Dear Students:

Welcome to AP Language & Composition! We’re excited that you’ve accepted the challenge of taking the AP English Language and Composition course in the fall. We are looking forward to working with you and helping you work toward achieving your potential as readers, writers and thinkers between now and the AP Exam next spring.

According to the College Board course description, the AP English Language and Composition course “engages students in becoming skilled readers of prose written in a variety of contexts, and in becoming skilled writers who compose for a variety of purposes.” This sounds a great deal like what you have been doing in English class for the past several years, right? It’s true that since this course revolves around nonfiction that we will be exploring different areas than you might have previously; however, the bottom line is that everything we do in AP Lang is designed to support your growth as critical readers and effective writers.

To help prepare for next year, you will be reading two books of your choice (one from each list), taking some notes, and writing one rhetorical analysis essay for one of the books you’ve chosen to read.

The READING and NOTETAKING you do this summer will help you get a jumpstart on a couple of assignments: your first rhetorical analysis essay (part of this assignment, and our work during Week 1) and your future research project. In early September, you’ll be choosing a research topic for your year-long research paper. We highly recommend that you choose a nonfiction book tied to a topic you’re interested in potentially researching for this project. However, this is not required. You might write your research paper on another topic than the nonfiction book you choose for this summer.

We do check our emails on a periodic basis over the summer, but may not be able to get back to you right away. It is our hope that you thoroughly enjoy your well-deserved vacation. Pursue your interests and passions, relax, reflect, spend time with friends and family, maybe even “veg” out on Netflix a bit!

Take Care,

Ms. Hickey (katie.hickey@scienceandtech.org)
Mr. Bienkowski (michael.bienkowski@scienceandtech.org)

Please read the following assignment sheets carefully to ensure accurate completion of each task.

Note: Any assignments that do not follow directions exactly will not be accepted. This assignment is due Friday, 16 August 2019 to your AP Language teacher. This will count as a formative grade.
AP Language Summer Assignment Overview and Instructions

Reading and Notetaking

You will **READ TWO BOOKS**: one full-length nonfiction book and one full-length fiction book. For each book, create a double-sided journal, or dialogue journal (handwritten on loose leaf paper or typed). **WRITE** 10 double journal entries FOR EACH BOOK adding up to a **TOTAL of 20 entries.** See "Dialogue/Double Entry Journal Instructions" for more directions.

BOOK 1: **ONE book of your choice should be from the Nonfiction Book List.**

Please note: You will be reading at least one other text later in the year on the same topic, so if you have time to read a second book on the same topic, you may! You can get a head start. If you choose something outside of this list, I want you to read a book written recently (within the past 0-15 years) that has earned some critical acclaim (bestseller, book list etc.). Email Ms. Hickey or Mr. Bienkowski to clear any choice outside this list.

BOOK 2: **ONE book by an author from the Recommended Fiction Book List.** PLEASE DO NOT READ A BOOK YOU HAVE ALREADY READ!

<table>
<thead>
<tr>
<th>Non-Fiction Choices</th>
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<tbody>
<tr>
<td><strong>Current Events</strong></td>
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<tr>
<td>Boo, Katherine. <em>Behind the Beautiful Forever</em></td>
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<tr>
<td>Fink, Sheri. <em>Five Days at Memorial</em></td>
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<tr>
<td>Finkel, David. <em>Thank You for Your Service</em></td>
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<td>Hauser, Brooke. <em>The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens</em></td>
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<td>Laskas, Jeanne Marie. <em>Hidden America: From Coal Miners to Cowboys, an Extraordinary Exploration of the People Who Make this Country Work</em></td>
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<td>Oboler, Suzanne. <em>Ethnic Labels, Latino Lives</em></td>
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<td>Stevenson, Bryan. <em>Just Mercy</em></td>
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<td>Tatum, Beverly PhD. <em>Why Are All the Black Kids Sitting Together in the Cafeteria?</em></td>
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<tr>
<th><strong>Reading/Writing/Language</strong></th>
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<tr>
<td>King, Stephen. <em>On Writing</em></td>
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<th><strong>Digital</strong></th>
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<tr>
<td>Carr, Nicholas. <em>The Shallows. What the Internet is doing to our Brains.</em></td>
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<tr>
<td>Lapsley, Phil. <em>Exploding the Phone: The Untold Story of Teenagers and Outlaws who Hacked Ma Bell</em></td>
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<tr>
<td>McGonigal, Jane. <em>Reality is Broken: Why Games Make Us Better and How They Can Change the World</em></td>
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<td>Turkle, Sherry. * Alone Together: Why We Expect More from Technology and Less from Each Other*</td>
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<th><strong>Memoir/Biography/Autobiography</strong></th>
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<tr>
<td>Blow, Charles. <em>Fire Shut Up in My Bones</em></td>
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Coates, Ta-Nehisi. *The Beautiful Struggle: A Memoir*
Didion, Joan. *Blue Nights*
Hobbs, Jeff. *The Short and Tragic Life of Robert Peace*
Rodriguez, Richard. *Hunger of Memory*
Vance, J.D. *Hilbilly Elegy: A Memoir of a Family and Culture in Crisis*

