

CSHS Summer Reading

STUDENT'S PURPOSE: The purpose of summer reading in English classes is to sustain or improve their reading levels through the free choice of novels. For students entering 9-12 English or grades 9 & 10 Pre-AP Honors English, reading over the summer is recommended, but not required. Those students entering into AP Language and Composition or AP Literature have required reading listed below.

CSHS Media page has a link to **Destiny Library** which contains e-books you may enjoy. Log in using your lunch number and download the novel. The book will automatically return to the library after two weeks. If you are interested in the Florida teen read list then click on the link below.

<https://www.floridamediaed.org/florida-teens-read.html>

AP Language and Composition

Summer Reading 2020-21

Welcome to AP Language and Summer Reading! Below is some information about the course and summer reading.

Purpose: According to the College Board, “[a]t the heart of an AP English and Composition course is the reading of various texts...[w]hile writing represents a significant component of this course, the core skill required is the ability to read well. In reading another writer’s work, students must be able to address four fundamental questions about composition: What is being said? To whom is it being said? How is it being said? [and] Why is it being said?” We will spend the entire year wrestling with these questions so I would like for you to spend time this summer reading closely and thinking critically about why a writer is making the choices (s)he is. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

Due Date: All materials are due the first day of class.

TASK ONE: Choose, purchase, and read a full-length, non-fiction book AND keep a reading journal. The book can be digital or print, the journal can be electronic but will be printed for class, so a composition book may be a better option. Choose a book to suit your own interests and/or complement another course you are taking next year. If you would like to read a text not on the list, check with me first. I’m eager to see an accurate representation of your very best work. I expect you to read the entire book, and for your journal entries to demonstrate that you have done so.

Complete **AT LEAST SIX** journal entries. You may format this information however you would like. Again if you record this electronically, please print and bring to class the first day. Include the following in EACH journal entry:

1. Page numbers read
2. Chapter title(s) or number(s)
3. Topic-at-hand (an overview of what the author is discussing)
4. A notable item (aha! moments)
5. Why you think it’s notable (What’s interesting about this? Examine it from multiple perspectives!)
6. Identification of 1-2 rhetorical terms from the list. Write the term, the definition, and the example from your reading. Why do you think the author made this choice in the writing?

7. After you finish the book, explain what the author was arguing (everything is an argument- sometimes explicit, sometimes implicit) and how the argument was developed throughout the writing.

Potential Non-Fiction Titles

1. *The Disappearing Spoon: And Other True Tales of Madness, Love, and the History of the World from the Periodic Table of the Elements* (Sam Kean)
2. *The Dead Hand: The Untold Story of the Cold War Arms Race and Its Dangerous Legacy* (David E. Hoffman)
3. *Fat Land: How Americans Became the Fattest People in the World* (Greg Critser)
4. *Fast Food Nation* (Erik Schlosser)
5. *Everything Bad is Good for You: How Today's Popular Culture is Actually Making Us Smarter* (Stephen Johnson)
7. *The Shallows: What the Internet is Doing to Our Brains* (Nicholas Carr)
8. *Original Meanings: Politics and Ideas in the Making of the Constitution* (Jack N. Rakove)
9. *Nickel and Dimed: On (Not) Getting By in America* (Barbara Ehrenreich)
10. *Freakonomics* (Steven Levitt & Stephen Dubner)
11. *The World is Flat* (Thomas Friedman)
12. *Guns, Germs, and Steel: The Fates of Human Societies* (Jared Diamond)
13. *The Gift: Creativity and the Artist in the Modern World* (Lewis Hyde)
14. *Trust Me I'm Lying: Confessions of a Media Manipulator* (Ryan Holiday)
15. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* (Claude Steele)

This is a very short list of non-fiction titles, however are commonly used throughout AP classrooms world -wide. If you know of a non-fiction book that has an argumentative structure, email me. I monitor my email all summer
Robin.fry@KeysSchools.com

TASK TWO: An awareness of academic vocabulary and rhetorical terms is critical in AP English Language and Composition and a condensed "Rhetorical Terms" List can be found on the last page of this handout. The purpose of the vocabulary list is for you to preview vocabulary necessary for the scope of this class. You may choose any learning style you prefer in order to learn the definitions of these terms so that you can become competent at identifying them and analyzing their effect to create and convey meaning; also to use these terms in your own writing. Quizlet, Kahoot, Vocabulary.com or any other internet site is approved for learning☺

Terms that Everyone Should Know (and Use😊)

The terms below are a combination of mechanics, usage and grammar and are used in the rhetorical analysis of an author's style. Please begin to familiarize yourself with these not only for use in the summer reading journals but for frequent application throughout the academic year. Hopefully you are already familiar with MOST 😊

Abstract diction	Concrete Diction
Academic diction	Conjunction
Active voice	Connotation
Adjective	Contrast
Adverb	Coordinating Conjunctions
Alliteration	Dash
Allusion	Declarative Sentence
Ambiguity	Denotation
Analogy	Dependent Clause
Anaphora	Diction
Anecdote	Ethos
Antithesis	Evidence
Cause and effect	Extended Metaphor
Chronological ordering	Figurative Language
Clause	Formal Diction
Coherence	Fallacy
Colloquial diction	Genre
Colon	Gerund
Comma	Hyperbole
Comparison	Idioms
Complex sentences	Imagery
Compound sentences	Independent Clause
Concession	Informal diction
Conclusion	Irony
Jargon	Juxtaposition
Logos	Metaphor

Noun	Paradox
Parallelism	Parts of Speech
Passive Voice	Pathos
Personification	Phrase
Point of View	Predicate
Preposition	Pronouns
Repetition	Rhetoric
Rhetorical Modes	Rhetorical Questions
Satire	Semicolon
Simile	Symbolism
Syntax	Thesis
Tone	Verb-active, linking
SOAPS	

AP Literature and Composition

Summer Reading 2020-21

Welcome to AP Literature and Composition! Below is some information about the summer reading.

Students will read **both** of the following:

1. *The Scarlet Letter* by Nathaniel Hawthorne
2. *Frankenstein* by Mary Shelley

Highlighting and Annotating:

As students read they should highlight and annotate for the essential facts of the plot, rhetorical techniques and their purposes, and themes—meanings of the literary works.

Big Kid Centers:

During the first two weeks of school, students will engage in Big-Kid-Center discussions of both books.

Tests:

During the first two weeks of school, students will take tests on both books.

Open-Ended Essay:

In preparation for the open-ended essay on the AP Literature and Composition Exam, students will write their first free-response essay on one of the two books.