

AP Language and Composition 2017 Summer Reading

Before you begin to read the novel, *Extremely Loud, & Incredibly Close* by Jonathan S. Foer this summer, please carefully read and study the information below. Take a moment to remind yourself that the objectives of this assignment are abundant, including (a) considering why authors make the stylistic writing choices that they do, (b) understanding how authors build arguments, and (c) exploring the ways that good writing is not only inspired but *crafted*. We expect you to consider and analyze these abstract truths about writing. **We also dearly hope that you enjoy reading this text this summer.** However, people read for many reasons, and enjoyment is not the only reason. Different texts have merit, and their authors wrote them with heart. Leaving yourself open to enjoying, understanding, and learning from what they have penned is important!

- 1) Access **the** following link for the Harvard Library and print out and carefully read the PDF article, “**Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard.**” **Annotate** the article as you read it, following the tips **provided** for annotating, marking ideas and concepts that are important and making notes in the margins.
<http://guides.library.harvard.edu/content.php?pid=237714&sid=1998524>
- 2) Read the excerpt from Mortimer Adler’s book *How to Mark a Book*. The excerpt is on the MVHS website.
- 3) Read *Extremely Loud & Incredibly Close*, by Jonathan S. Foer.
- 4) Complete the Journey chart by citing evidence from the novel to support your responses. **You must include at least two references (quotes) to the text for each stage as your textual evidence.** (The chart is on the MVHS website)
- 5) Create a **calling card** that reflects who you are like Oskar Schell created to present himself. You should use a 4 x 6 notecard and neatly print (or type and paste) your information. **Cards are due the second day of school – August 8, 2017.**

While You Read

- **Ask questions**—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask your questions during class discussions.
- **React to what you read**—Maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text, and the page number so you remember it later.
- **Give an opinion**—Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- **Underline, bracket, or circle important passages**—Is there a quotation that you think is important or thoughtful? Is there an idea you think might be worth remembering? Is there a “big idea” that is at the foundation of the article? These are important to locate, as they are what you might quote in your investigation or written essay later. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. **Focus on the essential elements of literature (plot, setting, characterization, point of view and theme)** and any other aspects of literature study as instructed by your teacher.
- **Make connections**—Maybe something you read reminds you of an experience you have had or parallels a part of your life; record these connections and they will help you find meaning and relevancy in what you read.
- **Define new words**—Too often, reading comprehension problems occur because readers do not understand words. It is not too much trouble to look up the word in the classroom dictionary. **When outside the classroom**, use dictionary.com, a hard copy dictionary, or a phone app to look up words.
- **Track motifs**—If you notice a reoccurring idea as you read, start noting the motif when it takes place. Doing so will help you understand the message that the article is trying to convey.

AFTER YOU READ

If you really want to understand the text, consider these ideas to help you make sense of what you have read...

- **Title your chapters or article sections**—Some books and articles have chapter titles already. If they do not, go back and give them relevant titles when you finish reading the section. Doing so may help you remember what was discussed in that part of the novel.
- **Summarize what you have read**—In the empty space at the end of a page, rewrite something important discovered noting the essential points, using only a couple of sentences. You might find that doing so will help you understand what you just read.
- **Respond to what you have read**—Sometimes a summary isn’t enough. You might want to comment on what you just read, give an opinion about a concept, or complain about the author’s insight/viewpoint.
- **Make a prediction**—Predicting is a great thinking exercise. There’s not a better place to do so than after you’ve read one section and before you begin the next. You might be surprised to find your prediction is right or wrong!
- **Connect ideas to each other or to other texts.**
- **Note if you experience an epiphany**—Note any “ah ha” moments, where you clarify something that you found puzzling.

Checklist:

- I have a copy of the article “Interrogating Texts: 6 Reading Habits to Develop in Your First Year at Harvard” printed and annotated
- I have read Foer’s book and completed the calling card (due Tuesday, August 8, 2017) and the chart (due Friday, August 11, 2017).

If you have questions, please email:

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Oskar's Calling Card:

OSKAR SCHELL

INVENTOR, JEWELRY DESIGNER, JEWELRY FABRICATOR, AMATEUR ENTOMOLOGIST, FRANCOPHILE, VEGAN, ORIGAMIST, PACIFIST, PERCUSSIONIST, AMATEUR ASTRONOMER, COMPUTER CONSULTANT, AMATEUR ARCHEOLOGIST, COLLECTOR OF: *rare coins, butterflies that died natural deaths, miniature cacti, Beatles memorabilia, semiprecious stones, and other things*

F. -MAIL: OSKAR_SCHELL@HOTMAIL.COM

HOME PHONE: PRIVATE / CELL PHONE: PRIVATE

FAX MACHINE: I DON'T HAVE A FAX MACHINE YET

Sample Journey Chart:

Oskar's Journey Stages	Your explanations should include TWO specific references to the text. This means textual evidence – weave the quotes into your explanation and use MLA citation.
Separation/Call to Adventure What is it that launches the hero on his or her journey?	
Helpers The friends and helpers that help or educate the hero on his or her journey. Be sure to identify all the people Oskar visits and their location (NYC borough)	
Tests/Trials The trials, tribulations, and tests that the hero must get through to continue his or her journey. Be sure to include the location (NYC borough) if applicable.	
The Return The point at which the hero returns from the journey or quest	
Freedom to Live What the hero brings back from the journey to share with others in his or her world	