

**Camas High School**  
**AP English 11: Language and Composition**  
**Summer Assignment 2017**

Instructors:

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Welcome to Advanced Placement English Language and Composition (Grade 11).

AP Lang & Comp is a college level language course weaving together American social sciences, historical connections, current events, and the rhetoric of politics, advertising, news, speech, and more. A strong focus is placed on nonfiction prose, but we will also integrate American Literature anchor novels/novellas taught at CHS to support thematic developments throughout the year. You'll likely find this course unique from other English classes you've taken in the analysis of rhetoric, argumentation, logic, and style as we explore and appreciate language.

**Summer Assignments:**

**Part One:** Visit a college or university of your choice, either locally or wherever summer travels take you. Ideally, select an institution you'd consider as a possible post high school destination. Wander, explore, have lunch, visit the bookstore, be friendly with people, soak in the setting.

- Have your picture taken in the student center, with a statue or monument, or next to a campus sign. Be sure your location is clearly shown.
- Speak to people on campus (students, security, employees, staff, etc). Maybe take an organized tour.
- **Handwrite an argument** detailing your experience and evaluating the potential this school offers as you consider your post high school plans. Please write informally and in narrative form. You may write in present or past tense, 1<sup>st</sup> or 3<sup>rd</sup> person. Write with imagery and description to convey the atmosphere and environment. Appeal to the senses. How did the place feel? Make the reader feel how you felt during your visit. Be specific about likes, dislikes, and the perspective you gained. Use figurative language. Make it interesting. Two to three handwritten pages likely does the trick. Feel free to include a sketch, a poem, or something else along with your (not formal) essay and photo.

Please send this **handwritten** piece by **regular mail** to:

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| Joe Farland (if before July 20 <sup>th</sup> )<br>1709 SE 158 <sup>th</sup> Ave.<br>Vancouver, WA 98683 | Joe Farland (if after July 20 <sup>th</sup> )<br>515 NW 27 <sup>th</sup> Ave.<br>Camas, WA 98607 | Sarah Widdop<br>2025 NE Everett<br>Camas, WA 98607 |
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\*\*Please note that Mr. Farland's family is moving this summer!

- If you have positively verified who your teacher will be you only need to send the letter to that teacher.
- If you do not know who your teacher will be, send your piece (with photo) to both addresses. Writing the piece twice is not necessary. Send a duplicate copy to one instructor.

**This will be counted late if not postmarked by August 31<sup>st</sup>.** \*\*You may also want to share what you've been reading, other summer activities, anticipation of your junior year, or anything else that may help introduce (or reintroduce) you to Ms. Widdop and Mr. Farland. This writing may also be informal.

**Part Two:** Select and acquire *a memoir from the list below*. Enjoy the reading. You are encouraged to interact with and annotate your text while reading. Though your reading notes will not be turned in, they will assist and prepare you for discussion of the book once we return to school.

What will be turned in on the first day of school are **thoughtful and well written responses to the following five prompts**. Each is to be typed, double spaced, and between ¾ and one full page in length.

1. Examine the book's structure and the author's use of language and writing style. How does the structure differ from fiction works? What strategies does the author rely on to engage the reader? Consider: diction, syntax, tone, description, details, and rhetorical devices.
2. Is the writer trying to elicit a certain response from the reader? Place this memoir in a cultural context and examine the social issues the author offers commentary on, either directly or indirectly. What argument is the writer making? Has this reading altered or enhanced your view of any particular social issues?
3. Explore techniques the writer utilizes in developing character throughout the text. Include discussion of a memorable scene in the book that reveals character and explore how this scene relates to the whole of the text.
4. Discuss how the writer's experiences have affected and shaped her/his views.
5. Memoirs, in some way, typically contain coming of age stories addressing the quest to discover or define a person. Elements may include family, friendship, community, home, culture, values, education, rebellion, travel, politics. . . What does "coming of age" mean to your author?

\*Please bring your book with you to school during our opening week.

Below are the memoirs to choose from for the AP Lang and Comp summer reading – July/August 2017. There is a reasonable variety here. We encourage you to do some research on these titles before committing to a selection.

Aron Ralston- *Between a Rock and a Hard Place*  
Richard Wright- *Black Boy*  
Stephen King- *On Writing*  
Antwone Fisher- *Finding Fish*  
Malika Oufkir- *Stolen Lives*  
Maya Angelou- *I Know Why the Caged Bird Sings*  
Annie Dillard- *An American Childhood*  
Malcolm X / Alex Haley- *Autobiography of Malcolm X*  
Jeanette Walls- *The Glass Castle*  
Frank McCourt- *Angela's Ashes*  
James McBride- *The Color of Water*  
Greg Mortenson- *Three Cups of Tea*  
Russell Baker- *Growing Up*  
Jodee Blanco- *Please Stop Laughing at Me . . . One Women's Inspirational Story*  
Ta-Nehisi Coates- *Between the World and Me*

**Part Three:** Remember and reflect over something particularly interesting that you do this summer (drive along the coast, travel to an exotic location, start a new job, finish a home project, camp in the mountains, make a new friend, compete in an event . . .) You may want to do some personal journaling about this experience, **but nothing needs to be turned in**. We'll use this experience in the fall as we work on nonfiction writing.