

Dear AP Language Student:

June 2016

Welcome to the challenge of AP Language and Composition! The course is meant to give you the opportunity to develop college level reading and writing abilities while attending high school. AP Language can replace your first year composition course, one that typically focuses on nonfiction and rhetorical strategies a writer employs to address a particular audience on a particular subject.

In order to prepare you for this class, each student is required to complete a summer reading assignment and the associated written assignments. You are expected to complete these assignments over the summer and turn them in on the first day of class. Each student should select his or her book from the options listed below. Each student is expected to purchase his or her own copy of that book. (If purchasing the book creates a hardship for you or your family, please see either Mrs. Atterberry or Mrs. McGuinness for assistance.) It is important for each student to complete a careful reading of the book while annotating the text and taking notes during the process.

### Reading Options:

We have chosen a selection of books since The College Board, who oversees the AP program, is emphasizing argumentation and rhetorical strategies for this course. All the books are argumentative in nature, but each focuses on a different topic. We recommend that students look over the options and make their selections early so as to provide ample time to purchase the book and complete the reading and writing assignments. Students may want to look at the synopses and reviews of the books on Amazon or Barnes and Noble in order to help them select the most appropriate book.

Fast Food Nation by Eric Schlosser

The Immortal Life of Henrietta Lacks by Rebecca Skloot

Outliers by Malcolm Gladwell

Stiff by Mary Roach

The Girls of Atomic City by Denise Kiernan

Isaac's Storm by Eric Larson

### Required Written Assignments: Please read instructions carefully.

1. **Dialectical Journal:** Students are required to complete a journal with a minimum of 40 typed entries. A dialectical journal is a double entry (see below) journal in which you will write out responses to the book AS YOU READ. You may want to write out the journal entries in a bound notebook before typing them up. Begin by creating a cover page that includes the book's title, author and your name. Divide each page into two columns. On the **left side**, write out a short quotation/passage from the book. **Be sure to include the page number.** Choose passages that you find interesting or thought-provoking. On the **right hand side**, write personal responses to the text. Here is where you recount interesting tidbits or epiphanies. These may be sections that surprised, amused, infuriated or saddened you. You may want to focus on aspects of the author's argument: what is he or she trying to get you to understand, think or feel? How does this relate to society? To what we think or believe? To yourself? Or you may want to address some particularly well-written passages addressing word choice, sentence structure or rhetorical strategies. You may also include questions inspired by the book that would be interesting to research further. For each entry, briefly explain (2-3 sentences why you chose it. Your grade on this journal is based on detail and depth of your

response. To receive full credit, entries must be included from all parts of the novel. A sample is provided below from Fast Food Nation.

Quote/Summary AND Page Number	Comment/Quote/Insight
<p>“The pay for a job is often less important than its social status. Working as a hostess at an upscale chain restaurant like Carriba’s, TGIFriday’s or the Outback Steakhouse is considered a desirable job, even if it pays minimum wage. Working at a fast food restaurant is considered the bottom of the heap.” 78-79</p>	<p>This is very true with today’s teenagers – image is so important to them that it trickles down to even the jobs that are considered acceptable. This is unfortunate as it doesn’t matter where the job skills are learned, just that teenagers have some before they are forced into the big, bad world.</p>

2. **Vocabulary Study:** Students are asked to identify 20 words from a variety of chapters that are new and unfamiliar to them, but no more than five words should come from any single chapter. Include the page number for each word and what you think the word means from context. There is no need to look the words up. See below for an example.

Word	Pg #	Definition based on context
Desirable	78	socially acceptable

**IMPORTANT TIPS TO CONSIDER:**

- Do quality work, and do your own work. This is not a group activity.
- Read all the assignment requirements before you begin selecting and reading your book.
- Select your book and start reading early.
- Expect this to be academic reading; this book will not be your typical “summer” reading. It is not an action-packed thriller or lovely romance.
- Buy your own copy of the book and bring it with you to class on the first day. Highlight and makes notes in the book as you read.
- Talk to each other about the book as you read during the summer.
- Pay attention to the author’s word choice, sentence structure and use of rhetorical strategies.
- Think about possible research topics that may stem from your reading.
- Be prepared to turn this in on the first day. Deadline extension requests are often denied.

If you have questions, stop by and see one of us before the end of school. If a question arises over the summer, contact one of us via email. We’ll be glad to answer your questions. We look forward to meeting and working with you next fall.

Mrs. Atterberry, Rm 330 ([heather.atterberry@ksd.org](mailto:heather.atterberry@ksd.org))

Mrs. McGuinness, Rm 316 ([kathy.mcguinness@ksd.org](mailto:kathy.mcguinness@ksd.org))