

Ms. Brown and Mrs. Stagg
2019 AP English Language and Composition

Summer Homework:

The Language of Composition: Reading, Writing, Rhetoric - Second Edition by Shea, Scanlon, and Aufses and ***Uncle Tom's Cabin*** by Harriet Beecher Stowe

1. Join the **Summer Homework class** on Google Classroom: **1qhhhvi**. Google Classroom will be used to complete the activities you are assigned from the textbook.
2. Join Edmodo: **b3ut2b**. Edmodo will be used to facilitate discussion questions about both the textbook and the novel. You will be instructed about the newly posted discussion question through Google Classroom. More details on discussion posts in number six (6) below.
3. Your task is to read the first four chapters of *The Language of Composition* textbook and do the activities posted in Google Classroom. Occasionally there will be instructional videos posted to aid you in understanding the assignment and its objective. If a video is made available, ***please watch it***. While you will not be required to do all of the activities in the book, only the ones posted on GC, you are expected to read every page in the chapters assigned. You will also be responsible for the vocabulary at the end of each chapter.
4. Read the novel, *Uncle Tom's Cabin* and annotate the text with a minimum of **35 sticky notes**. **NUMBER every sticky note!** The expectation is that you will use the rhetorical analysis skills and vocabulary learned in the first four chapters of the textbook to analyze the novel. *Your effort to think-- independently-- and apply your newly acquired rhetorical vocabulary and understanding will increase your skills in analysis.*

Mark passages that you find intriguing, appealing, or confusing, and record the following notes for yourself:

- Questions to clarify your understanding (How, What, Why)
- Your reactions to the language and events in the novel
- Major conflicts and themes in the novel
- Stowe's literary and rhetorical devices in passages that you *like, find interesting, annoy or irritate you*; **explain your reaction to the passages**.
 - Look for symbols in the novel and speculate on their meaning.
 - Look for **MOTIFS**: repeating words, phrases or images and notice when they are used.
- Conclusions you draw about the characters and their personality traits
- Historical, biblical, or literary allusions that you recognize
- The organization of the text:
 - Consider how the novel begins, how the plot develops, and how it ends.
 - Why did the author shape the novel as she or he did? Speculate on this.
 - What is the protagonist like at the beginning of the novel?
 - What changes him or her, and how does he or she change?
 - What is the protagonist like at the end of the novel and why?
- Major themes in the text and how they relate to the **author's era**
- Given the context of the time periods, why did Stowe write her novel as she did? Who was her audience? What were their beliefs about slavery? The roles of men and women, etc.?

- ****Compare 19th century America with America today: what attitudes and beliefs have changed, and what ideas remain with us today?**
5. You are **NOT** expected to address ALL of the bullet points above, but you are expected to **do your own reading**, to *annotate*, to *engage* in conversation with your peers about the novel, and to learn to *find meaning* in the text. Recording **your own thoughts**, speculations, and reactions will lead you to discover what Stowe **does** (rhetorical strategies) in her novels and why (purpose). **Trust your ability to do this. Si se Puede! (Yes you can!).**
 6. Each week you are expected to engage in a discussion with your peers about the text. Your initial response to the discussion question **is due by Wednesday midnight** and should be a minimum of two paragraphs, each consisting of no less than five, well-constructed sentences. Your response to a minimum of one (1) peer will be due by **Friday midnight of the same week**. Your response to your peer is to be a minimum of one (1) paragraph with no less than five, well-constructed sentences. *Use the discussion stream to ask questions, speculate, offer and to receive feedback on ideas to help you make meaning.* Classroom etiquette and decorum is expected. While it is absolutely acceptable to disagree with one of your peer's viewpoints of analysis, disagreement must be done in a respectful manner that addresses *the idea* about which you disagree, **not the person** to whom you are addressing.
 7. **August 12-13:** Your book notes on *Uncle Tom's Cabin* will be checked the first complete week of school. Make sure that you have completed the notes **before school begins**. Annotations checks will be random. Your novel annotations will be used at a later date to develop **a dialectical journal** and to write your **first, formal AP essay**.
 8. **August 14:** Vocabulary quiz. This quiz will consist of the words located at the end of the textbook chapters assigned for summer homework.
 9. **August 20th:** a *3-page reflective essay* on a common theme or issue in both books **in your own legible handwriting** will be due. A *reflection* consists of your thoughts and feelings in response to a literary work. It addresses a meaningful issue or theme that stays with you after you have finished reading the book. Look for a lingering idea, problem or issue that haunts you; think and write about it. Use college-ruled paper, **blue or black ink**, and write on **ONE side of each page only**. Follow the conventions of Standard English. The paper should be neat, clean, and legible.
 10. **August 22nd:** Triple-Entry Dialectical Journal check: 10 quotations on propaganda in *Uncle Tom's Cabin* due: in blue or black ink, one-sided, legibly handwritten.

*Remember: The Summer Homework assignments represent **10% of your semester grade**. Failure to complete them **may result in an F** at the first progress report.

We are excited to work and to become acquainted with you. We know, ... it's summer. But there's no better time to read, to think deeply! Curl up with a frappuccino at Starbucks, get a comfy chair, and read; bring a friend along. You can talk and bounce ideas around. Then, reading will seem more like fun and less like work. You might actually enjoy the process. See you in August!

*You may communicate with us during the summer on Google Classroom, Edmodo, or email at **lstagg@psusd.us or vbrown@psusd.us**. *