

INTRODUCTION:

An enveloping goal of the AP English Language & Composition course is to teach the argument - what it is, how we analyze it, how it is disseminated, how we perceive it, how we craft it, but also how we talk about the differing opinions people have. AP English Language & Composition students should be comfortable reading others' opinions and putting aside bias to listen fully to another, so we can have productive and educational conversations about real issues within our societies.

As a student who has registered for the AP English Language & Composition course, you are required to complete the following assignments over the summer break. Because this course is writing intensive, you are required to write constructed responses regarding your summer reading texts. You must also be prepared to complete in-class assignments for these texts in the first marking period of the semester you will be taking this course. I expect you to be responsible about these assignments. You signed up for this course and should expect a more rigorous workload.

- **FALL 2017 STUDENTS:** Assignments are due the first day of class, August 28, 2017.
- **SPRING 2018 STUDENTS:** Assignments are due the first day of class, January 25, 2018.

DISCLOSURE: You are not going to know when you have this class until you receive your schedule in August, so it behooves you to complete it over the summer break when you have more time. Think about this way... On the chance that you get AP English Language in the spring semester, do you really want to work on summer reading in October or December when you have 4 other classes and all its work too?? I mean... Really?! It is imperative that you do NOT put off this reading assignment. It is too much to accomplish in the last few days of summer or while you are working on homework or while studying for fall semester exams or while enjoying your Christmas/Winter break..

Please direct any questions regarding this summer reading assignment via email to Mrs. Sutton at suttonc@pitt.k12.nc.us. Please allow 2-3 days for a response for any email sent after June 14, 2017.

PART I: NON-FICTION TEXT

REQUIRED TEXT: *A Deadly Wandering: A Tale of Tragedy and Redemption in the Age of Attention*, by Matt Richtel, (416 pages)

Directions:

- 1) Read and annotate the text. Need help annotating? [Click here for a guide](#).
 - a) You are encouraged to use post-its for annotations. It will make for locating information easier once class begins.
 - b) I will be checking your annotations once class begins.
- 2) Respond to the following questions thoroughly. You can handwrite your responses or type them.
 - a) Will you change how you used your device based on the information in *A Deadly Wandering*? Why or why not?

- b) How well do you modulate your device use during school or work? What about during times with friends? Explain.
- c) What other daily activities are affected by device distraction? Explain how.
- d) How do you feel when you see people fixed on their devices at school or work or other instances? Explain.

PART II: ESSAY READINGS

All six of the required essays are linked below. There is no textbook to purchase because the hyperlinks are here for each essay. If you know you will not have internet access or your access will be spotty at best over the summer break, I recommend printing the essays for use over the summer. Otherwise, you can just read them electronically.

You are to read and annotate the following six essays. You are also to complete each task and question denoted below. You can handwrite or type your responses to each question:

- 1) [Frederick Douglass, "Learning to Read"](#)
 - a) Write an objective summary for this text.
 - b) What obstacles did Douglass face? How did he overcome them?
 - c) Douglass's story might be called a "literacy narrative". Write your own literacy narrative - an account of how you learned to read and write. Consider interviewing your parents or other family members even former preschool or elementary school teachers who have helped you along the path. You just might be surprised in what you learn about yourself.

- 2) [Eudora Welty, "Clamorous to Learn"](#)
 - a) Write an objective summary for this text.
 - b) Like Frederick Douglass's narrative, Welty's essay might be called a literacy narrative. What are the key features of this narrative (figures, obstacles, successes, etc)?

- 3) [Benjamin Franklin, "Learning to Write"](#)
 - a) Write an objective summary for this text.
 - b) Franklin describes his youthful practice of imitating successful writers' sentences. Have you ever done this? What do you think of the practice? What are writers, whether Franklin or yourself or others, likely to learn from such a practice?

- 4) [Eudora Welty, "One Writer's Beginnings"](#)
 - a) Write an objective summary for this text.
 - b) In the opening paragraphs Welty speaks of what she calls her "sensory education". What does she mean? What examples does she give?
 - c) Welty grew up before the advent of television. How does television affect a child's "sensory education"? Compare Welty's sensory education to the modern child's (think about yours or younger siblings).

5) [Vladimir Nabokov, "Good Readers and Good Writers"](#)

- a) Write an objective summary for this text.
- b) Take Nabokov's quiz in paragraph 5. Explain your four "right" answers (as Nabokov sees "good readers") and defend your "wrong" ones. This will require thought and self-reflection.

6) [Aaron Copland, "How We Listen"](#)

- a) Write an objective summary for this text.
- b) Copland uses classical music as examples in his explanations of the way humans listen to music. How do you listen to music, whether it is folk, rap, jazz, hip-hop, country, pop, rock, reggae, etc. Explain using the three planes of listening to music that Copland discusses.

Again, If you have questions about these assignments, e-mail Mrs. Sutton at SuttonC@pitt.k12.nc.us. Please allow for 2-3 days to receive a response for any email sent after June 14, 2017.

Enjoy your summer and your reading. See you in August!