



2019 Summer Reading AP English Language and Composition

THE PURPOSE OF SUMMER READING:

The goal of Central Florida Christian Academy is to “educate, inspire, and equip” all of our students with the knowledge base necessary to continue on their educational journey and in life. Reading good literature is a vital part of that journey. Being able to read comprehensively and on grade level will aid the success rate of a student at CFCA. In addition, being able to understand and evaluate an author’s written word helps students to use critical thinking in other areas of their lives.

THE BOOKS:

Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion by Jay Heinrichs (Revised and Updated Edition, 2017, ISBN 978-0804189934)

One of the Following Non-Fiction Books:

In Cold Blood by Truman Capote
Into the Wild by John Krakauer
Fast Food Nation by Eric Schlosser
Nickel and Dimed: On (Not) Getting By In America by Barbara Ehrenreich
Overachievers: The Secret Lives of Driven Kids by Alexandra Robbins
Kabul Beauty School: An American Woman Goes Behind the Veil by Deborah Rodriguez
Black Hawk Down by Mark Bowden
She Said Yes: The Unlikely Martyrdom of Cassie Bernall by Misty Bernall
Catch Me If You Can by Frank Abagnale
The Zookeeper’s Wife: A War STORY by Diane Ackerman
Reading Lolita in Tehran by Azar Nafisi
Dress Your Family in Corduroy and Denim by David Sedaris
How Starbucks Saved My Life: A Son of Privilege Learns To Live Like Everyone Else by Michael Gates Gill
Beautiful Boy: A Father’s Journey through His Son’s ADDICTION by David Sheff
Seabiscuit: An American Legend by Laura Hillenbrand
Freakonomics by Malcolm Gladwell
The Perfect Storm by Sebastian Junger
On Writing by Stephen King
The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead by David Callahan
The Shallows: What the Internet is doing to our Brains by Nicholas Carr
The Beautiful Struggle: A Memoir by Ta-Nehisi Coates
The World Is Flat: A Brief History of the Twenty-first Century by Thomas L Friedman
I Will Always Write Back: How One Letter Changed Two Lives by Martin Ganda and Caitlin Alifirenka



David and Goliath by Malcolm Gladwell

The Outliers by Malcolm Gladwell

Originals: How Nonconformists Move the World by Adam Grant

The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens by Brooke Hauser

Season of Life: a Football Star, a Boy, a Journey to Manhood by Jeffrey Marx

Reading Lolita in Tehran by Azar Nafizi

The World Without Us by Alan Weisman

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

****Please be aware that some of these selections to include some explicit language or scenes. Read a review before you choose a book so that you are not surprised by the content of it.***

THE REQUIREMENTS:

For both books, you should be highlighting and making notes as you read. This will help you tremendously with your work. I will be looking for notes in the margins when I check your assignments. Also, EVERYTHING FOR SUMMER READING MUST BE TYPED IN MLA FORMAT.

Instructions for *Thank You for Arguing*:

Summarize & Reflect:

- Read the book, one section at a time (there are four major sections and a short introduction).
- For each of the four sections (combine the intro with Part I), write a short summary, which addresses the main points in the section, and integrates important terminology. In addition, reflect on the impact those terms have on society or within argument.
- The terms listed here are required in your summaries; in addition, you should pick at least five more—so each of your section summaries should have a minimum of ten terms in the summary; please bold the terms in the summary.
- Each section summary should be 500-700 words.

Required Terminology:

- Section Title: Intro/Offense
 - Ethos
 - Pathos
 - Logos
 - Inductive Logic
 - Deductive Logic
- Section Title: Defense
 - False analogy
 - Hasty generalization



- Tautology
- Red herring
- Phronesis
- Section Title: Advanced Offense
 - Idiom
 - Synecdoche
 - Antithesis
 - Irony
 - Kairos
- Section Title: Advanced Agreement
 - Introduction
 - Narration
 - Division
 - Proof
 - Refutation

Your Non-Fiction Book

Instructions for Dialectical Journals:

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You must label your responses using the following codes:
 - (Q) Question – ask about something in the passage that is unclear
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what’s in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about what the author is trying to say



Sample Dialectical Journal Entry:

| Passages from the text-- Must quote at least one per chapter. | Pg#/Paragraph # | EACH Passage you quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score. |
|--|-------------------------|---|
| <p>"The yellow marks in my college textbooks...did not help me very much."</p> <p>"Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"</p> | <p>82/1</p> <p>87/2</p> | <p>(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.</p> <p>(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?</p> |

Choosing Passages From The Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding to the Text:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. You can choose to type and save your journals or you can write by hand and then scan and save as PDF. I do want an electronic copy of your work.

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)



- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

Higher Level Responses:

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Grading:

- During the first week of class, I will collect your summaries and dialectical journal.
- These assignments are due on the first day of class after the Senior Trip. Please have them ready!