

Dear Parents and Students,

We are delighted that you have decided to enroll in AP English Language and Composition for next year! It is a great pleasure to work with such talented and committed students. This will be the year of the “great leap.” You will be jumping from sophomore English at the high school level to freshman English at the university level. An extra grade point will be given for a grade of a “C” or higher because the workload and the level of sophistication are higher than in English III. During this busy and challenging year, you will be practicing advanced-writing strategies, learning to look very closely at the rhetorical devices authors use to make meaning in texts, developing an extensive vocabulary, building speed and comprehension in reading, and increasing not only correctness but also the effectiveness of your written expression.

To give you the head start you need, we are assigning a summer reading and writing activity. We have chosen this assignment carefully with specific goals in mind. Grades on this assignment will constitute a portion of your first trimester grade. Students should complete assignments independently.

YOU MUST SUBMIT YOUR SUMMER WORK TWO WAYS:

1. You **MUST** complete the entire assignment on the document we give you in Google Classroom. **Do NOT copy and paste your work from another place.** Complete it on the provided document in Classroom, and hit submit.
2. On the first day of school, we will register for turnitin.com to submit this work. Credit will not be given for summer work if it is not submitted to turnitin.com.

A note about artificial intelligence: It is expected that all writing is the unique thinking of the student submitting the work. All work will be checked for authenticity in the first week of school. Any indication that writing is not original will result in zero credit in our gradebook. Plagiarism, both intentional and unintentional, will not be tolerated and will result in a zero grade as well as an office referral. Academic integrity is of utmost importance.



Please join our Google Classroom with the code: ye7urigu



Do you know someone in the class? Remind them to do these things too!

A Personal Note:

AP Language is a college-level course that will require you to read and write at a high level of sophistication. We can help you do that if you come to class and are present in the moment. If you do not, you probably will have trouble handling the material. Being present and showing up is a requirement. Every class will comprise important lessons that cannot be absorbed independently at home.

Enjoy the sun, the sleep, and the reading! We look forward to meeting you on August 21, 2024.

Sincerely,

Mrs. Alberts (salberts@carlsbadusd.net) & Mr. Porter (george.porter@carlsbadusd.net)

AP Language & Composition Summer Assignments

AP Language & Composition is a college-level course involving the study of rhetoric in the high-school classroom. That means we study language and all the ways it can be put together to make meaning and sway listeners for different purposes. We will work on learning *how* to think instead of being taught *what* to think. In our summer reading, we will consider the question:

How do authors use language to move an audience toward a purpose?

AP Language & Composition is as much a reading course as it is a writing course. It does require discipline to train yourself to read complex texts. This is an important skill not only for the AP tests but also for college and beyond. We find that our avid readers fare better on the College Board test and in the course overall.

We would like you to exercise your reading comprehension skills this summer with a book of your choice. In addition to keeping your skills strong, you'll find that background knowledge in a spectrum of subjects will help you write to generate evidence in your Question 3 (Argument) Essays.

As you read, consider the author's intent in writing the work as well as how they achieve that goal. Your familiarity with your chosen work and the author's use of rhetorical strategies will be the basis for your first formal assignment in the school year. We will ask you to talk and write about your book in the first week of school, so please bring it with you, physically or electronically, to reference. We will not grade annotations, but you may annotate as you read if it helps your comprehension.

NOTE: Our expectation is that you choose a book that is appropriately challenging, given your enrollment in AP Language and Composition. **Do not select a book you've already read.**

Choose a nonfiction book title from the list of choices below. You can find these books at a local library, our school's online library, or a bookstore.

Nonfiction Book Choices:

We highly encourage you to select a book that matches your general interests but also challenges you as a reader. Feel free to do some independent research on a nonfiction book before you choose one, and **please make sure your guardians approve of your selection.**

Brené Brown

Daring Greatly

What if being vulnerable was actually a strength? Brené Brown dives into how courage, connection, and creativity all start with letting ourselves be seen. She shares real stories and research in a super relatable way. If you like books that

