

AP English Language III Summer Reading and Class Information

Introduction:

AP English Language and Composition engages and strengthens student's skills and confidence in reading a variety of prose written in a range of periods, disciplines, and rhetorical contexts; and becoming skilled writers who compose for a variety of purposes. Students will demonstrate their awareness of the interactions among a writer's purpose, audience expectations, and subject's in both the works they read and pieces they write. Students will also implement the use and effectiveness of generic conventions and the resources of language in their writing, while analyzing how these aspects of language contribute to the effectiveness of writing as a whole.

Specific skills for success:

- Highly developed reading, writing, vocabulary and oral communication skills
- Effective time management
- Critical thinking, reading, and writing
- Effective study and organizational skills
- Constructive participation in class
- Effective collaborative group skills
- Perseverance to overcome challenging pieces of text and/or assignments

Out-of-class commitments:

- Nightly homework (determined by literary work or assignment)
- Selected reading and writing that align with a college course
- Individual or group projects

Summer Reading

- Students need to become familiar with nonfiction material and will be reading one nonfiction text of choice and complete a project that will be **due on Monday, August 19.**
 - o Project description on page 2
 - o book of choice list on page 3
- One novel is required: **Seabiscuit** by Laura Hillenbrand . **Printed text not electronic copy**
 - o Completion of project **due on Monday, August 19**

Main text for the year:

- The Language of Composition
Reading, Writing, Rhetoric
Authors: Renee H. Shea (Bowie State University, MD) , Lawrence Scanlon (Brewster High School, NY) , Robin Dissin Aufses (Lycée Français de New York) , Megan Harowitz Pankiewicz (Rockville High School)
Publishers: Bedford, Freeman, and Worth

Assignments

Seabiscuit

Due: Monday, August 19

Compare and Contrast

-Actively read the book and watch the movie based on the book. Be sure to note the differences between the film and the book. The movie is currently available for rent at youtube.com for \$2.99.
-While or after viewing the video, students are required to create a compare and contrast graphic organizer, a venn diagram, t-chart, or any other compare and contrast organizer of your choice, that notes the similarities and differences between the novel and the movie on the organizer. This graphic organizer needs to be completed on paper not your iPad.

Book of Choice

Due: Monday August 19

Big White Sheet of Paper:

- Put your name, Mrs. Burnett, AP English III in the upper left corner of your paper.
- Can either use four 8.5/11 sheets of white paper or one larger piece folded to make four sections.
- The title of the paper needs to be centered with the name of your book and the author of the book.
- Fold the paper to form four different squares/sections and label the section 1-4.
- In the top left box labeled "1", draw a powerful image from your book that is important or memorable to you.
- In the top right corner box labeled "2", put this picture into words where you explain the context of what is going on in the picture and the story surrounding the image you have drawn.
- In the bottom left box labeled "3", choose a character from your book that is present in the image or part of the story you have drawn above. Write a reflection as the character of what they might be thinking during this part of the story. Write the reflection in first person as if you were the character.
- In the bottom right corner box labeled "4", write a poem in the format of a haiku or acrostic that uses figurative language to describe the scene you have drawn. Another option is to create a "found poem". To create a found poem, you need to choose luminous words and phrases from the actual prose text in your novel and rearrange the words to resemble the poetic format and style. Make sure to include the page number of which you took the words from in the box as well as the background context of what is happening in the scene

Book of Choice list
Nonfiction

- *A Long Way Gone* - Ishmael Beah
- *An Invisible Thread* - Laura Schroff and Alex Tresniowski
- *Blink* - Malcolm Gladwell
- *Chinese Cinderella* - The Secret Story of an Unwanted Daughter (Wishbones) is a book by *Chinese-American physician* - Adeline Yen Mah
- *Colditz* - Henry Chancellor
- *Columbine* - Dave Cullen
- *Enrique's Journey* - Sonia Nazario
- *In Cold Blood* - Truman Capote
- *Into the Wild* - Jon Krakauer
- *Isaac's Storm* - Erik Larsen
- *Lone Survivor - The Eyewitness Account of Operation Redwing and the Lost Heroes of SEAL Team 10* - Marcus Luttrell
- *Outliers* - Malcolm Gladwell
- *Same Kind of Different as Me* - Ron Hall and Denver Moore
- *Teacher Man* - Frank McCourt
- *The Glass Castle* - Jeannette Wall
- *The Last Lecture* - Randy Pausch
- *The Other Wes Moore* - Wes Moore
- *The Tipping Point* - Malcolm Gladwell
- *The Walmart Effect* - Charles Fishman
- *This I Believe* - NPR Collection
- *Unbroken* - Laura Hillenbrand

Some of the novels may contain mature content. It is up to the student and parent to select novels from the list.