

AP ENGLISH LANGUAGE AND COMPOSITION

SUMMER READING 2023-24

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 do we individually and collectively consider to be the purpose of education?
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?

Assigned Reading (Essays):

- “Education” by Ralph Waldo Emerson
- “Against School” by John Taylor Gatto
- “Learning to Read” by Malcolm X
- “Why I Let My Students Cheat on Their Game Theory Exam” by Peter Nonacs
- “I Know Why the Caged Bird Cannot Read” by Francine Prose
- “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 ideas and arguments 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, nor is it highlighting—annotating means a COMBINATION of underlining/highlighting **and** margin notes that comment directly upon the highlighted information. You need **BOTH** if you are annotating.
3. Try to identify at least two (2) quotes *from each text* that contribute to answering the guiding questions.
4. You will then craft a set of **HANDWRITTEN** notes in the form of a chart to organize these ideas and your thoughts/interpretation of these ideas (see attached).
5. You will use your knowledge of the texts, their arguments, and your notes chart to support your work during a graded seminar style discussion in the second week of class and on an in class writing assignment. You will submit your **HANDWRITTEN** notes chart as a part of this assignment.
6. Read carefully, annotate pointedly, reflect thoughtfully on the ideas.
7. Should you have any questions or concerns, please contact Mr. Cioria at ccioria@asparis.fr.

Seminar Notes Chart Format:

Guiding Question #1: What do we individually and collectively consider to be the purpose of education?

Source:	Direct Quote & paragraph number:	Explain <u>how</u> the quote helps create an answer to the question
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Guiding Question #2: What concepts and skills should be a part of a “true” education”?

Source:	Quote & paragraph number:	Explain how the quote contributes to an answer to the question
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Guiding Question #3: To what extent do today’s schools serve the goals of a “true” education?

Source:	Quote & paragraph number:	Explain how the quote contributes to an answer to the question
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