

## AP ENGLISH LANGUAGE AND COMPOSITION

### SUMMER READING 2022-2023

*Welcome to the AP English Language and Composition course!*

From the course syllabus: “Being equivalent to a first-year college writing course, AP English Language and Composition emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. As in the college course, the purpose of AP English Language and Composition 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.”

Thus, the purpose for summer reading in AP English Language and Composition is to prepare you for the level of reading, writing, and thinking that is the hallmark of this course. This year’s assignment includes a collection of individual essays by a variety of authors that will provide you with a sense of non-fiction, argumentative writing, and will illustrate a variety of writing styles. As you read each of the essays, note specific passages (quotes, not whole paragraphs) that will help you to answer the seminar guiding questions.

#### **Seminar Guiding Questions:**

1. What does it mean to be educated?
2. What concepts and skills *should* be part of a “true” education?
3. To what extent do schools today serve the goals of a “true” education?

#### **Reading Assignment Essays:**

- “The Superstition of School” by G. K. Chesterton
- “I Know Why the Caged Bird Cannot Read” by Francine Prose
- “Education” by Ralph Waldo Emerson
- “Best in Class” by Maureen Talbott
- “Learning to Read” by Malcolm X
- “Dehumanized” by Mark Slocum

#### **Assignment Directions:**

1. Read **all six (6)** essays CAREFULLY, keeping the guiding questions in mind—how and where does each offer arguments and ideas that serve to answer the guiding questions?
2. Annotate key ideas, and note specific passages that use especially powerful word choice, detail, sentence structure, imagery, and/or figurative language to meet the writer’s purpose.  
➔ annotation is NOT underlining, or highlighting—annotating means a COMBINATION of underlining/highlighting and margin notes that comment upon the information that was highlighted/underlined.
3. Identify at least two (2) quotes *from each text* that help to answer the guiding questions—you may want to craft a set of notes/a chart to help organize these ideas and your thoughts/interpretation of these ideas (see attached).
4. You will use your knowledge of the texts and the specific quotes/passages (and your chart/notes) that you identify during a graded seminar style discussion during our second week of class.
5. Read carefully, annotate pointedly, reflect thoughtfully on the ideas.
6. Should you have any questions or concerns, please contact Mr. Cicoria at [ccicoria@asparis.fr](mailto:ccicoria@asparis.fr).

**Sample Notes Chart:**

**Seminar Guiding Question #1:** What does it mean to be educated?

<b>Source:</b>	<b>Quote &amp; paragraph number:</b>	<b>Explain how the quote contributes to an answer to the question</b>
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**Seminar Guiding Question #2:** What concepts and skills should be a part of a “true” education”?

<b>Source:</b>	<b>Quote &amp; paragraph number:</b>	<b>Explain how the quote contributes to an answer to the question</b>
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**Seminar Guiding Question #3:** To what extent do schools today serve the goals of a “true” education?

<b>Source:</b>	<b>Quote &amp; paragraph number:</b>	<b>Explain how the quote contributes to an answer to the question</b>
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