

## Summer Reading

Parts 1 and 2 of summer reading are derived from the textbook *Patterns for College Writing* by Laurie G. Kirszner and Stephen R. Mandell. This excellent book introduces you to eight patterns you are likely to encounter in your college career when reading texts or completing written assignments. The patterns are narration, description, exemplification, process, cause & effect, classification & division, definition, comparison & contrast, and argumentation. For your summer reading you will explore three of the easier ones: narration, description, and process. By the end of the year you will have read and written in each of these patterns. This will prepare you well not only for the A.P. exam but also for almost any written assignment you are likely to encounter in college and beyond.

### Part 1

#### Reading & Questions – 30 points

##### Narration

Read pages 83-84, “What is Narration?” & “Using Narration”

Answer

1. What is Narration?
2. How might an author use narration to support a thesis?

Read pages 108-111, “My Mother Never Worked”

Answer

Purpose and Audience – Questions 1 and 2

Style and Structure – Questions 2 and 3

##### Description

Read pages 143 – 149, “What is Description & Using Description”

Answer

1. What is the difference between objective and subjective description?
2. What factors should you consider when deciding what kinds of details to include in a descriptive essay?

Read pages 194-198, “The Storm”

Answer

1. Is the last line of the story meant to be taken literally, or is it meant to be ironic? Explain.
2. How does the description of the storm symbolically amplify the action of the story?
3. Does this story have an implied thesis (a central idea or argument that is not explicitly stated, but expressed through various elements of the story)? Write what that thesis might be, and explain how the story expresses it.

##### Process

Read pages 267-269, “What is Process” – “Using Process”

Answer:

What is a process essay, and how does it differ from a narrative essay?

What kinds of writing might need a process explanation?

How could a process explanation support a thesis?

Read pages 285-287, "My First Conk"

Answer:

Purpose & Audience Questions 2 and 4

Style and Structure, Question 3

## Part 2

### Personal Essay - 70 points

Now it's your turn!

Choose one of the patterns: narration, description, or process.

If you choose narration, read "Planning a Narrative Essay," "Structuring a Narrative Essay," and "Revising a Narrative Essay" – pages 84-87.

If you choose description, read "Planning a Descriptive Essay," "Structuring a Descriptive Essay," and "Revising a Descriptive Essay" – pages 149-151.

If you choose process, read "Planning a Process Essay," "Structuring a Process Essay," and "Revising a Process Essay" – pages 269-271.

**Write a 3 to 3.5 page essay** that uses your chosen pattern. You can go up to four pages, but do not go over four pages. I will not read beyond four pages. You can write about any topic you like. You may use outside sources, or not. If you do use outside sources, please cite them. If you use information that does not come from direct personal experience and is not common knowledge, you will need to cite that information. *Your essay must clearly advance some kind of thesis or argument.* In other words, don't just tell me a story or describe something. Your narration, description, or process *must support a thesis.* Your thesis may be explicitly stated or implied clearly enough that I can infer it easily. If you include outside sources, be sure to use a works cited page.

Note: Plagiarism on **any** part of this assignment will cause you to get a zero on **all three parts** of the summer reading.

## Part 3

### Grammar Test - 100 points

Sign out a blue *Elements of Language* textbook from the front office. One of the two online documents contains the teacher's edition version with the answers to the Chapter Review questions. This will help you study for the test.

On the second week of school there will be a test on the terms listed below. On the test you will only need to identify the items below in sentences. For the terms that act like nouns (nouns, pronouns, gerunds, noun infinitive phrases, and noun clauses) you may also be asked to identify what "job" it is doing in a sentence. The "jobs" are subject, direct object, indirect object, or object of a preposition. Thus you might see a question that asks you to identify a gerund as a subject vs. a gerund as a direct object. You might need to identify a noun clause as a subject vs. as a direct object. The textbook can help you with all of this. It's not as hard as it sounds.

<b>noun</b>	<b>pronoun</b>	<b>adjective</b>	<b>adverb</b>	<b>direct object</b>	<b>indirect object</b>
<b>transitive verb</b>	<b>intransitive verb</b>	<b>action verb</b>	<b>linking verb</b>	<b>subject</b>	<b>predicate</b>
<b>predicate noun</b>	<b>predicate adjective</b>	<b>prepositional phrase</b>	<b>participle/participial phrase</b>		
<b>gerund/gerund phrase</b>	<b>infinitive phrase</b>	<b>noun clause</b>	<b>adjective clause</b>	<b>adverb clause</b>	