2017 Summer Reading Assignment

AP Language and Composition

Over the summer you will read **two** texts to prepare for AP Language and Composition.

***ONE:***

You will need to pick up the textbook we’ll be using from my classroom (rm. 105). Our textbook is titled *The Language of Composition: Reading, Writing, Rhetoric, 2nd Edition.*

You need to read the first chapter, take notes (annotate), and make yourself a list of the rhetorical terms and definitions on pages 36-38. **This is due on the first day of class.** A quiz on the terms will take place on the first Friday of school.

***TWO:***

You will make a selection and read one of the following four novels:

*Everything I Never Told You* by Celeste Ng

[*Those Who Wish Me Dead*](http://www.teenreads.com/reviews/those-who-wish-me-dead) by Michael Koryta

*Close Your Eyes, Hold Hands*by Chris Bohjalian

*One Flew Over the Cuckoo’s Nest* by Ken Kesey

\*Some of these works include strong language and concepts/viewpoints that are not meant to be promoted. Their presence is to be analyzed through academic discussion. Please be aware that students are to choose one novel to read. They are not required to read any single one.

The first three novels are all either Alex Award winners or nominees. They are also contemporary. The American Library Association (ala.org) gives this award “to ten books written for adults that have special appeal to young adults, ages 12 through 18. The winning titles are selected from the previous year's publishing.”

*One Flew Over the Cuckoo’s Nest* is a classic selection from American literature and was first published in 1962. Praise as well as criticism for this novel—it receives both—can be found in places such as www.penguinrandomhouse.com.

Please do not just pick a book at random or the one that all your friends are reading or the shortest one. Do a little research. Read reviews from credible sources like *Kirkus Reviews*, *The* *New York Times*, *The Guardian,* etc. You can also read about these books as well as customer reviews on *Amazon* or *Good Reads.* *teenreads.com* is another good source. Please make a thoughtful selection that suits you. **You must email me your selection once you have made it.**

You will not turn anything for your novel in on the first day of class, but you must be prepared to both discuss and write in depth about the novel you selected. To aid you in those endeavors, I am providing questions to guide your reading. I highly suggest that as you read you employ some strategy for keeping track of your answers. Post-it notes or spiral notebooks are good options. When you find a passage that applies to a question, underline or highlight that passage. In the margin, make a few notes that reflect your thoughts to aid your recall when we come together in August. Put the number of the question the passage addresses on a sticky note, and put it on that page. Doing so will allow you quick and efficient access to your notes. You should find several passages for each question.

You must have the novel and your responses with you on the first day of class and throughout the first few weeks of school. If you are using a copy from the library or a kindle edition, be sure to have access to these.

Enjoy your summer and your reading. **Do not forget to email me your selection and feel free to contact me should you have any questions.** I check my email periodically throughout the summer. I look forward to seeing you in August.

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\*In addition, I **strongly** urge each of you to obtain your own copy of the *MLA Handbook: 8th Edition*, ISBN: 9781603292627. Used copies are very affordable; they can be found for a few dollars at www.amazon.com.

Guided Reading Questions

1.) Consider the plot, the order of events. In what order do the events unfold? Chronological, sequential, flashback, alternating present events with flashbacks to previous events, etc. What effect does the sequencing have on the story? Why did the writer choose this order?

2.) Consider your narrator(s). Is he/she reliable? Biased? How do you know? What about him/her do you find convincing/unconvincing? Why?

3.) All the books contain teen/young adult characters. What comparisons/contrasts do you find yourself making to him or her? Would you have made different decisions? When? Why? What would you have done if you found yourself in a similar situation(s)? Is the book’s character believable? Why/why not?

4.) Identify the flaws of your protagonist(s) and explain role of the flaw(s) in the story. Some archetypal flaws include pride, ambition, indecision. What characteristic most hinders your protagonist(s)? How? Why? Is he/she able to overcome or at least improve upon the flaw? What is the result?

5.) Determine the book’s setting. What effect does setting have on the narrative? Remember, setting goes beyond time and place.

6.) Identify at least two or three subjects the writer of your book addresses via the story he/she tells. Subjects should be communicated in just a word or two.

7.) What tone comes through most powerfully in your novel? Remember tone can be the writer’s attitude toward his subject and/or his characters. Be prepared to discuss each and explain why you think the author takes the tone you have identified. Be able to explain how he/she brings the tone about—be specific. Don’t just say through language or dialogue. Find specific examples that back up your tone word/words, which should also be specific. Do you still have your list of tone words?

8.) These are adult novels that the American Library Association has deemed appropriate for mature teen readers. Do you agree with the ALA’s assessment? Do you think your book is better suited to one audience over another? Would your parents read these books? Would they like them? Who is the ideal audience? Should any audience avoid this book? Consider subject(s), tone, theme, character, and language in explaining your response.

9.) Did you find anything particular or unique about your book that added to/detracted from your enjoyment? Explain.

10.) What significant connections do you make between your novel and others that you’ve read, subjects/concepts you’ve studied, or current world issues?

11.) What emotions do readers experience as they read? How does the writer bring about these emotions? Have examples ready.

12.) Good writers of fiction often include some social commentary through their writing. Does your novel include any indication of this? How? What is your writer’s stance? How do you know?