



AP Language and Composition Summer Assignment 2023-2024

Due Date: Friday, September 15th, 2023

In order to prepare for AP English Language and Composition, it is necessary for you to practice your critical reading and writing skills. The following **two assignments** are designed to give you a glimpse into the types of skills you will need to be successful in the course. **Both Assignment One and Assignment Two need to be completed.** Most importantly, each assignment requires you to read, write, and think at an AP-level.

****You must get parental/guardian permission for all of your choices.****

Assignment One: Your first assignment is to expand your world a bit. Part of being in AP English Language and Composition is being a student of the world. For **EACH** category below, choose what you would like to read, listen to, or watch. **Answer the questions for reflection in a separate Google doc. Be mindful of organization, spelling, and punctuation in your responses.**

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<p>Read Journalism</p>	<p>Read two opinion articles from a major news source. If you go to their website, you will find a category called OPINIONS in the menu. You will see written opinions on all kinds of topics.</p> <p>Pick two to read.</p>	<p><i>In your reflection:</i></p> <ul style="list-style-type: none"> ● Include the title of the piece, the author, and a brief summary. ● What is the author’s claim? ● How do they support this claim? ● What did you notice about the writing that was effective or persuasive? ● Do you agree with the writer? Why or why not? Explain.
<p>Listen to a Podcast</p>	<p>You can access podcasts from Apple, Spotify, or other streaming music services. There are thousands to choose from, but choose one that is “family friendly” and that you can talk about in a classroom setting.</p> <p>Choose one podcast and listen to at least three episodes of it.</p> <p>There is a list of suggested podcasts linked if you need help finding one.</p>	<p><i>In your reflection:</i></p> <ul style="list-style-type: none"> ● Give the title of the podcast and a brief summary of what your episodes are about. ● Podcasts can’t be boring or they won’t be successful. Producers hire good speakers, provide music, humor, sound effects, and other devices to engage their listeners. What specific choices do the podcast producers make to create an engaging podcast? ● Did you enjoy your episodes? Why or why not? Explain.
<p>Watch a Documentary Film</p>	<p>Google “best documentaries,” and you will get lists of the newest ones and also classic documentaries that have stood the test of time.</p> <p>Choose one full-length (not episodic) documentary you have not seen on a topic you are not especially familiar with and watch it.</p> <p>Documentaries can be found on streaming services or at the local library.</p>	<p><i>In your reflection:</i></p> <ul style="list-style-type: none"> ● Give the title, network, and brief summary of the film. ● What is the purpose of this film? How do you know? ● What specific choices do filmmakers make in order to convince or inform you of their purpose? ● Did you like the documentary? Why or why not? Explain.

Assignment Two: Narrative nonfiction is a genre that is similar to fiction because it tells a story; however, the details are factual. This genre includes memoirs, biographies, true crime stories, travel narratives and histories. Choose a title from the list below **or** a comparable narrative nonfiction book to read and annotate. Use the guidelines below to help you make annotations. **(Books may be borrowed from the Smithtown High School West Library or the Public Library. If you would like to borrow a title from the school, please contact the English office 631-382-3036 prior to Friday, July 14th, 8:00am-1:00pm)**
****You must get parental/guardian permission for the book you choose to read.****

Bass, William M., *Death's Acre: Inside the Legendary Forensic Lab The Body Farm Where the Dead Do Tell Tales*

Bond, Jenny, *Who the Hell is Pansy O'Hara?: The Fascinating Stories Behind 50 of the World's Best-Loved Books*

Capote, Truman, *In Cold Blood*

Clottes, Jean, *The Shamans of Prehistory: Trance and Magic in the Painted Caves*

Cullen, Dave, *Columbine*

Eldridge, Jim, *Warriors!: True Stories of Combat, Skill, and Courage*

Friedman, Thomas L, *The World is Flat: A Brief History of the Twenty-First Century*

Gay, Roxane, *Hunger: A Memoir of (My) Body*

Gladwell, Malcolm, *Outliers: The Story of Success*

Hammer, Joshua, *The Bad-Ass Librarians of Timbuktu: And Their Race to Save the World's Most Precious Manuscripts*

