**2019 AP English Language Summer Reading Assignment**

Welcome to AP English Language and Composition! This is your last summer reading assignment. Please make sure you follow all of the steps below and arrive prepared and ready to learn this fall!

**This is the small print:**

**1.** All work is due by 7:55am on the first day of school. The responses go on Turnitin. The article needs to be in your google docs. The book should be with you day 1 of class.

**2.** There is NO WAY you can reasonably do this all the night before it is due! Pace yourself. If you read the book in June or early July, you can enjoy the act of discovery as you run across resources that just “click” with your topic!

**3.** Follow MLA format for the sections other than spacing-single space the paragraphs and double space between sections. You will submit the essay to Turnitin by the first day of class. Penalties will be given for each day they are late. REMEMBER YOUR USERNAME AND PASSWORD!!! Make an effort to pick up your Chromebook at the open house.

Turnitin info: class ID: **21293751** enrollment key: aplang

**4.** Make sure you **document** the sources following the steps in REHUGO!

**Questions or issues?** Contact me through my school email: maryneve@tomah.education. I will check my email every other day throughout the summer. If it is a dire need, messenger me through FB to Mary Ortner Neve. You do not need to friend me to do this.

**Now for the fun stuff!
Step 1:** Choose a book from the list at the end of this packet to read over the summer.

\*For students in AP Biology, two of the books will also meet the summer requirement for that class, so if you like you can double up on the expectations!

**Step 2:** Read the book and annotate. You can post-it or write notes in your journal. Keep track of the big issues like we did for our last 2 readings this year. You should easily have one each per chapter or an average of 15 per idea.

Consider:

 a. The author’s main argument (can include support for it and counterarguments)

 b. The author’s writing style (think diction, syntax, tone, organization, examples)

 c. Areas you question or disagree with the author’s points

 d. Areas you agree with the author’s points.

**Step 3:** Gather information from the following outside areas to round out your reading. Think REHUGO (remember your notes from the slide show?) Meet a requirement from each area. Make sure you are detailed and LABEL each section!

a. READING: Summarize the focus of the argument in your book. What is the author claiming? What evidence does the author use to support the claim? How does the author conclude the argument? Summary is one paragraph and is objective. Write a second paragraph in which you evaluate the quality of the argument. Do you agree or disagree with it? Are there portions that are outdated or weak? Did the author try to rely too heavily on certain appeals? Were there parts that you felt were exemplary?

b. ENTERTAINMENT: Watch a TV show, documentary, or motion picture film that relates to something in the novel. Describe the plot and show how it connects to some aspect of your book. It is okay if the show takes a comedic or satirical approach. Include the title and date of publication as well as location (movie theatre, Netflix, Youtube). No shorter than 20 minutes if you choose an online video or sitcom type show. One paragraph.

c. HISTORY: Connect an important aspect of your book to something historical (people,

places, events, wars…) and describe the significance. Identify where you learned about this initially (class, dinner table, online) One paragraph.

d. UNIVERSAL TRUTHS: Tie the topic into something you know-thematic statements, or use a “statement to live by.” You can substitute a READING aspect for this step-a song, music video, comic, printed cartoon, or meme. Identify where you ran across this source (social media, YouTube, Spotify, etc….) and the author/performer. Explain the connection to an aspect of the book. Paste it in your document (keep it small!) One paragraph.

e. GOVERNMENT/CURRENT EVENTS/POLITICS: Find an article or news item that relates to something in the book. Read it and tie it into that aspect of the book. Stay away from Inquirer types of articles-they need to be credible news sources and should be from the past year. Include the author, article title, publication date, and source (magazine, website, or newspaper title) with this paragraph. Save a link to the article or copy **and** paste the article into Google docs in case I ask for it. We will use them in class. One paragraph.

f. OBSERVATIONS: This is where you get to look at it from your own experience or understanding. What is your opinion? Has this information affected you, shaped your thinking, or made you ask more questions? Do you connect with an idea or event from a personal standpoint? One paragraph.

\*A Paragraph is a group of related sentences that work together to present a thorough approach to a topic. It includes a topic sentence that clearly identifies the purpose of the paragraph, multiple supporting sentences that give examples, including direct quotes or specific detail for support, and some level of analysis to show how you have thought through the implications of the idea. The concluding sentence helps the reader understand the decision you have come to regarding your topic in the paragraph. This should easily be 5-7 quality sentences.

**Approved Book List:**

***Fast Food Nation*** Eric Schlosser's exposé revealed how the fast food industry has altered the landscape of America, widened the gap between rich and poor, fueled an epidemic of obesity, and transformed food production throughout the world. 2001 (2006)

***\*The Immortal Life of Henrietta Lacks*** Journalist Rebecca Skloot recounts learning about an African American woman named Henrietta Lacks, who died in 1951 of cervical cancer, but whose cancerous cells became the first immortal human cell line, called HeLa. 2010

***The Omnivore’s Dilemma*** Bringing wide attention to the little-known but vitally important dimensions of food and agriculture in America, Michael Pollan launched a national conversation about what we eat and the profound consequences that even the simplest everyday food choices have on both ourselves and the natural world. 2006

***Overachievers*** In this engrossing anthropological study of the cult of overachieving that is prevalent in many middle- and upper-class schools, Alexandra Robbins follows the lives of students from a Bethesda, Md., high school as they navigate the SAT and college application process. These students are obsessed with success, contending with illness, physical deterioration, cheating, obsessed parents and emotional breakdowns. What matters to them is that all-important acceptance to the right name-brand school. 2007

***\*Pandora’s Lab*** Paul Offitt What happens when ideas presented as science lead us in the wrong direction? History is filled with brilliant ideas that gave rise to disaster, and this book explores the most fascinating--and significant--missteps: from opium's heyday as the pain reliever of choice to recognition of opioids as a major cause of death in the U.S.; from the rise of trans fats as the golden ingredient for tastier, cheaper food to the heart disease epidemic that followed; and from the cries to ban DDT for the sake of the environment to an epidemic-level rise in world malaria.2017

***Stiff: The Curious Life of Human Cadavers*** by Mary Roach. Stiff is an oddly compelling, often hilarious exploration of the strange lives of our bodies postmortem. For two thousand years, cadavers--some willingly, some unwittingly--have been involved in science's boldest strides and weirdest undertakings. 2004

***Reality is Broken*** by Jane McGonigal flips the image of the lonely gamer on its head,

explaining how games create real value, can be used to make us happier and even help us solve global problems. 2011

\*This book is on the AP Biology approved List.