concept but how the author shows these concepts working together.

Also, please don't use a study site for this. It is a short simple book. Any summary of it is going to be less entertaining than the original (whether you like cats or hate them).

Outline

Fall of the Roman Empire	
I. A Century of Crisis	
A. Rome's Economy Weakens	
B. Military and Political Turmoil	
II. Emperors Attempt Reform	
A. Diocletian Reforms the Empire	
B. Constantine Moves the Capital	

Cornell Notes

Fall of the Roman Empire	
A Century of Crisis	A. Rome's Economy Weakens
	B. Military and Political Turmoil
Emperors Attempt Reform	A. Diocletian Reforms the Empire
	B. Constantine Moves the Capital
Summary:	

PART THREE

You will read 5 essays. These essays range from 1 page to 21 pages, so don't wait to start this assignment at the end of the summer. We will be looking at these non-fiction essays to help us begin to understand the rhetorical situation and how the author's choices are influenced by it.

The Rhetorical Situation will be represented for us by the acronym SPACE. And the author's choices will be represented by CAT (we'll go over this once school starts).

Speaker

- Who wrote this and/or is speaking?
- What do we know about them? What don't we know about them?
- Does this text have a particular meaning because of WHO wrote/said it?

Purpose

- What is the speaker hoping to accomplish by putting this out into the world?
- Ex: inform, persuade, inspire, convince, praise, encourage, ridicule, entertain, etc...

Audience

- Who was the intended audience? The actual audience?
- What did the speaker assume about their audience? How did those assumptions impact what they said and how they said it?

Context

- What was going on in the world when the text was produced?
- What were the biggest issues on the speaker's mind, which they might be directly or indirectly addressing?
- How would this same text be perceived differently by a different audience or in a different time?

Exigence

- Why NOW for the speaker? What was the spark or catalyst that moved the speaker to act?
- Note that context is happening all the time, but exigence is usually a specific event.

ASSIGNMENT: For each of the 5 essays, you must complete a SPACE analysis. Be sure to look into the context and exigence in the text and beyond. Also, find one piece of text (a phrase, sentence, a few sentences at most) in each piece you would like to discuss - whether it be why the author included it, what it means, how it impacted you, how it made you question something. This is pretty open as long as you can discuss it (not just say - I liked it).

Read the following essays - there are hyperlinks to each text - if you need a printed text, email me and we can set up a pickup.

["Of Studies" by Francis Bacon](#)

["The Morals of the Prince" by Niccolo Machiavelli](#)

["Self-Reliance" by Ralph Waldo Emerson](#)

["You Are What You Say" by Robin Tolmach Lakoff](#)

["Road Warrior" by Dave Barry](#)

You should be familiar with each text and prepared to discuss them at the start of school. Refresh your memory if you read these early in the summer.