

AP Language and Composition: Summer Reading Assignment Central Bucks High School West- Summer 2024

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. We have designed this summer reading assignment to give you an introduction to the type of reading you will experience and the degree of close reading you will do in the course. Our goal is always to evaluate and analyze how authors create meaning and then to establish your own reactions and beliefs in response to their opinion. It is important to read with an open, but critical mind and to never take a writer's word without thinking and investigating.

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, **CHOOSE ONE** of the following books to read this summer.

- *The Immortal Life of Henrietta Lacks*- Rebecca Skloot
- *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson
- *Educated*-Tara Westover
- *Where You Go is Not Who You'll Be*-Frank Bruni
- *Why We Sleep*-Matthew Walker
- *Quiet: The Power of Introverts in a World That Can't Stop Talking*-Susan Cain

Do not wait until the last minute to read your book. You will not be able to read on the intense level the assignment requires if you wait until the last week of August to read it. **Read the ENTIRE book, including the preface and afterword.**

Please make a careful selection and get your parents' approval. We selected books based on their artistic merit, the variety of topics and styles and the author's experience and research. Keep in mind that these authors **write about a wide variety of topics that are often controversial. They write passionately about topics of their personal interest and convictions.** These books represent only their authors' opinions and are not necessarily those of your teachers or the Central Bucks School District. Be sure that you take time exploring these books before making your final choice. Remember that you do not need to agree with an author's opinion to appreciate their craft of writing.

Assignment: It is expected that you will have read your book by the first day of class and have taken some form of notes based on the suggestions at the bottom of this page.

Enjoy this summer and your preparations for AP Language and Composition!
Mrs. McPhillips, Mrs. Rosselli, and Mrs. Waldron

Suggestions for Notetaking:

Use the following list to help direct your notations as you read. Under each category you will find possible focus areas for your notes/annotations.

1. **Reader Response:** Be able to trace your reactions and to remind yourself when you find answers to earlier questions. This should help you to note the writer's effectiveness.

MAKE NOTE OF:

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion).
- Your questions or lack of understanding or doubts (ask "Why?")
- 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 who the writer is and what he/she knows is communicated. This should help you decide the author's credibility.

MAKE NOTE OF:

- Introductory facts: author backgrounds and relationship to the topic, bias, etc.
- Ethos- how the author establishes credibility and character on the given topic.

- Note words and language that indicate the author's attitude or tone and where it shifts or changes and why.
- When the author directly or indirectly states how he/she feels.
- Note key lines that stand out as crucial to the author's argument.

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

MAKE NOTE OF:

- The author's reasons for writing- what is the motivation?
- Historical, political, social issues surrounding the topic.
- The author's personal reasons as well as the greater world/national reasons for the piece
- Evidence of views characteristic of the time period and culture surrounding the work.
- Descriptions 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 the author is able to connect with that audience effectively.

MAKE NOTE OF:

- Evidence of whom (and it can be more than one) the author is trying to reach.
- Where the author directly or indirectly addresses a specific audience.
- Any "Call to Action" that the author is issuing to the reader.
- Pathos- where the author appeals to your sense of emotion through anecdotes and figurative language.

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

MAKE NOTE OF:

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying- but make sure you note specifics.
- Logos: the author's appeal to reason. Examine how he/she makes the reader believe in that purpose.

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

MAKE NOTE OF:

- Elements related to the problem and issue.
- How the author develops or deepens the aspects of the problem/issue.
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

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 subtleties, patterns, style, structure, etc.

MAKE NOTE OF:

- Changes in point of view/emphasis
- Crucial language/vocabulary- not just a word that you don't understand, but one that seems crucial to understanding the argument- look these up.
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors, and other notable literary and rhetorical devices.
- How the author's structure of the argument/book influence the reader and relate to the subject, audience, and purpose.