		make you reflect on your life and drop lots of quotable lines, this one's for you.
Gladwell, Malcolm	<i>Outliers: The Story of Success</i>	Think successful people just work harder or are born with talent? Think again. Gladwell shows how things like timing, culture, and even where you're born can shape success. He tells fascinating stories and connects them in surprising ways. It's a fun mix of facts and storytelling that gives you a lot to think—and write—about.
Grant, Adam	<i>Hidden Potential: The Science of Achieving Greater Things</i>	This book is all about how anyone—not just the “naturally gifted”—can grow, improve, and reach their potential. Adam Grant mixes psychology, stories, and science to show how hard work and the right mindset matter more than talent. It's uplifting and full of takeaways that make great evidence in analysis.
Chuck Klosterman	<i>I Wear the Black Hat: Grappling with Villains (Real and Imagined)</i>	Why do we sometimes root for the bad guy? This book explores what makes someone a “villain,” using everything from real people to movie characters. It's sharp, funny, and a little weird—in the best way. If you're into pop culture and like books that challenge your thinking, this one will keep you hooked.
Knight, Phil	<i>Shoe Dog</i>	This is the true story of how Nike went from a crazy idea in a notebook to one of the biggest brands in the world. Phil Knight tells it like it really happened—with all the risks, failures, and wins along the way. It feels more like a fast-moving novel than a business book.
Noah, Trevor	<i>Born a Crime: Stories from a South African Childhood</i>	Trevor Noah (from <i>The Daily Show</i>) tells the wild, funny, and sometimes heartbreaking story of growing up as a mixed-race kid under apartheid in South Africa, where that was literally illegal. It's packed with humor and powerful moments, and his voice jumps off the page.
Skloot, Rebecca	<i>The Immortal Life of Henrietta Lacks</i>	This investigative narrative uncovers the story of Henrietta Lacks, a poor Black woman whose cells, taken without consent, became the foundation of modern medicine. Skloot blends biography, science, and ethics in a compelling, journalistic style. It reads like a mystery, a history lesson, and a human story all in one.

THE ASSIGNMENT:

This isn't about completing a worksheet or filling out a packet. It's about reading something meaningful — and preparing to talk about it in a way that feels real.



Step 1: Choose Your Book

Select one book from the approved AP Language summer reading list (above). These books were chosen because they offer rich material for analysis, meaningful themes, and authorial craft that is worth discussing. Divide your book into two parts (the first half and the second half).

As you read, take your time and annotate (or keep a reading journal) in whatever way helps you track your thinking. Look for quotes that spark ideas, moments that confused or surprised you, stylistic moves by the author, and connections to other texts or the world.

Step 2: Prepare for Your Real-Talk Discussions

This fall, you'll participate in two Real-Talk Discussions with your classmates about your book— one for the first “half” of your book and one for the second “half” of your book. This isn't a traditional literature circle with assigned roles — no “Summarizer” or “Discussion Director.” Instead, *everyone comes prepared to contribute ideas, questions, insights, and reactions* in a natural, thoughtful conversation.

To prepare, complete the following steps while reading your book:

 **Create 12 Talking Points (6 for each half of your book). Talking points are not just discussion questions — they can be any combination of the following:**

- Interesting or powerful quotes you want to unpack
- Questions you're still thinking about
- Authorial choices you noticed (style, tone, structure, etc.)
- Connections to current events, personal experience, or other texts
- Unusual or unfamiliar allusions
- Themes or big ideas worth exploring
- Character actions or decisions you want to debate

As you read, you can keep track of them however you like. When you are done, type all six on the Google Document provided for you in Google Classroom. Make sure they represent different kinds of thinking, not just a plot summary.

Step 3: Practice Discussion (In Class - Fall)

Before your first book discussion, we'll practice the Real Talk format with some fun and thought-provoking prompts that don't involve your book. This helps us all learn how to listen closely, challenge and build on each other's ideas, and keep the conversation flowing — just like real adults do when they talk about something that matters.

What to Expect in Real Talk Discussions

- You'll have a multiple-choice assessment to attest that you thoroughly read your chosen book.
- Then, you'll meet in a small group with classmates who read the same book.
- Everyone will contribute talking points, and you'll arrange them in a logical discussion order together.

- The discussion will be guided but flexible — the goal is thoughtful conversation, not checking boxes.
 - If your group finishes early, you'll bring in your two backup talking points to extend the discussion.
 - I will be listening, observing, and occasionally jumping in — not to lead, but to join the conversation as a fellow thinker.
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Why This Matters

This kind of conversation helps you:

- Think critically about complex texts
 - Learn from others' perspectives
 - Practice real rhetorical skills (argument, concession, refutation, synthesis!)
 - Build confidence in expressing your ideas clearly and thoughtfully
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What You Need to Bring on the First Day of Class:

- Your chosen book (annotated or bookmarked)
 - This can be in print or digital.
- Your list of 12 talking points (This can be digital on Google Classroom or printed out).
- A willingness to engage in Real Talk