Dear Parents and Students,

Welcome to AP Language and Composition 11. We look forward to working with you for the 2018-2019 school year. This class operates on a college level to give students the necessary skills to read and write both critically and analytically. These skills that will serve students well not only in their college English and writing courses but in preparing students for those real-world situations where critical reading and writing are paramount to one’s success.

Because this class demands students come out of it as literate young men and women with a sound foundation in American literature and current events, students are required to do a great deal of outside reading in order facilitate optimum performance both inside and outside of this class. For this foundation to be built, the groundwork needs to be done not only during the school year, but every, single day. These skills, like any other, require consistent practice.

Students need to **reimagine** their understanding of what it means to READ a text. Rather than viewing reading as a passive activity where only surface-level details are acquired or processed, students will learn that all texts are interactions between the author and the reader, and they will learn that nothing is written to merely entertain a reader. There is ALWAYS a purpose, ALWAYS a message! As such, individual readers become critical components of a meaningful understanding of any text.

In this course, you will learn to see beyond the surface of the texts and to consider how the author’s craft and our interaction with the text affects the experience a reader has with a text. Students should be prepared to write purposefully and analyze critically with thoughtful consideration of author, audience, arrangement, style, context, and purpose.

Students will read and respond to these texts throughout the summer as a way to practice their analytical skills in preparation for AP Language & Composition 11. This assignment is detailed on the following page and will be due within the first three weeks of school.

Now, should you find yourself sitting poolside, traveling long distances in a car, or bored with Netflix and Hulu, begin alleviating your junior-year workload. Begin practicing for the reading and writing journey that is AP Language & Composition 11.

Sincerely,

*Ms. Gillis, Ms. Eaton, Mrs. Ortiz, and Mrs. Phillips*

P.S. The assignments are on the following pages.

**If you have any questions email Ms. Gillis at gillisll@pwcs.edu or Mrs. Phillips at philliac@pwcs.edu.
ALL DUE DATES ARE SUBJECT TO CHANGE.

Summer Assignment Texts:
- *Into the Wild* by John Krakauer
- *The Wild Truth* by Carine McCandless

Expectations:
Within approximately three weeks of school, you will be asked to complete AP-style assessments that evaluate your reading of both *Into the Wild* and *The Wild Truth*. In order to do well on these assessments, you will need to conduct a close reading of each text, annotating purposefully while you read. A surface-level run through of the text will not allow you to do well on your assessments. Remember, reading is an interaction. It requires thoughtful involvement and transcription of your thoughts and reactions in order to be meaningful.

Our recommendation is that you read *Into the Wild* first and follow it up with *The Wild Truth*.

As you read these texts, please consider and annotate for the following:
- What is the purpose of each text? Are there purposes that are independent of each other? Are there purposes that are mutual?
- Who is (are) the author(s)? How does their background impact what they write, how they write, and what their message is?
- What is the historical context in which the text was written? Is it relevant? Is the context more relevant for one text than the other? How does the context impact their individual and/or mutual purposes?
- Who is the intended audience? Are you the intended audience? How do you know?
- The impact of environment on one’s life...
- The impracticality of complete freedom...
- The difficulty of forgiveness...
- The hold that nature has over people...
- Should we admire Chris for his courage and noble ideas? Was Chris a reckless idiot? Arrogant? Stupid?
- If, as Thoreau claims, “What you get by achieving your goals is not as important as what you become by achieving your goals,” then was Chris McCandless’ realization a tragic end or a successful journey?
- What figurative devices (e.g. foreshadowing, irony, symbolism, allusions, analogies, etc.) do you see, and how do those figurative devices serve to facilitate the author(s) purpose(s)? message(s)?
- What message(s) does (do) the author(s) convey with the text and how do the stylistic choices made by the author(s) facilitate the message?
  - Find passages that are the most vivid and memorable to you and consider how the author(s) achieve that effect. What is the intended impact of those choices? How does the author want the reader to feel? What specifically causes the reader to feel that way? Why does the author want the reader to feel that way? How does that help the author achieve his or her purpose or facilitate the message he or she wants the reader to accept?

THREE WEEKS INTO THE SCHOOL YEAR, STUDENTS WILL BE REQUIRED TO TAKE IN-CLASS ASSESSMENTS THAT SHOW THEY HAVE THOROUGHLY READ THE ASSIGNED TEXTS.

*IT IS SUGGESTED THAT STUDENTS ANNOTATE THE TEXT AS A WAY TO PREPARE THEM FOR THEIR ASSESSMENTS. HOWEVER, ANNOTATIONS ARE NOT REQUIRED.*
Additional Texts Students May Read Throughout the 2018-2019 School Year:

These texts could include...* 

- 50 Essays by Samuel Cohen
- The Great Gatsby by F. Scott Fitzgerald
- The Things They Carried by Tim O’Brien
- The Devil in the White City by Erik Larson
- I am Malala by Malala Yousafzai
- In Cold Blood by Truman Capote
- The Glass Castle by Jeannette Walls
- The Scarlett Letter by Nathaniel Hawthorne
- The Adventures of Huckleberry Finn by Mark Twain
- The Road by Cormac McCarthy
- Zeitoun by Dave Eggers
- A Long Way Gone by Ishmael Beah

*Not every AP English Language teacher will use all of these additional texts. Individual teachers have the authority to select their own texts; this is simply a list of possible independent reading books in case students are interested in exposing themselves to the books before the school year begins.

STUDENTS ARE NOT REQUIRED OR EXPECTED TO PURCHASE OR READ ALL OF THESE BOOKS!