**AP Language and Composition: Summer Reading Assignment 2023-24**

Welcome to AP Language and Composition! This is an exciting class that will ask you to look closely and question the world around you as you make your way through a variety of non-fiction readings. This summer’s reading assignment is designed to give you an introduction to the type of reading you will experience and the degree of close reading you will do throughout the course.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

This class requires you to delve deeply into the readings, to question the writer’s intent, purpose and bias, and to grapple with the issues the writer presents. With this in mind, you will have **two** major reading assignments over the summer. **Do not wait until the last minute to read these books.** You will not be able to read on the intense level the assignment requires if you wait until the last week of summer vacation to complete this assignment. Start early and give yourself enough time to fully analyze the readings.

Your books for this summer’s reading assignment are:

***Outliers* by Malcom Gladwell**

***On Writing* by Stephen King**

You may order these books online or buy at a bookstore. You will be marking them up and annotating inside them.

Before beginning your work, please join the Google classroom as this is the place for you to submit your work as well as complete some of the required interaction with your teachers and peers.

**Finally, any hint of plagiarism on your part of the summer assignment will result in a zero and the possible removal of the student from AP English. Do not look up someone else’s analysis of these works; the point is to come up with your own. If you do not** **complete the summer assignment, you will be moved to the regular English III class. No excuses. We realize things happen, but rules are rules and this is the rule. It is not fair to other students who have put in the work.**

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**Assignment 1:** Annotate the books (yes! All of them!!) as you read. You can do this with sticky notes or directly in the book if you have purchased it. You will annotate everything you read in AP Language and Composition, so this is an incredibly important skill to practice over the summer.

Reading and constructing meaning from a text is a complex and active process; one way to slow down and develop critical analysis skills is to annotate the text as you read. What you annotate in this class will most often be left up to your own discretion.

Suggestions for annotating text can include labeling and interpreting literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.), labeling and explaining the writer’s rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.); or labeling the main ideas, supportive details and/or evidence that leads the reader to a conclusion about the text. Of course, annotations can ALWAYS include questions that you pose and comments regarding connections to other texts that you make while reading.

The following list of things to think about/ look for will help you with this task:

**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.

**2. Speaker:** Think about how who the writer is and what he/she knows is communicated. This should help you decide the author’s credibility.

**3. Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.

**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.

**5. Purpose:** Think about the author’s purpose in writing this book and whether or not they are effective in that purpose.

**6. Subject:** Think about what the book is discussing and whether or not the author shows why the subject is important.

**7. Authorial Devices and Structures in the Argument:** Think about the author’s techniques in delivery and how effective author’s methods are for rhetorical purposes- the use of subtitles, patterns, style, structure, etc.

\*\* You do not need to type and prepare each of these sections, but evidence of **thorough** annotation is expected

**Assignment 2- Gladwell Assignment:** In addition to annotation, you will complete a double entry journal for your book. You will submit a total of 10 entries that span the entire book. This will be collected as a **test grade**. Make sure quotes are easily identified and cited.

**Double Entry Journal**

The double entry journal combines note taking with comment. It provides two columns in dialogue with one another. As you read the novel or play, observe what you believe is the significance or meaning of that passage, quote, device, idea, etc. Your focus may be on the development of meaning through character development, setting, symbolism, conflict (internal/external), contrast, or literary and rhetorical devices. As you read, you will keep a double entry journal in which you note passages that are especially revealing about your observations in the reading. These passages should reveal a pattern of development through the story and help to establish meaning for the entire work.

**Keep the double entry journal as follows:**

•Create a table in a word document (you may handwrite them first, but **they need to be typed for credit**)

• On the left side of the page cite (quote) passages that strike you as particularly revealing about the character (in this example). In parenthesis, write the chapter/act and page number.

• On the right side, explain the context (background information) of the quote (what is going on here) and then fully explain what is revealed about the character through these comments. Be sure to explain what this passage tells the reader about the character—not just what he is doing here or saying here.

**DO NOT SIMPLY SUMMARIZE THE PASSAGE! YOU WILL NOT RECEIVE CREDIT FOR SUMMARIES OF THE PASSAGE.**

**Example: This is just the model, our entries will be longer and more developed.**

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| **Quote from the novel** | **Comments** |
| “Now we come to the most important thing. I’ve been thinking…We want to have fun. And we want to be rescued” (Ch. 2, 37). | This quote captures how Ralph is stuck between two courses of action. He wants to be a kid, to be carefree; but he also wants to get rescued, to be responsible, and to lead the younger kids to safety. He is stuck between the adult world, represented by Piggy, and the world of childish wants, represented by Jack. I wonder which route he will eventually follow… |

**Assignment 3: *On Writing* by Stephen King**

Have you ever wondered: “Did the author mean to do that?” King’s book, which is subtitled, A Memoir of the Craft, provides an excellent response to that question. As King states in the introduction to this book, “What follows is an attempt to put down, briefly and simply, how I came to the craft, what I know about it now, and how it’s done” (King xv). In this book, you will learn that writers do indeed make deliberate choices about diction, syntax, details, and other elements as they compose their work. (This analysis is a major component of the work we will do in AP Language.) The book is divided into four sections: C.V., Toolbox, On Writing, and On Living: A Postscript. Your assignments will, likewise, be divided into four sections. For each task below, please include proper MLA documentation and citation for the passages discussed. These must be typed (Times New Roman 10-12 pt. font, single spaced).

**Task #1: C.V.**

This is a non-fiction text, but it often reads like a novel. To tell his story, King uses literary elements and techniques (i.e. imagery, dialogue, figurative language) which we often associate with fictional pieces. **Identify three passages** in which King uses such elements/techniques effectively. **Explain the elements/techniques** he uses and why they are effective.

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**Task #2: Toolbox**

Create a writer’s toolbox for yourself. Identify **7 rules of writing** that King discusses (include the page number), which you think are important or interesting. As you select them, think about your own strengths and weaknesses as a write. Please number your selections 1-7.Then add an **additional 7 rules of writing** which you have either practiced or been taught throughout your school career. Example: Don’t begin a sentence with “and.” In class, we will discuss the merit of these various “rules.”

**Task #3: On Writing**

How does King feel about writing? How do you know? Choose **three key passages from this section in which King defines writing,** either directly or figuratively. In your own words, restate King’s point about writing in the passage and why you think this point is interesting or important.

**Task #4: On Living: A Postscript**

This task does not pertain to just this section of the book. Rather, **explain your opinion of King as both a writer and a person.** Would you consider reading one of his books now, for example? (If you have read his books prior to this assignment, has your opinion of the author changed? If so, how?) **What do you think King’s purpose was in writing this book?** Support your answers to both prompts with evidence from the text.

**Failure to turn in these assignments will put you in a very deep hole before the year even begins. There will be no excuses for non-completion. Remember that AP Language and Composition is a college-level course and there are certain behaviors expected from all students in this class; responsibility and maturity rank highly among them.**

**Salado High School English Department**