

**Boston Latin Academy**  
**AP 11 English Language and Composition**  
**Summer Reading List**

**2009**

Welcome to the AP Language & Composition course and a year of lots of interesting reading and writing! Remember that the grade 11 curriculum focuses on American literature; however, the AP course and exam are mainly based on non-fiction reading. In order to assure that you master most of the required American literature and are familiar with some non-fiction reading, please follow the guidelines of this reading list. Be sure to bring all your typed notes on the first day of school.

You are required to read each of the books from list one and three of the books from list two during the summer. Since there will be an essay, a test, or an oral report on the assigned books, be sure to take careful and thoughtful notes as you read.

**LIST ONE: Required Readings**

- *Cry, The Beloved Country* Alan Paton
- *Their Eyes Were Watching God* Zora Neale Hurston
- *How To Read Literature Like a Professor* Thomas Foster

**LIST TWO: Choose three of the following non-fiction works-**

- *The Tipping Point* Malcolm Gladwell
- *Dress Your Family in Corduroy and Denim* David Sedaris
- *The Year of Magical Thinking* Joan Didion
- *The Culture of Fear: Why Americans Are Afraid Of the Wrong Things* Barry Glassner
- *Nickel and Dimed: On (Not) Getting by in America* Barbara Ehrenreich
- *The Writing Life or American Childhood* Annie Dillard
- *Tuesdays With Morrie* Mitch Albom

**Boston Latin Academy**  
**AP English Language & Composition - grade 11**  
**Summer Reading**

Please use the formats below for your note-taking. Remember to bring all your **typed** notes on the first day of school.

**Take notes on your reading based on the outline provided for the required fiction books as follows:**

Title:

Author:

Setting:

Summary:

Major characters & descriptions of each:

Minor characters & descriptions of each:

Themes (list up to three):

Personal Reaction:

**Take notes on the nonfiction reading based on the outline attached to this list. You may use either the SOAPSTone or SOLIDD method.** Be sure to write a detailed paragraph for each item.

Also, read essays from magazines such as *The New Yorker*, *Atlantic Monthly*, *Time*, *Sports Illustrated*, *Newsweek*, etc., to become familiar with good writing topics and styles that will be helpful in preparing for the AP exam. If you have any questions or concerns, see Mrs. Shah in Rm. 311 or Ms. O'Hara in Rm. 228.

Be sure to fill in and bring the attached form with your summer reading notes.

**NAME:** \_\_\_\_\_

**I have read the following books for the AP English Language & Composition course:**

**List One - Required Readings –**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

**List Two – Non-fiction selections:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

**Student's signature:** \_\_\_\_\_

**Parent / Guardian's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## SOLIDD

**Syntax:** how sentence structure affects the reader's attitude; short sentences: emotional; longer sentences: reasonable

**Organization:** how phrases and paragraphs are organized

**Language:** overall use of language (discourse), such as formal, informal, scholarly, colloquial, jargon

**Imagery:** vivid appeals to understanding through the senses

**Details:** facts included or omitted

**Diction:** word choice and its connotation / denotation

## SOAPStone

**Subject:** What is the subject of the text (the general topic, content, or ideas contained in the text)? How do you know this? How does the author present the subject? Is it introduced immediately or delayed? Is the subject hidden? Or is there more than one subject?

**Occasion:** What is the rhetorical occasion (the time and place of the piece or the current situation)? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, a journal entry, or...?

**Audience:** Who is the audience (the group of readers to whom this piece is directed)? Does the speaker identify an audience? What assumptions exist about the intended audience?

**Purpose:** What is the purpose for the passage (the reason for its composition)? What is the speaker's purpose (the reason behind the text)? How is this message conveyed? What is the message? How does the speaker try to spark a reaction in the audience? What techniques are used to achieve a purpose? How does the text make the audience feel? What is its intended effect?

**Speaker:** Who is the speaker (the voice that tells the story)? Is someone identified as the speaker? What assumptions can be made about the speaker? What age, gender, class, emotional state, education, or....?

**Tone:** If the author were to read aloud the passage, describe the likely tone of voice. It is whatever clarifies the author's attitude toward the subject. What emotional sense pervades the piece? How does the diction point to tone? How do the author's diction, detail, images, language, and sentence structure convey his or her feelings?