

Haddonfield Memorial High School
Summer Assignment Cover Sheet

Course: AP English Language & Composition

Teacher(s): Mrs. Foster-Stout

Due Date: “The Reading Life” Journal: 9/7; *Seize the Day* Outline: 9/13

Grade Weight (%) of Quarter 1: 1) The Journal will count as a Test Grade. All tests count for 20% of the marking period grade. Generally, we take 2-3 tests the first marking period, so this assignment will be worth approximately 5-10% of your marking period grade.
2) The Outline will count as a Quiz Grade. All quizzes count for 15% of the marking period grade. Generally, we take 2-3 quizzes the first marking period, so this assignment will be worth approximately 5% of your marking period grade.

NJ Core

Curriculum Standards:

“The Reading Life”	<i>Seize the Day</i> Outline
3.1.12.G.6	3.1.12.G.4
3.1.12.G.7	3.1.12.G.6
3.1.12.G.15	3.1.12.G.9
3.2.12.A.9	3.1.12.G.12
3.2.12.D.3	3.1.12.G.13
	3.2.12.B.3

Description of Assignment:

Please type in a brief description of the expected outcome.

“The Reading Life” Journal: Read Dillard’s memoir, and for each chapter record the style, metaphors, allusions, and anecdotes she includes. Also analyze the writing habits of other authors. At the end, students will write a metacognitive response about their own writing habits.

Seize the Day Outline: Read Bellow’s novel and analyze the ways in which he develops his main character, Tommy Wilhelm.

Purpose of Assignment:

Please briefly explain how the student will benefit from the assignment.

“The Reading Life” Journal: Students will gain experience in analysis of a non-fiction work; they will read about other writer’s experiences; they will have an opportunity to share their own thoughts about the writing process as well as their strengths and weaknesses.

Seize the Day Outline: Students will read a character-driven novel and examine how an author develops his character through imagery, dialogue, physical and psychological description, setting, and figurative language. They will organize their thoughts into an outline that will later be revised for their *Seize the Day* essay.

Specific Expectations:

*All work should be word-processed

* The Reading Life Journal should address all questions posed for each chapter.

*The outline should be formal and complete. We'll review these expectations during the first 3 days of school (assignment is due on Monday, 9/13).

Potential Help Sources:

Please give contacts, resources, websites, and alike a student can use.

E-mail: Jfoster-stout@haddonfield.k12.nj.us

AP English Language & Composition

Summer Reading 2010



In our class this year, we will read a variety of texts, both fiction and non-fiction. To prepare for the kind of analysis you will master over the year, please read the following books and complete the assignments. Take your time on these assignments; really try to analyze what the authors are doing, especially when you feel frustrated with them! We'll discuss both works during the first few weeks of school, so bring any questions you may have about the style, the content, or the authors.

Assignment 1 Non-Fiction:

- A. Read *The Writing Life* by Annie Dillard (111 pages; ISBN:0060919884)
- B. Keep a word-processed journal called, "The Reading Life." As you read Dillard's brief study of writers and the writing process, record your thoughts on the following for EACH chapter (there are 7 total):
 1. To what other tasks/occupations does Dillard compare writing? How might each be appropriate for the author's point?
 2. What famous authors does Dillard write about? What were some of the more startling writing habits they had?
 3. What is Dillard's tone toward her audience and toward writing? Does it change at all during the chapter? [Be warned—sometimes she seems to detest writing!]
 4. Select a sentence from the chapter and imitate Dillard's style.
- C. At the end of your journal, write a three-paragraph analysis (single-spaced) of your own writing habits. What time of day/place do you prefer to write? Are there any topics that are easier for you to write about? Are there parts of the writing process you tend to "skip"? Do you tend to procrastinate? What work of writing were/are you most confident in, and why were you most satisfied with that paper?
 - ❖ This assignment will count as a test grade. **Please bring this with you on the 1st day of school (Tuesday, September 7th).**

Assignment 2 Fiction:

- A. Read and annotate *Seize the Day* by Saul Bellow (114 pages; ISBN: 0142437611).
- B. Afterward, please prepare an outline for a 5+ paragraph essay response to the following prompt:

How does Bellow develop and describe Tommy Wilhelm's alienation?

Tips – Consider different kinds of alienation (from self, family, work, society, etc.)

- Consider how he characterizes Tommy as well as other characters. What images/comparisons does he use?
- Consider the construction and pacing of the novella (limited time and location)
- Consider the setting of the novel (New York City, early 1950s)
- Consider Bellow's tone and word choice (including imagery)

- ❖ Your outline will count as a quiz grade and is due on **Monday, September 13th**. The final draft, which you will work on during the first 2 weeks of school, will count as an essay grade.

Enjoy your reading and your summer! I look forward to an exciting and rewarding year!