

# 2024-25 Summer Reading Assignment

## AP Language and Composition

AP Language and Composition is a rigorous, college-level course. We cover a lot of material throughout the year and feel that the more background knowledge you bring to the class, the greater your chances of success. With that in mind, we ask that you do some summer reading. The books listed below have been selected based on their relevance to course content, the likelihood of their (or a similar work's) inclusion on the AP Language and Composition Test, and their intellectual merit. **It is required that you read and annotate at least one of the books on the list below and complete the reading response page assignment** over the summer. Summer reading annotations and the response page are both **due on the first day of class**. Please come prepared with your annotations (written on paper or in your book) and your response page (digital copy in your Google Drive).

While only one book is required, we hope that you will read as many of the books on this list as possible. Each one of them contains background and information that will help you succeed in AP Lang and score well on the test next May. If you choose to read additional texts, you are not required to complete annotations or a response page.

Please choose one book to focus on from the list below. Keep in mind that many of the options include mature content, so please be sure to research the book ahead of time to make sure you will be comfortable reading it.

### **Book List:**

*Into the Wild* by Jon Krakauer

*Demon Copperhead* by Barbara Kingsolver

*Educated: A Memoir* by Tara Westover

*Girl, Interrupted* by Susanna Kaysen

*How the Word Is Passed* by Clint Smith

*Freakonomics* by Levitt & Dubner

*Outliers* by Malcolm Gladwell

*Slaughterhouse Five* by Kurt Vonnegut

See the next page for more information about both parts of the assignment.

**Annotations:** Actively read one or more of the books on the list. Consider highlighting or underlining important or interesting sections as you read (optional). Take notes on a separate sheet of paper, sticky notes, or directly on the pages of your book about key elements and ideas in the book as you go along. Be sure to indicate the page number to which you are referring and then write your note or comment (1 or 2 sentences is sufficient). The number of annotations you make per section may vary, but a good guideline to follow is that you should, on average, annotate at least one interesting or thought-provoking passage every 5-10 pages or so.

**Response Page:** Write your responses to each of these questions in at least one thoughtful paragraph (three paragraphs total). Be as specific as possible and support your answers with direct textual evidence. Your responses should be typed on a Google document that you will be able to submit to Google Classroom on the first day of class.

- 1. Identify one or two major themes from the book. What do you think the author's purpose was in writing this book? What essential ideas or concepts is he or she trying to convey?*
- 2. What did you notice about the author's style or writing techniques? Consider elements such as tone, diction (word choice), figurative language, evidence, statistics, anecdote, imagery and narrative perspective. Describe several techniques that you identified and what the effect of those techniques is in terms of the way they cultivate the author's ethos (credibility), logos (logical reasoning), or generate pathos (emotion) in the audience.*
- 3. How did reading the text impact you personally? What was your opinion of the quality of the text in terms of the importance of its theme(s), the quality of its prose, and the effectiveness of its rhetorical appeals? What did you learn from reading the text?*

**As you are annotating your book, be sure to vary the types of annotations you make. See the list below for ideas about how to annotate.**

**Close Reading:** What should you annotate? What notes should you take? The possibilities are limitless. Keep in mind the reasons we annotate—to help you with deeper engagement of the text, to encourage better understanding of a text, and to help you remember the information you read.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Note key words, allusions, or references that you looked up and what they signify.

- Comment on the actions or development of a character. Does the character change? Why? How? What is the result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines/quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events.
- Make predictions.
- Connect ideas to other parts of the book or to other texts you have read/watched.
- Connect ideas to experiences you have had in your own life.
- Note how the author uses language.

**Note the significance** of any of these:

- Effects of word choice (diction)
- Sentence structure or type (syntax)
- Point of view and reliability of narrator
- Repetition of words, phrases, actions, events
- Patterns and motifs or clusters of ideas
- Narrative pace/time/sequence of events
- Tone/mood
- Irony (Which of the types? Dramatic? Situational? Verbal?)
- Use of Vivid Imagery
- Contrasts/contradictions/juxtapositions
- Allusions/setting/historical period
- Figures of speech or literary devices

**Due Dates:** Thursday, August 15th, 2024 (Fall Semester) or Tuesday, January 7th, 2025 (Spring Semester)

**Grading:** 50 points

If you have any questions about this assignment, please reach out to Ms. Smith ([melindas@psdschools.org](mailto:melindas@psdschools.org)).