



11th Grade AP Language and Composition Summer Reading Assignment 2024-2025

Students must read the *Gospel of Luke* AND one book; AP Lang and Composition students must choose one nonfiction book from the list below and complete the subsequent tasks. The AP Language course emphasizes analysis of writer, audience, and purpose, as well as the strategic tailoring of word choice, argumentative structure, and support to the writer's situation. Be ready to turn in this work the first week of school:

- Read the article on annotation attached to this packet.
- Read and annotate the book you choose.
- Take notes in your new journal on big ideas and key concepts from the book.
- Make real-life connections between concepts from this book and your daily interactions, work, news, movies, or other books. Be prepared to write about how they are connected.
- Complete the **AP Language and Composition Choice Nonfiction Analysis Chart** in this packet.

To Be Purchased:

- Shea Renée H., et al. *The Language of Composition: Reading, Writing and Rhetoric*. Bedford/St. Martin's, 2008. ISBN-13: 978-0-312-45084-6
- A Journal with at least 200 pages—composition notebook or spiral bound
- A laptop computer or tablet for daily use in class

AP Language and Composition Choice Nonfiction List

Select one of the following books you have not previously read:

Author	Title	Topic
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>	Memoir
Corrigan, Maureen	<i>So We Read On: How the Great Gatsby Came to Be...</i>	History/Education
Cullen, Dave	<i>Columbine</i>	Society
Ehrenreich, Barbara	<i>Nickel and Dimed</i>	Society
Hillenbrand, Laura	<i>Seabiscuit</i>	History
Hillenbrand, Laura	<i>Unbroken</i>	History/ Memoir
Machiavelli, Niccolò	<i>The Prince</i>	Politics
Schlosser, Eric	<i>Fast Food Nation</i>	Society
Skloot, Rebecca	<i>The Immortal Life of Henrietta Lacks</i>	History/Science
Thoreau, Henry David	<i>Walden</i>	Nature

How and Why to Annotate a Book

Note-Taking vs. Annotation

Most serious readers take notes of some kind when they are carefully considering a text, but many readers are too casual about their note taking. Later they realize they have taken notes that are incomplete or too random, and then they laboriously start over, re-notating an earlier reading. Students can easily improve the depth of their reading and extend their understanding over long periods of time by developing a systematic form of annotating. Such a system is not necessarily difficult and can be personal and exceptionally useful.

Annotation is a way of making notes directly into a text such as a book, a handout, or another type of publication. What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

Criteria for Successful Annotation

Using your annotated copy of the book, six weeks after your first reading, you can recall the key information in the book with reasonable thoroughness in a 15-30 minute review of your notes and the text.

Why Annotate?

Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, ie: preparing for a test.

How to Annotate Your Text:

Front Cover: Inside the front cover of your book, keep an orderly, legible list of “key information” with page references. Key information might include themes; passages that relate to the book’s title; people’s names; salient quotes; important scenes; passages, and chapters. Remember that key information will vary according to genre and the reader’s purpose, so make your own good plan.

Within the text: These markings will help prepare you for the AP exam, where highlighting text is not an option. Note: It’s likely you may have multiple marks on the same lines.

- A. **Circle**, then define, unknown words
- B. **Squiggly-underline** examples of figurative language (symbol, personification, irony, etc.)
- C. **Underline** interesting uses of language (syntax, diction, rhetorical devices, etc.)
- D. **[Bracket]** words, phrases, or sentences that relate to larger meaning of the work

Chapters/ Sections

1. At the end of each chapter or section, briefly summarize the material.
2. Title each chapter or section as you finish it, especially if the text does not provide headings for chapters or sections.

Back Page: Make a list of vocabulary words on a back page or inside the back cover. Possible ideas for lists include the author’s special jargon and new, unknown, or otherwise interesting words.

AP Language and Composition Choice Nonfiction ANALYSIS Chart

SPACE CAT

Title of Work:

<p>Speaker (provide some info about the author— credentials, nationality, etc.)</p>	
<p>Purpose What does the author hope to accomplish? If the author is making an argument, what problems does he/she identify and what solutions does he/she suggest, in view of this purpose?</p>	
<p>Audience Who is the intended audience of this piece? --a general audience (ordinary people without much background) through popular appeals and simplified explanations?--a skeptical audience? a supportive audience? liberals? conservatives? Provide support for your answer.</p>	
<p>Context (Setting, place, time, culture, and how this might affect big ideas of the text)</p>	
<p>Exigence (What is the author’s reason for writing this novel right when he or she did? What made it relevant?)</p>	
<p>Choices—word choice & structure What different forms of evidence does the author use to develop and support his/her purpose? Categorize the forms and provide examples of each.</p>	
<p>Appeals What techniques does the author use to make the book appeal to the ethos/ logos/ pathos of the audience? Consider the variety of techniques as well as how/why they would help the author appeal to the specific audience for the specific purpose.</p>	
<p>Tone What is the author’s tone? (for example: impartial? whimsical? academic? Sarcastic? angry?) How does he/she establish this tone through his/her language?</p>	

AP Language and Composition Choice Nonfiction ANALYSIS Chart

Quotes and Evidence

10 Key Quotes from throughout the text—beginning, middle & end

Quotes (including page #)	Commentary—explain how the quote illustrates or connects to the author’s overall purpose
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

AP Language and Composition Choice Nonfiction ANALYSIS Chart

Vocabulary—list 10 new vocabulary words and define them. Consider and briefly explain how these words impact the author’s style.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.