

Dear Students,

Welcome to AP Language and Composition. In order to prepare for an English class that is different from your prior years, there is some summer work required. The goal is not to burden you with work during vacation, but to help you shift the lens through which you read and write and think, as this is a reading, writing, and thinking-intensive course!

There are three main components of the summer work:

Part 1

Read and take marginal notes (if you purchase the book) or sticky-note notes (if it's borrowed) on one book from the list below. You are not just highlighting or underlining, you are interacting with the text—your thoughts become words in the margins, on the sticky-notes. (You will need to bring the physical book with you to class for the opening weeks of school.)

I am Malala, Malala Yousafzai

Quiet Susan Cain

From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America

Elizabeth Hinton

When Breath Becomes Air Paul Kalanithi

Between the World and Me Ta-Nehisi Coates

Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the

Beginning Jason Reynolds, Ibram X. Kendi

One Summer Bill Bryson

The Price of Privilege Madeline Levine

Outliers Malcolm Gladwell

Columbine David Cullen

Nickel and Dimed: on (not) getting by in America Barbara Ehrenreich

Animal, Vegetable, Miracle Barbara Kingsolver

Part 2

Watch and take notes on the Netflix documentary “Minimalism.” If you do not have Netflix and have no access to the film, I will have opportunities for you to do so after school in the opening weeks of the year.

Part 3

Follow a CURRENT news topic that begins in the month of June (or if there is a major event in June to an ongoing story, you can start there). Read newspaper articles, watch television news, read blogs, websites, social media feeds, etc. All of these make up the conversation that is happening in the media about your topic. Plan to bring in at least 4 samples of the ongoing conversation. Please vary them: so not all hard news. Have an opinion piece, a hard news article, a link to Trevor Noah’s latest commentary, you get the idea. These should be marked up with marginal notes—again, not highlighting and underlining, but your thoughts in words, interacting with the texts, literally on the text, making connections. For success in this course (and in life) we will work on: developing an awareness of the world around you; becoming a consumer of news in a variety of its forms and all perspectives.

Please let me know, via email, which book you choose by June 30. In a short paragraph, explain why you are choosing that text.

Email addresses:

Styche_Brooke@mybps.us

Unsure what to put in those marginal and sticky-notes? Here are a few questions to get you going!

- What is the subject?
- What is the author's position on the subject. How can you tell?
- What is the specific message the author/speaker is trying to convey? (That's the purpose!) To whom is he/she directing this message? (That's the audience!)
- What is the author's attitude towards the subject of the piece? (That's the tone!) How can you tell?
- Look for passages that stand out for you in some particular way. Mark them. What's distinctive about them? (This is craft!)

I hope you enjoy interacting with these texts and I look forward to sharing them with you in the fall!

Best,

Mrs. Styche