

AP Language and Composition

Summer Reading & Writing Assignment 2022

Dear future AP Language & Composition Student:

Welcome to Summer Reading 2022!

This course places an emphasis on reading and writing that explores a variety of periods, disciplines, and rhetorical contexts, and on becoming skilled writers who compose for a variety of purposes. This class will DEFINITELY prepare you for college and we'll have some fun along the way!

Your Summer Assignment includes the following:

1. **Purchase a journal with at least 200 pages** (it can be a composition notebook or any journal you choose) for your notetaking throughout the year. We call these "fodder" journals - fodder means "a thing regarded only as material for a specific use" according to Webster. We collect information throughout the year and place it in this journal.
2. **Choose ONE NONFICTION book** from the list at the end of the packet
 - a. Read the article on annotation attached to this packet.
 - b. Read and annotate, taking notes in your journal (see #2 below).
 - c. Complete the Choice Nonfiction Analysis Chart in this packet. **You must bring your completed chart to class on the **first day of school**.**
 - d. Take notes on big ideas and key concepts from your choice nonfiction book.
 - e. Make real life connections between concepts from your book and your daily interactions, work, news, movies, books --- anywhere! Be prepared to write about and discuss how they are connected.
3. **Write a college essay** you might use for a college entrance or scholarship application. Choose one of the Common Application prompts listed below or a prompt from the college or university you plan to attend. Make sure you Google the New York Times "Standout College Application Essays" for examples to get you started. There are essays from the past few years available to read online. **You must bring your completed draft to class on the **first day of school**.**

Common Application Prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma--anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

How and Why to Annotate a Book

Note-Taking vs. Annotation

Most serious readers take notes of some kind when they are carefully considering a text, but many readers are too casual about their note taking. Later they realize they have taken notes that are incomplete or too random, and then they laboriously start over, re-notating an earlier reading. Others take notes only when cramming for a test, which is often merely “better than nothing.” Students can easily improve the depth of their reading and extend their understanding over long periods of time by developing a systematic form of annotating. Such a system is not necessarily difficult and can be completely personal and exceptionally useful.

First, what is the difference between annotating and “taking notes”? For some people, the difference is nonexistent or negligible, but in this instance I am referring to a way of making notes directly onto a text such as a book, a handout, or another type of publication. The advantage of having one annotated text instead of a set of note papers plus a text should be clear enough: all the information is together and inseparable, with notes very close to the text for easier understanding, and with fewer pieces to keep organized.

What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

Criteria for Successful Annotation

Using your annotated copy of the book six weeks after your first reading, you can recall the key information in the book with reasonable thoroughness in a 15- to 30-minute review of your notes and the text.

Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them “not-abnormal”—actually annotate for pleasure.

Your Text

Inside the front cover of your book, keep an orderly, legible list of “key information” with page references. Key information might include themes; passages that relate to the book's title; people's names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section-by-section, chapter-by-chapter, consider doing the following, if useful or necessary:

1. At the end of each chapter or section, briefly summarize the material.
2. Title each chapter or section as you finish it, especially if the text does not provide headings for chapters or sections.
3. Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

AP Language - Choice Nonfiction Analysis Chart

Title	
Speaker (provide detailed information about the author)	
Context (setting - place, time, culture, and how this might affect the big ideas of the book)	
Exigence (What is the author's reason for writing?)	

	Quotes	Commentary
10 Key Quotes (from throughout your text - beginning, middle, end)		
Commentary (explain how the quotes illustrate or connect to the author's overall purpose)		

	Quotes	Commentary

Vocabulary (list 10 new vocabulary words and define them. Explain how these words impact the author's style)	

Vocabulary

(list 10 new vocabulary words and define them. Explain how these words impact the author's style)

AP English Language & Composition Choice Nonfiction List

The expectation of AP teachers and the College Board is that AP English Language & Composition students will have exposure to a variety of topics, writing styles, and text difficulty before entering the AP classroom in the fall. Memorization of the content is far less important to success in the AP Classroom than the exploration of new ideas, concepts, and styles.

Select ONE of the following books that you have **not previously read**:

Author	Title	Topic
Abagnale, Frank W. and Stan Redding	<i>Catch Me if You Can: The True Story of a Real Fake</i>	Economics/ True Crime
Abbey, Edward	<i>Desert Solitaire</i>	Nature
Alexander, Michelle	<i>The New Jim Crow</i>	Society/Politics
Alter, Adam	<i>Irresistible</i>	Society/Science
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>	Memoir
Arendt, Hannah	<i>Eichmann in Jerusalem</i>	History
Barry, John	<i>The Great Influenza</i>	History/Science
Bourke, Joanna	<i>An Intimate History of Killing</i>	History/Military
Bryson, Bill	<i>A Short History of Nearly Everything</i>	Science
Capote, Truman	<i>In Cold Blood</i>	True Crime
Carr, Nicholas	<i>The Shallows</i>	Society/Education
Coates, Te-Nehisi	<i>Between the World and Me</i>	Memoir/History
Collins, Gail	<i>When Everything Changed</i>	Society/Politics
Crawford, Matthew	<i>Shop Class as Soulcraft</i>	Philosophy/Education
Cullen, Dave	<i>Columbine</i>	Society
Cullen, Dave	<i>Parkland</i>	Society
deTocqueville, Alexis	<i>Democracy in America</i>	History/Politics
Diamond, Jared	<i>Collapse</i>	Science/Environment
Diamond, Jared	<i>The Third Chimpanzee</i>	Science
Diamond, Jared	<i>Guns, Germs, and Steel</i>	History/Science
Didion, Joan	<i>The Year of Magical Thinking</i>	Memoir

