

REQUIRED BOOKS:

Their Eyes Were Watching God by Zora Neale Hurston AND *Of Mice and Men* by John Steinbeck

MAJOR ASSIGNMENTS/ASSESSMENTS which will occur after class starts and include some preparation:

TEWWG	Socratic Seminar (after in-class preparation the first week of class)
OMAM	In-class Essay (responding to AP-style rhetorical analysis prompt, using notes)

WRITTEN ASSIGNMENTS for both books, due on the second day of class, are described below:

1 - Assignment for *Their Eyes Were Watching God*

Annotate your CHOICE book as you read. There is no specific number required, but 20 is a recommended minimum. Keep in mind this is the first impression your AP Language teacher will have of you as a student!

You can write your annotations on sticky notes or directly on the book if you have purchased it. You may highlight or underline, but you **MUST** do more than that; you will add comments next to the passages you highlight/underline. Please use a PEN for your annotations – pencil tends to fade or smudge and make sure sticky notes stick **OUT** of the pages! You will need to be able to turn in your book and use it in class at the start of the course. Please note that you should show evidence of the types of notes on the next page. Your **1-2 sentence** notations should move beyond personal comments and into analysis of how the piece is crafted. This should extend your reading time, but should not double it. The purpose is to help you engage in the reading in a way to prepare you for rhetorical analysis, argument and synthesis and to show evidence of that engagement on the page. If you'd like to write out your annotations on paper, you may do so, but please hand write these (neatly) and include page number citations. You should be prepared to turn in your annotated choice book on **the second day of class**. If you read and engage with the text through notes as you read, you will be prepared even if you have the course second semester.

Use the following list to help direct your notations as you read:

- 1. Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.
 - Your reactions/emotional responses (*humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion*)
 - Your revelations: when "things" become clear to you, when you make links
 - Similarities to other works: "Reminds me of..."
 - Wonderful writing- passages that strike you artistically/aesthetically and why
- 2. Speaker:** Think about how who the writer is and what he/she knows/believes is communicated.
 - Introductory facts: author background and relationship to the story
 - Note words and language that indicate the author's attitude or tone and where it shifts or changes and why
 - Note key dialogue that stands out as crucial to the development of the theme
- 3. Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.
 - Historical, political, social issues surrounding the novel
 - The author's personal reasons and well as the greater world/national reasons for the piece
 - Evidence of views characteristic of the time period and culture surrounding the work
 - Depictions of class judgments, racism, gender biases, stereotypes, etc.
- 4. Audience:** Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively.
 - Evidence of who the author is trying to reach.
 - Any "Call to Action" that the author is issuing to the reader (this will probably not be explicit).
 - Pathos- where the author appeals to your sense of emotion through anecdotes and figurative language
- 5. Subject:** Think about what the book is discussing and whether or not the author shows why this subject is important.
 - Elements related to the problem and issue and how the author deepens the problem or issue
 - How the author show the complications related to the subject and the implication of it to you, the nation, the world, etc.
- 6. Authorial Devices and Structures:**
 - Think about the author's techniques in delivery and how effective author's methods are for development of the theme(s) of the book - the use of subtleties, patterns, style, structure, point of view, etc.
 - Crucial language/vocabulary- not just a word that you don't understand, but one that seems crucial to understanding the story - look these up!
 - Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices

2 - Assignment for *Of Mice and Men*

Complete a D-I-D-L-S ANALYSIS

As/after you read, identify at least three powerful examples from EACH category in the chart below. The questions are there to help you find appropriate examples.

DICTION The author's choice of words and their connotations	What words appear to have been chosen specifically for their effects? What effect do these words have on your mood as the reader? What do they seem to indicate about the author's tone?
IMAGERY The use of descriptions that appeal to sensory experience	What images are especially vivid? To what sense do these appeal? What effect do these images have on your mood as a reader? What do they seem to indicate about the author's tone?
DETAILS Facts included or those omitted	What details has the author specifically included? What details has the author apparently left out? (<i>NOTE: This is only for analysis. Do not write about these omitted details in an essay.</i>) What effect do these included and excluded details have on your mood as a reader? What do these included and excluded details seem to indicate about the author's tone?
LANGUAGE Characteristics of the body of words used (slang, jargon, scholarly language, etc.)	How could the language be described? How does the language affect your mood as a reader? What does the language seem to indicate about the author's tone?
SYNTAX The way the sentences are constructed	Are the sentences simple, compound, declarative, varied, etc.? How do these structures affect your mood as a reader? What do these structures seem to indicate about the author's tone?

You have several options to choose from to present your examples:

- (1) **A traditional graphic organizer/chart** – you can use any software you'd like to produce this chart.
- (2) **A nontraditional graphic organizer/chart** – use any combination of patterns, colors, shapes, and/or pictures to accompany your organized examples from the text.
- (3) **A Prezi, infographic, or other technology-based presentation** showing your examples in an engaging manner.
- (4) **A visual art piece** representing your examples in a creative, meaningful manner (must include a 100-word description and "artist statement" explaining your piece and listing the examples that inspired it).
- (5) **A video of a performance art piece** (song, dance, short dramatic piece) written by you; the performance can include other people (must include a 100-word description and "artist statement" explaining your piece and listing the examples that inspired it).

Both of these assignments will be test grades and will be assessed on the following:

- Complete and correct according to assignment
- Depth of analysis/commentary
- Variety of elements included (all should NOT be of the same type or category)
- All examples should include page numbers (unless you use sticky notes or write directly in the book for your annotations). Visual or performing arts DIDLS projects can include examples with page numbers on a separate sheet of paper.
- Correct grammar/spelling/use of words.
- Creative or innovative thinking/writing/presentation.