**Sports**
Dawidoff, Nicholas. *Collision Low Crossers: A Year Inside the Turbulent World of NFL Football*
Marx, Jeffery. *Season of Life: A Football Star, A Boy, a Journey to Manhood*
McDouggall, Christopher. *Born to Run: A Hidden Tribe, Superathletes and the Greatest Race the World Has Never Seen*

**Popular Culture**
Cain, Susan. *Quiet: The Power of Introverts in a World that Can’t Stop Talking*
Ganda, Martin and Caitlin Alifirenka. *I Will Always Write Back: How One Letter Changed Two Lives*
Grant, Adam. *Originals: How Nonconformists Move the World*
Jacobs, A.J. *The Know it All*

**History**
Boyle, Kevin. *Arc of Justice*
Egan, Timothy. *The Worst Hard Time: The Untold Story of those Who Survived the American Dustbowl*
Friedman, Thomas L. *The World Is Flat: A Brief History of the Twenty-first Century*

**Science**
Foer, Joshua. *Moonwalking with Einstein: The Art and Science of Remembering Everything*
Haskell, David George. *The Forest Unseen: A Year’s Watch in Nature*
Preston, Richard. *The Hot Zone: A Terrifying True Story*
Roach, Mary. *Stiff: The Curious Life of Human Cadavers*
Sacks, Oliver. *Musophilia: Tales of Music and the Brain*
Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*
Sobel, Dava. *The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars*

**Food**
Moss, Michael. *Salt, Sugar, Fat: How the Food Giants Hooked Us*
Pollan, Michael. *The Omnivore’s Dilemma: A Natural History of Four Meals*
Safran Foer, Jonathan. *Eating Animals*

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**Fiction Choices**

**Note: you can also choose another novel by any author on this list**

Allison, Dorothy. *Bastard out of Carolina*
Alvarez, Julia. *How the Garcia Girls Lost Their Accents*
Atwood, Margaret. *Cat’s Eye*
Austen, Jane. *Pride and Prejudice*
Bradbury, Ray. *Fahrenheit 451*
Buck, Pearl S. *The Good Earth*
Chopin, Kate. *The Awakening*
Dickens, Charles. *Great Expectations*
Eugenides, Jeffrey. *Middlesex*
Haley, Alex. *Roots*
Hurston, Zora Neale. *Their Eyes Were Watching God*
Joyce, James. *Portrait of an Artist as a Young Man*
Joyce, James. *Dubliners*
Kafka, Franz. *The Trial*
Luhiri, Jhumpa. *Interpreter of Maladies*
Marquez, Gabriel Garcia. *One Hundred Years of Solitude*
Morrison, Toni. *Sula*
Murakami, Haruki. *The Wind Up Bird Chronicle*
O’Brien, Tim. *The Things They Carried*
Patton, Alan. *Cry, The Beloved Country*
Roy, Arundhati. *God of Small Things*
Tartt, Donna. *The Goldfinch*
Vonnegut, Kurt. *Slaughterhouse Five*
Wharton, Edith. *The Age of Innocence*
Wharton, Edith. *Ethan Frome*
Whitehead, Colson. *The Underground Railroad*
Woolf, Virginia. *To the Lighthouse*
Woolf, Virginia. *Mrs. Dalloway*

**Dialogue/Double Entry Journal Instructions**

This assignment can be on loose leaf paper or typed

**What is a double-entry journal?**

In double-entry journals, facts are written in the left-hand column and interpretation or reactions on the right (see section on format below).

**The Role of the Journal for the Summer Assignment and in Class**

Your double-entry journal will include responses to your summer reading books. During the school year, you will also take notes during lectures or class discussions and in response to readings. Ideas in your notes will help to prompt class discussions, as well as help you further process these discussions, serving as resources for essays.

