

Dear Student,

I am sending this to you since you are on the list for AP Comp next year – this does not mean you are currently registered for the course, but merely that you MAY be in the course and you MAY need this information. Feel free to email me with any questions. – Ms. Martin

AP Composition Required Summer Reading List and Assignments 2019

Instructor: Ms. Martin

Email: nancy.martin@ashland.k12.or.us

Room EN-1 (English building)

Facebook group: AP Composition 2019 - 20

Website: <https://sites.google.com/view/msmartinsapcompsite/home>

All AP Language and Composition students must read the following books over the summer, and write **(in PEN)** the following assignments. Please begin reading early in the summer. You can't wait to the last week and do this effectively.

You must complete the assignments to remain enrolled in AP. Choose a journal or composition book (approx 5"x7" to 8"x11" in size) in which to keep this assignment. You will be submitting this journal on day **one** of class.

Required summer reading:

- *Song of Solomon* by Toni Morrison (Mature content warning. You may contact me for an alternative book choice if this is simply too much for you.)
 - *The Grapes of Wrath* by John Steinbeck
- and choose **one** more to read:
- *The Scarlet Letter* by Nathaniel Hawthorne
 - *Old Man and the Sea* by Ernest Hemingway
 - *Frankenstein* by Mary Shelley
 - *Travels with Charley* by John Steinbeck

The following is a list of some books from the fall syllabus. These are readings that you may **choose** to read during the summer **instead** of during your busy academic year.

From the required reading list for next year:

*Carl Bernstein and Bob Woodward – *All the President's Men*

Upton Sinclair – *The Jungle*

*Charles Dickens – *Tale of Two Cities*

*These texts are the longest and most complex, so a summer reading may give you more time.

All books on the list may be checked out in the book depository before summer vacation. You may also purchase new or used copies of these books for the purpose of making marginal notes.

Required summer journaling for *Song of Solomon*

– In your journal, for one half of the chapters, write a brief personal reaction/response to each chapter, approximately ½ page long. **DO NOT write a summary** of what happens in the book. I already know what happens. (I also know what is in Cliff's and Barron's and Sparks and...) What I want to know is what YOU THINK about what is happening in the story. This will be your choice of chapters—it does not have to be the first half or the last half of the book.

– For the other half of the chapters, create an abstract representation with a brief 2-3 sentence explanation of, or quotation about, the symbols or images you have included from each chapter. This could include collages, series of images, creative interpretations of a symbol or image. **Computer generated art of any kind is NOT allowed.** All work must show your effort to represent what is happening in the chapter. Artistic ability is NOT required; personal effort needs to be evident.

Journaling for *Song of Solomon* continued: Finally,

A. Make a final overall statement about the main message of the novel.

B. What strategies did the author use to get his or her point across? (Look at language, characterization, arrangement of events, narrator's voice, etc.) (*Minimum length: half page for each*)

For your other reading, I recommend but do not require the following note-taking format: Set up three-columns in a spiral notebook turned sideways. The columns are set up for initial responses to record plot, setting, characterization, themes, vocabulary words, the use of literary devices such as allusion etc. and other basic literary elements found throughout literature. A second column is designed to promote research during the reading process. I encourage students to research any ideas related to both essential and general questions that will help guide further understanding. Examples of student research include new or different definitions for word choice, historical backgrounds, biographical information, political allusions and literary allusions. Using the research tools in the journal process furthers a deeper analysis of the literary works. Finally, the reflection column is for the students' perceptions and insights for reflection and analytical compositions. Students are encouraged to develop thematic insights and thesis ideas in this column. The reflection column provides a synthesis for overall understanding of a literary work.

I also recommend post-it note-taking and marginal note-taking as well, but please do not put post-it notes on the text of books checked out from school. The notes peel off the text and destroy the books.

Please purchase:

50 Essays

Edited by Samuel Cohen

Bedford/St. Martins Press

Publication Date: **December 3, 2003** | ISBN-10: **0312412053** |

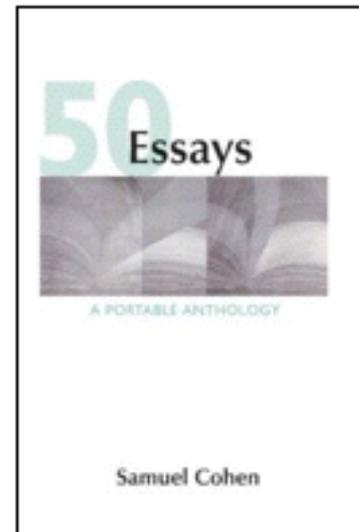
ISBN-13: **978-0312412050**

We want to all have the same essays, so please get the **1st edition.**

Please order this book over the summer and come to class with a copy by the end of the first week. You can find it used on

Amazon.com for a reasonable price. The library has a few copies to check out. Former Comp students often have them to sell for cheap.

It should be around or under \$10-\$13.



I am really looking forward to teaching AP Language and Composition next year. Enjoy your summer vacation. Read, journal, and come to class prepared to write on day one.

Sincerely,
Ms. Martin