

Dear AP Language and Composition student:

First, let us offer you our congratulations on choosing to take a college-level course in your junior year of high school! You have chosen a more difficult path, but definitely a very rewarding one! Before you head out on summer break, we want to take some time to make sure that you have a clear picture of the nature of this course and the work that it will entail.



The Advanced Placement English Language and Composition class is a class designed for students wishing to advance their understanding of the art of writing. This course will require you to read a lot of different writers, mostly non-fiction writers, analyzing the various rhetorical strategies that they use to convey their ideas to an audience. The study of these authors is used as a development in the understanding of your own writing as you work this next year to become a more mature writer with your own distinct style. This is a writing-intensive class, and while the writing will always be challenging, there are many current students who can attest to the benefits of such writing, from their SAT's to the ACT's to the completion of essays in other classes. Overall, these students are much more confident and talented writers, a skill that will benefit you in any area of your life, regardless of your future goals.

Much of this course will be spent in preparation for the AP Exam in May. This exam will allow you the opportunity to try for college credit, including your English 101 credit. Students not intending to take the AP exam need to consider whether this class will be the right fit for them.

Your journey in this course starts this summer with the summer reading. You are going to read:

1. "Chapter 6: Harlan, Kentucky" from *Outliers: The Story of Success* by Malcolm Gladwell
<https://tinyurl.com/2u4vyyc5>
2. *The Crucible* by Arthur Miller

It is **recommended that you purchase these texts so that you can annotate in them.** We will be reading the entire *Outliers* book before 2nd semester, so we recommend you purchase the entire book now for the Summer Reading. If you do not purchase them, you will need to annotate using post-it notes. These books can be ordered online through amazon.com and barnesandnoble.com in addition to other sites. You can also purchase them at bookstores, but please do not wait until the last minute as they can sometimes be difficult to find in the stores due to the large number of students reading them.

Reading and Quizzes:

Make sure both the book and chapter are read (in their entirety) the day you return to school, **Tuesday, July 25.** We will be engaging in discussions about the material within the first four-day week. If you do not have the book and chapter read, you will not be able to contribute to the discussions, and you will likely not start the year earning the grade you desire.

Annotations:

On **Monday, July 31**, you will be required to show that you have **thoroughly annotated** (see reference sheet provided) the drama by Miller and the chapter by Gladwell. We are asking that you write your **annotations in question form**, demonstrating your curiosity about the authors' choices in constructing and crafting their respective texts. You are required to write **20 questions** (directly in the

book if it's a personal copy or in sticky-notes placed in the book if a borrowed copy) **for each text**. Be sure to **number your questions**. The focus of each question needs to be grounded in a **literary or rhetorical strategy/device**. See the reference sheet of literary and rhetorical strategies provided.

Example question annotation for *The Crucible*: What is the symbolism behind the "poppet," and how does the symbolism contribute to Miller's themes regarding "proof" and "truth?"

[Click here for analysis chart reference sheet](#)

Analysis Charts:

On **Monday, July 31**, you will turn in two analysis charts.

The literary analysis chart for *The Crucible* requires you to first **identify 2 prominent thematic subjects** Miller addresses, from which you **select one and turn it into a thematic statement** defining the message you believe Miller develops throughout the book. Then, you will **support** your analytical theme statement **with textual evidence you collect and explore by answering the questions** you posed while annotating. **Number your answers so they correlate with the way you numbered the questions in your annotations**. Finally, you will **explain why one choice the author makes most contributes to the theme** you analyzed in your thematic statement.

[Click here for *The Crucible* analysis chart](#)

The rhetorical analysis chart for "Chapter 6: Harlan, Kentucky" requires you to first **identify 2 prominent argument subjects** Gladwell addresses, from which you **select one and turn it into an argument statement** defining the message/argument you believe Gladwell develops throughout the chapter. Then, you will **support** your analytical argument statement **with textual evidence you collect and explore by answering the questions** you posed while annotating. **Number your answers so they correlate with the way you numbered the questions in your annotations**. Finally, you will **explain why one choice the author makes most contributes to the argument** you analyzed in your argument statement.

[Click here for the "Harlan, Kentucky" analysis chart](#)

All of the above work **should be completed individually**. This is not a collaborative group or partner assignment. Also, we want to see your interpretations and analysis, not the Internet's interpretations.

If you have any questions or concerns regarding the AP Language summer reading assignment, please email Mrs. Eaton: lauren.eaton@gilbertschools.net or Mr. Heermans: jake.heermans@gilbertschools.net.

Sincerely,

Mrs. Eaton and Mr. Heermans