**Why use a double-entry journal?**

- Helps you to prepare for essays and to contribute thoughtfully to class discussions (both small-group and whole-class)
- Helps develop your critical thinking skills
- Enhances your close reading skills
- Helps you distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses
- Shows how making meaning is a process. Ideas can evolve and change as you interact with information and reflect upon it.
- Helps you become active/reflective learners who construct knowledge (rather than passively absorb it), making this knowledge your own, and creates a foundation for student-centered learning. The journal is a way for you to engage with texts and begin class discussion with what you feel is relevant.

**Double-Entry Journal Format**

- Facts are written on the left and interpretations on the right
- In the left-hand (fact) column, you may include quotations, summaries, or paraphrases
- In the right-hand (interpretation and reaction) column, you may analyze or personally respond. Questions you can consider/answer for the right side interpretations:
  - (Fiction): What do I predict will happen? Give support from the text.
  - How does this tie in with my experience, previous readings, class discussions, expectations?
  - What do I not understand? What questions do I have?
  - What impressed me/annoyed me about the reading?
  - What do I notice about the author's techniques - how does he or she emphasize a point or evoke a reaction? (Consider mood, tone, foreshadowing, irony, figurative language devices, sound devices, and other literary devices. Figurative language devices include simile, metaphor, personification, hyperbole, synecdoche, metonymy. Sound devices include rhyme, alliteration, assonance, consonance, euphony, cacophony)
  - How does this new information fit with my beliefs, my philosophy, prior knowledge?
  - Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just “I like this idea,” or “I've never met a person who could live up to this.” Comments should reflect thoughtful views on the implications of what the author is saying. The WHY and HOW should be explored rather than the WHAT. **Be sure to title and date each entry.**

**Sample Double Entry Journal Responses and Rubric Rating**

Maya Angelou and Frederick Douglass Passage  
July 22, 2019

<table>
<thead>
<tr>
<th><strong>Left-hand Column:</strong> Facts, quotes, summaries, paraphrases, concrete details</th>
<th><strong>Right-hand Column:</strong> Responses and Interpretation (Commentary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on a tree” (Angelou 135).</td>
<td><em>The people in the store think Joe Louis is losing the fight.</em> <em>(Weak - developing proficiency, Does not meet expectations. C-, 70%)</em></td>
</tr>
<tr>
<td>Frederick Douglass describes his experience of learning to read and write as one that causes him great “anguish.” He describes this suffering as causing him to “writhe” under a “curse” (Douglass 132).</td>
<td><em>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite of how we expect Douglass to see his education.</em> <em>(Strong - High proficiency - exceeds standard - A, 95%)</em></td>
</tr>
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Medium - meets proficiency - B, 85%

Weak - developing proficiency, Does not meet expectations. C-, 70%
Rhetorical Analysis Essay

Authors hope to get a message across in their writings. Using ONE of the books you read, think about a significant message the author hopes to convey to his/her readers, then write an essay analyzing how the author conveys that message. Do not just tell what the message is, but analyze how the author gets that message across in his novel. You may consider such devices as character actions, character relationships, tone, setting, language choices, figures of speech, symbols, and descriptions. These are not the only devices that you may choose to discuss in your essay. These are only suggestions. Keep this essay in 3rd person.

Essays must include:

- MLA heading
- Double-spaced
- Title, centered (before the start of the essay)
- Introduction (with opener, author and title of book included, thesis statement → the message the author hopes to convey, and the ways/devices the author gets that message across)
- Body paragraphs with transitions, topic sentences, specific details from the novel, excellent support with your voice and insight (no 1st person)
- Cited textual evidence with parenthetical citations (example: “this is a wonderful sentence from the book” (21).)
- Conclusion

The essay must be completely yours and yours alone; do not use any resources, other than the texts themselves, to help you (as in no internet resources or Cliffs Notes to give you ideas). The reader wants to know what YOU observed while reading the books, not what someone else noted. All work should be done independently. Do not do your journals or paper with a classmate! Any of these infractions could result in zeros on the assignments.

Overview

1. Bring completed assignment with you on Friday, 16 August 2019. This includes:
   a. Double-Entry Journal entries for nonfiction book choice
   b. Double-Entry Journal entries for fiction book choice
   c. Rhetorical analysis essay
2. Work may be typed or handwritten.
3. Any assignments not turned in on Friday August 16th will be marked late and receive a 20% deduction in credit. Any student who does not complete a summer assignment will be issued a zero until he/she makes up the assignment for a reduced grade.

Please reach out to Ms. Hickey or Mr. Bienkowski if you have any questions or want to suggest a book to read. Expect a reply in 3-5 business days. We look forward to seeing you in the fall!