

**AP ENGLISH 2018
SUMMER READING ASSIGNMENTS**

10 AP Seminar High School East and High School West

Welcome to the inaugural class of AP Seminar — and thank you for joining us! The purpose of this summer assignment¹ is to prepare you for the demanding nature of the class, while exposing you to a variety of texts, writing styles, modes, and purposes. The ultimate goal of the AP Seminar class is to teach you the art of reading, writing, and critical thinking through research and perspective.

To get a sense of the spirit of our course, we ask that each student evaluate the following four texts²:

1. "[Harper's Index](#)"
2. "[The Really Big One](#)" by Kathryn Schultz (article from *The New Yorker*)
3. "[Doppelgangers](#)" This American Life (podcast & transcript)
4. "[The Surprising Habits of Original Thinkers](#)" by Adam Grant (TED talk & transcript)

First, think of these four texts as a collection. That said, (1) what *makes* them a collection? (2) What *binds* them together? Go beyond the obvious. Try to see the texts — and their possible meanings — from multiple viewpoints. (3) What central idea, issue, tension, or conflict do these four texts have in common? Note that there is no single correct answer; the possibilities are, perhaps, limitless. Use whatever note taking strategy works for you to document your thinking. Please be ready to share your thoughts with your fellow students. Your response to the above questions should be 250 - 500 words. Be sure to answer all three questions. **Your response should be created in a Google Doc to be shared with your teachers.**

Second, once you have identified what unites these texts as a collection, propose one additional text — written, audio, visual, or otherwise (film, documentary, etc.) — to add to this collection. You may select your text from any source you deem appropriate. Bring to class the observations and insights gleaned from the text you have selected, and be prepared to share your rationale for adding it — how does your choice extend or deepen the existing collection of texts? Your response to this should be 100 words and must answer the posed question.

You should come to class the first day of school with a copy of your written responses. Be prepared to share your work and discuss your claims. Questions that come up over the summer should be sent via email to lfoy@hhh.k12.ny.us or llupinskie@hhh.k12.ny.us.

We look forward to our conversations in September! Please note work from the AP Seminar Summer Assignment will go toward your first grade of the year. Until then, enjoy your summer.

¹ Assignment adapted from similar assignments used by the Wooster City School District, the Tredyffrin/Easttown School District & the Spring-Ford Area School District

² For the purposes of this course, the word “text” means written, audio, visual, and any other media form.

11 AP English Language and Composition High School East

Please read the following information **closely**:

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (collegeboard.com, 6).

“The AP English Language and Composition course follows this emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” (6)

“The intense concentration on language use in the course enhances students’ ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

- A wide-ranging vocabulary used appropriately and effectively;
- A variety of sentence structures, including appropriate use of subordination and coordination;
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- A balance of generalization and specific illustrative detail; and an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. (8)

“When students read, they should become aware of **how stylistic effects are achieved** by writers’ linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly can have a place in the AP English Language and Composition course. The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.” (8)

Please read the following text:

- *Slouching Towards Bethlehem* by Joan Didion

As you read, keep a reader's notebook/journal to help you pay attention to detailed content. Complete all notebooks/journals in your own print or script - no typing or computer-generated text will be accepted. Your notebook/journal can be used during the assessment given during the first week of school. There will be one content-specific reading test AND one literary-based multiple-choice test. The exam will count as a full test grade.

11 AP English Language and Composition High School West

Dear AP Composition student:

Welcome to AP Language and Composition! In an effort to keep your reading and writing skills sharp and to begin our course immediately when you return to school in September, I have created this assignment. As with all skills, the only way we develop and improve is through practice; in other words, read and write as often and as much as possible. To start you on your way to improving your writing skills, please complete this assignment before the start of the school year.

- **Read** *The Adventures of Huckleberry Finn* by Mark Twain.

“All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*. American writing comes from that. There was nothing before. There has been nothing as good since.” -Ernest Hemingway

I cannot say that I agree with all that Hemingway has to say, but I do believe you will enjoy this journey. I will warn you that the dialect is difficult to read in the beginning, but in the end you will have your own southern accent.

There is another old man with whom I happen to agree, my father-in-law, Pop; he is one of the most well-read people I have ever encountered in my life. I asked him to reread *Huck Finn* with me so we could discuss it before I had to teach it for the first time. I provided a copy for him that was full of annotations from a previous teacher. Within two days I received a phone message, “I finished *Huck Finn*, I forgot what a wonderful novel it is. Thank you for having me read it again. BUT, as for all that underlining and margin notes and other scribbles—what is that for? I found it so distracting I could barely keep reading. I hope you don’t make your students do that!”

So in respect to Pop, I will not require annotations. I personally find them extremely helpful when I need to engage with a text for academic purposes. If you feel this is not necessary for a deep understanding of the novel, then I will respect your opinion. Please keep in mind that we will be discussing the book in detail and each of you will be expected to discuss this book using textual evidence as support. I might suggest that, in the least, you note page numbers of scenes you feel are pivotal to both plot and character development.

At the conclusion of our *Huck Finn* unit, you will be assessed on your knowledge of the text with an in-class argumentative essay on various topics that are discussed. Any annotations you write will be assessable to you. These notes must be either in the novel itself, or pre-approved before exam day. I have extra used copies of *The Adventures of Huckleberry Finn* in Room 170.

Please remember to bring any notes you have to school on the first day of class. All responses should be highly introspective and detailed, reflecting work on an AP level.

Lastly, you **MUST** go to guidance to pick up your summer packet regarding grade abatement for AP Language and Composition. This packet details exactly what grade abatement is and how it will work in our classroom. Please pick up the packet before the last day of school or within the first week of July. I look forward to meeting you on the first day of classes in September.

12 AP English Literature and Composition High School East

Read the following **novel** for your summer reading requirement.

Jane Eyre, Charlotte Brontë

As you read, pay attention to major events, shifts in plot, and themes. You may annotate the novel as you read, but only do so in order to help you understand the text. Do not simply annotate for the sake of annotating!

There will be three assessments based on this novel during the first two weeks of school: an AP-style multiple-choice exam, a content specific reading exam, and an AP-style essay.

Each assessment is indicative of the level of rigor you will experience in this course; each will count as a full test grade.

12 AP English Literature and Composition High School West

Please read the following two works for your summer reading assignment:

How to Read Literature Like a Professor by Thomas C. Foster
(Read the above book first)

East of Eden by John Steinbeck

As you read each book, annotate, or make notes in the margins of the text. If the book is borrowed from the library, keep a reader's notebook. Complete all notes in your own print or script—no typing or computer generated text will be accepted. Your annotations and notes will not be graded in and of themselves; however, they can be used during the multiple choice and essay exams that will be given within the first week of school. Following the multiple choice exam, the class will thoroughly discuss the works, and take an essay assessment. *Each* will count as a full test grade.