Hawking, Stephen, *A Brief History of Time*

Heiligman, Deborah, *Vincent and Theo: The Van Gogh Brothers*

Junger, Sebastian, *Tribe: On Homecoming and Belonging*

Katz, Jon, *Dog Days: Dispatches from Bedlam Farm*

Kidder, Tracy, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*

King, Stephen, *On Writing: A Memoir of the Craft*

Klosterman, Chuck, *But What If We're Wrong*

Kolata, Gina Bari, *Flu: The Story of the Great Influenza Pandemic of 1918 and the Search for the Virus That Caused It*

Krakauer, Jon, *Into the Wild*

Kurlansky, Mark, *Salt: A World History*

Larson, Erik, *The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*

McCain, John, *The Restless Wave: Good Times, Just Causes, Great Fights, and Other Appreciations*

McCourt, Frank, *Angela's Ashes: a memoir*

Meacham, Jon, *Destiny and Power: The American Odyssey of George Herbert Walker Bush*

Nichols, Tom, *The Death of Expertise*

Obama, Michelle, *Becoming*

Rinaldi, Tom, *The Red Bandanna: A Life. A Choice. A Legacy.*

Roach, Mary, *Stiff: The Curious Lives of Human Cadavers*

Salisbury, Gay, *The Cruellest Miles: The Heroic Story of Dogs and Men in a Race Against an Epidemic*

Sheinkin, Steve, *Most Dangerous: Daniel Ellsberg and the Secret History of the Vietnam War*

Skloot, Rebecca, *The Immortal Life of Henrietta Lacks*

Sobel, Dava, *Galileo's Daughter: a Historical Memoir of Science, Faith, and Love*

Standage, Tom, *Writing on the Wall: Social Media—the first 2,000 years*

Ward, Geoffrey C., *The War: An Intimate History, 1941-1945*

Westover, Tara, *Educated*

Wood, Gordon S., *Revolutionary Characters: What Made the Founders Different*

Assignment Two (Narrative Nonfiction Annotations): As you read your narrative nonfiction book, use the Big 7 Reading Strategies to annotate (see below). Annotate by either writing on your own copy, on a separate piece of paper, on a typed document, or on sticky notes. Your annotations should indicate that you have closely read and thought about your chosen book. You will use these annotations for a writing assignment when we return to school.

1. Making Connections (MC)

- Readers spontaneously activate relevant prior knowledge before, during, and after reading text.
- Readers can make three types of connections to further understand and gain interest in the reading:
 1. Text to text
 2. Text to self
 3. Text to world

2. Asking Questions (Q)

- Readers spontaneously generate questions before, during, and after reading.
- Readers use questions to focus their attention on important components of text.
- Readers ask questions to clarify meaning, to understand the author, to locate a specific answer in the text, and to create their own purpose and motivation for reading.

3. Visualizing (V)

- Readers create sensory images during and after reading. These images may include visual, auditory, and other sensory modes as well as emotional connections to the text and are rooted in prior knowledge.

4. Inferring (I)

- Readers draw conclusions.
- Readers make predictions about text and then confirm their predictions.
- Readers form unique interpretations from the text.

5. **Determining Importance (DI)**

- Readers identify key ideas or themes as they read and distinguish important information in relation to these key ideas or themes.
- Readers identify text structure and text features (i.e. literary elements, author's style, etc.) to help them distinguish important information from unimportant information.

6. **Synthesizing/Summarizing (S)**

- Readers retell or synthesize what they have read to understand it better. They attend to the most important information and to the clarity of the retelling itself.
- Readers respond to text in a variety of ways.

7. **Monitoring Comprehension (no annotations needed)**

- Readers monitor their comprehension during reading. They know when the text they are reading or listening to makes sense, what does not make sense, and whether the unclear portions are critical to the overall understanding of the piece. (Can I retell what I just read with detail?)
- Readers can identify confusing ideas and/or surface elements (words, sentences, or text structures) and can suggest a variety of means to solve the problems they have. (Do I need to re-read? Take notes?)
- Readers are aware of what they need to comprehend in relation to their purpose for reading (Keene and Zimmerman 1997). (Is what I just read important to understanding the key ideas and themes of the text?)