

11 AP Language and Composition Summer Work: Reading and Current Events

Purpose: the purpose of your summer reading assigned books and ten events collection is to begin working towards the main goals of this course: to develop critical literacy and to become a global citizen. The books you choose and the events you explore will give you exposure to new knowledge and ways of thinking, which are both essential for an AP Language and Composition student.

Your Task:

-Read two books from the list below. These are all non-fiction books that explore different components of our world. There is no assignment with this reading; please read with intention and be ready to work with both books when we return to school. You might choose to mark passages that stand out to you with sticky notes while you read.

-Stay up to date with the world by creating a collection of ten important world events that happen over the summer. Each event in your collection should include a quick overview of what happened, an analysis of why it is important to be aware of this event, what issues it demonstrates in our world, and any connections you can make with this event (to a text, to a movie, to another event, to a conversation, etc.).

The Books:

Sophia Amoruso, *#Girlboss*

Maya Angelou, *I Know why the Caged Bird Sings*

Aziz Ansari, *Modern Romance*

Katherine Boo, *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*

James Brown, *The Boys in the Boat*

Truman Capote, *In Cold Blood*

Susan Cain, *Quiet: The Power of Introverts in a World That Can't Stop Talking*

Ta Ne-hisi Coates, *Between the World and Me*

Barbara Demick, *Nothing to Envy: Ordinary Lives in North Korea*

Barbara Ehrenreich, *Nickle and Dimed: On (Not) Getting by in America*

Tina Fey, *Bossypants*

Sheri Fink, *Five Days at Memorial: Life and Death in a Storm-Ravaged Hospital*

Malcolm Gladwell, *Blink, David and Goliath, or Outliers*

John Howard Griffin, *Black Like Me*

Laura Hillenbrand, *Unbroken*

Maxine Kingston, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*

Jon Krakauer, *Missoula: Rape and the Justice System in a College Town, Into the Wild, or Into Thin Air*

Ann Lamott, *Bird by Bird*

Steven Levitt & Stephen J. Dubner, *Freakonomics or Think Like a Freak*

Michael Lewis, *Moneyball: The Art of Winning an Unfair Game*

James McBride, *The Color of Water*

Frank McCourt, *Angela's Ashes or Teacher Man*

Christopher McDougall, *Born to Run*

Barack Obama, *Dreams from My Father*

Ben Rawlence, *City of Thorns: Nine Lives in the World's Largest Refugee Camp*

Eric Schlosser, *Fast Food Nation: The Dark Side of the All-American Meal*

David Sedaris, *Me Talk Pretty One Day*

Margaret Shetterly, *Hidden figures: the American dream and the untold story of the Black women mathematicians who helped win the space race*

Tracy K. Smith, *Ordinary Light*

Bryan Stevenson, *Just Mercy*

J. D. Vance, *Hillbilly Elegy*

Joby Warrick, *Black Flags: The Rise of ISIS*

Richard Wright, *Black Boy*

Malala Yousafzai, *I Am Malala*

-Controversial Text Content Note from the College Board:

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

The Ten World Events of Summer Collection:

Use all different methods of collecting ideas for this – watch the news, read the news, talk to people, see what’s trending on twitter, etc. Information has never been more accessible. Use whatever works for you to collect your information.

Each event in your collection should include a quick overview of what happened, an analysis of why it is important to be aware of this event, what issues it demonstrates in our world, and any connections you can make with this event (to a text, to a movie, to another event, to a conversation, etc.). You will end up with ten short paragraphs in total.

Make sure you include a **works cited page** at the end of your collection with all of the sources you used. **Noodletools** can make your works cited page for you if you enter your sources in there. **Remember that you can log into Noodletools using your school email; just make sure you click “Login with Office 365.”**

After you make your works cited page, you click “Print/Export” and then “Print Export to Word.” If you’re doing this on your school iPad and it doesn’t download, you’ll need to turn off your pop-up blocker under your browser settings.

Notes:

-If you wish to substitute a different work of non-fiction for the any of the choices above, you may e-mail Ms. Besl (sbesl@troy.k12.mi.us) or Mr. Morang (jmorang@troy.k12.mi.us) to request the change. Any text you select should be substantial, collegiate, and worthy of standing next to those on this list.

-By the end of the second week of school, you must be done reading your two non-fiction books and have your ten events collection completed. You will turn in the ten events collection and we will use the non-fiction books in class.

-If you get your books from the library and need to return them before the start of school, use your phone or iPad to take a picture of several passages from each that stand out to you as being important to the overall book.