Dillard, Annie	<i>Pilgrim at Tinker Creek</i>	Nature
Dunbar-Ortiz, Roxanne	<i>An Indigenous Peoples' History of the United States</i>	History
Egan, Timothy	<i>Immortal Irishman</i>	History
Egan, Timothy	<i>The Worst Hard Time</i>	History
Eggers, Dave	<i>Zeitoun</i>	Society/History
Ehrenreich, Barbara	<i>Nickel and Dimed</i>	Society
Ellison, Ralph	<i>Shadow and Act</i>	Memoir/Arts
Frankl, Viktor	<i>Man's Search for Meaning</i>	History/Psychology
Gilbert, Daniel	<i>Stumbling on Happiness</i>	Science/Psychology
Gladwell, Malcolm	<i>Outliers</i>	Society
Grant, Adam	<i>Originals</i>	Psychology
Grant, Adam	<i>Think Again</i>	Society/Psychology
Hayek, Frederick	<i>The Road to Serfdom</i>	Economics/Society
Hillenbrand, Laura	<i>Seabiscuit</i>	History
Hillman, James	<i>A Terrible Love of War</i>	History/Psychology
Jacobs, Alan	<i>How to Think</i>	Philosophy/Education
Johnson, Steven	<i>The Ghost Map</i>	History/Science
Junger, Sebastian	<i>Tribe: On Homecoming and Belonging</i>	Society/Politics
Kahneman, Daniel	<i>Thinking, Fast and Slow</i>	Economics/Psychology
Kercheval, Jesse Lee	<i>Space</i>	Memoir
Kingsolver, Barbara	<i>Animal, Vegetable, Miracle</i>	Memoir/Environment
Kolata, Gina	<i>Flu</i>	History/Science
Krakauer, Jon	<i>Into Thin Air</i>	History/Sports
Kristof, Nicholas and Sheryl WuDunn	<i>Half the Sky</i>	Society/Economics
Kurson, Robert	<i>Shadow Divers</i>	History
Larson, Erik	<i>The Devil in White City</i>	History
Lewis, Michael	<i>The Big Short</i>	Society/Economics
Lynch, Michael	<i>The Internet of Us</i>	Society

Patrick		
Machiavelli, Niccolò	<i>The Prince</i>	Politics
Muir, John	<i>My First Summer in the Sierras</i>	Nature/Environment
Nash, Roderick	<i>Wilderness and the American Mind</i>	History/Environment
Nimura, Janice P.	<i>The Doctors Blackwell</i>	History/Science
Noah, Trevor	<i>Born a Crime</i>	Memoir
Orlean, Susan	<i>The Orchid Thief</i>	Nature/Environment
Orwell, George	<i>Homage to Catalonia</i>	History
Pink, Daniel	<i>When</i>	Society/Psychology
Pollan, Michael	<i>The Omnivore's Dilemma</i>	Science/Environment
Postman, Neil	<i>Amusing Ourselves to Death</i>	Society
Ravitch, Diane	<i>The Death and Life of the Great American School System</i>	Society/Education
Reynolds, Jason and Ibram X. Kendi	<i>Stamped</i>	History/Society
Ripley, Amanda	<i>The Smartest Kids in the World</i>	Education
Roach, Mary	<i>Stiff: The Curious Life of Human Cadavers</i>	Science
Rodriguez, Richard	<i>A Hunger for Memory</i>	Memoir
Sacks, Oliver	<i>The Man Who Mistook His Wife for a Hat</i>	Psychology
Safran Foer, Jonathan	<i>Eating Animals</i>	Environment
Schlosser, Eric	<i>Fast Food Nation</i>	Society
Shah, Sonia	<i>The Fever</i>	Science
Skloot, Rebecca	<i>The Immortal Life of Henrietta Lacks</i>	History/Science
Solnit, Rebecca	<i>Men Explain Things to Me</i>	Society
St. Clair, Kassia	<i>The Secret Lives of Color</i>	History/Art
Stevenson, Bryan	<i>Just Mercy: A Story of Justice and Redemption</i>	Society
Sullivan, Andrew	<i>The Conservative Soul</i>	History/Politics
Thoreau, Henry David	<i>Walden</i>	Nature

Ulin, David	<i>The Lost Art of Reading: Why Books Matter in a Distracted Time</i>	Society/Education
Wheelan, Charles	<i>We Came We Saw We Left</i>	Memoir/Travel
Will, George	<i>Men at Work: The Craft of Baseball</i>	History/Sports
Woolf, Virginia	<i>A Room of One's Own</i>	Society
Wright, Richard	<i>Black Boy</i>	Memoir
X, Malcolm and Alex Haley	<i>The Autobiography of Malcolm X</i>	Memoir/History

