

AP/ECE English Language and Composition 2023 Summer Reading Assignment

Dear Students:

Welcome to AP/ECE English Language and Composition. I am looking forward to working with you in the fall. As this is a college-level course, it is essential that you are prepared to commit the effort and time needed to develop as readers, writers, and thinkers. The course requires that you produce multiple drafts of essays, read independently and extensively from a wide selection of both nonfiction and fiction, and participate as an active and engaged member of the class. In addition to taking the AP exam in May, you will have the opportunity to earn four college credits from the University of Connecticut.

To help prepare for next year, you will be required to read two books. Please note that as an AP/ECE student, I assume that you are reading independently throughout the summer beyond the two books assigned here. **On the first day of class, please bring your completed summer reading assignments and the books you read.**

Please carefully read and follow the instructions included below.

Book 1: Please follow the instructions on the summer reading assignment for all KHS students. You are welcome to read any novel or play of your choice. However, it's important to challenge yourself as a reader. Consider selecting a title from the list below or a title with equal literary merit and complexity..

Heart of Darkness	A Separate Peace	Lord of the Flies
The Nickel Boys	A Streetcar Named Desire	The Goldfinch
All the Light We Cannot See	The Great Gatsby	The Dutch House
The Night Watchman	Brave New World	The Adventures of Huckleberry Finn
The Roundhouse	The Road	The Sweetness of Water
The Awakening	The Sun Also Rises	The Shipping News
Where the Crawdads Sing	Sense and Sensibility	The Sympathizer
Wuthering Heights	Native Son	The Things They Carried
The Scarlet Letter	A Raisin in the Sun	Hamnet
The Underground Railroad	A Prayer for Owen Meany	Trust Exercise
Great Expectations	The Sympathizer	The Catcher in the Rye

Book 2: Select a **nonfiction** book of your choice using the directions on the last page of this handout. You will complete 10 dialectical journal responses to demonstrate the development of your thinking.

The journal entries will be used to guide discussion, analysis and writing during the first weeks of school. On the second and third page of this handout, you will find (1) the dialectical journal instructions, (2) the summer reading rubric, and (3) the list of sources for finding full-length nonfiction.

If you have any questions about the course or assignment, please feel free to email me at jgutierrez@killingslyschools.org. Finally, be sure to share this letter with your parents/guardians so they are aware of the requirements for the class.

Enjoy your summer!

Mrs. Gutierrez
English Department Coordinator

Dialectical Journal

A dialectical journal shows your conversation with the text. It allows you, the reader, to respond in a personal and analytical way. Furthermore, it forces you to pause and reflect on what the author has communicated, questioning purpose and meaning.

The books you will read are intended to be challenging and thought-provoking. Your journal responses should consider the complexity of the text and serve as evidence of your thinking. A warning: do not resort to the internet. Have confidence in your own observations and questions. This is how you learn to think for yourself.

For each entry:

1. Hand write or type your entries.
2. Use the left-hand side of the page to record a sentence or sentences from the text that you find interesting, thought-provoking, or especially powerful.
3. Record the page number.
4. Use the right-hand side of the page to respond to your selected passage. You can respond with observations, connections, questions, explanations, theories, analyses, predictions, etc. Ask yourself: Why is the author including this particular section/chapter? What does the author want the reader to think about? What makes it effective writing? It is important to remember that a summary of the reading is not acceptable content for the journal responses.

EXAMPLES:

What the text says	Page number	My response
<p>Viktor Frankl's Man's Search for Meaning "If someone now asked of us the truth of Dostoevski's statement that flatly defines man as a being who can get used to anything, we would reply, 'Yes, a man can get used to anything, but do not ask us how.'"</p>	30	Here Frankl is explaining the first days and week of his time in Auschwitz, the concentration and extermination camp in Poland operated by Nazi Germany. It is interesting because Frankl describes how the prisoners came to adjust to life in the horrific camp. Even though the prisoners considered suicide, were overcome with hopelessness, and were starving, they had this drive to stay alive. I imagine that Frankl is asking the reader to consider what she believes she can endure. It is also interesting that he makes the reference to Dostoevski; this shows he trusts that the reader is knowledgeable.
<p>Nicolas Carr's The Shallows: What the Internet is Doing to Our Brains "We become, neurologically, what we think."</p>	33	Carr spends a lot of time reflecting on the large amounts of time we spend on the internet engaged in activities that require very little reflection and thinking. He then connects that to the idea that this, ultimately, will result in individuals with less capacity for deep thinking. I worry about the same thing. Will we become a society incapable of critical thought and complex reasoning? How will we even know and is there a fix? Is Carr intent on simply scaring the audience or is he looking for the audience to change? It also makes me consider in what ways we become what we think. I'm looking forward to a deeper explanation of this. On a simple level, I understand that we become shallow when all we think about is our appearance or we become negative when we are constantly thinking about what's wrong with any given situation. But how does it go beyond that?

Summer Reading Rubric 2023

<i>Journal responses...</i>	Exemplary	Proficient	Progressing
are complete, with a <u>minimum</u> of 15 entries			
contain meaningful quote selections that go beyond facts			
address patterns, demonstrating depth of understanding [by recording thoughts, reactions, predictions, questions, connections]			
are entirely original, representing the reader's thoughts and NOT the interpretations or quote selections from websites such as Sparknotes			
avoid extensive summary			
demonstrate effort required for AP/ECE-level work.			

Resources for Finding Full Length Non-Fiction

Take some time to select a **nonfiction** book. Most importantly you should select a book about a topic of interest to you and one that has earned critical acclaim and not simply a bestseller. I have included a list of books to consider, but this list is not exhaustive. Please email me to clear any author outside of those found on the award websites and the list provided. The first three sites have nonfiction book lists from multiple years. Remember that nonfiction encompasses a wide range of topics and interests such as current events, psychology, technology, sports, popular culture, history, biography, autobiography, memoir, science, food, travel, etc.

Select a book from one of the following lists:

- A title from any author who received a nonfiction [National Book Award](#)
- Any title awarded the [Pulitzer Prize in history, biography, or general nonfiction](#)

If you can't decide, consult with a librarian or other readers you know, or try one of these titles:

- *Man's Search for Meaning*, Viktor E. Frankl
- *Prairie Fires: The American Dreams of Laura Ingalls Wilder*, by Caroline Fraser
- *Just Mercy*, Bryan Stevenson
- *Educated* by Tara Westover
- *Outliers*, Malcolm Gladwell
- *The Shallows: What the Internet is Doing to Our Brains*, Nicholas Carr
- *Five Days at Memorial*, Sheri Fink
- *Quiet: The Power of Introverts in a World that Can't Stop Talking*, Susan Cain
- *The Worst Hard Time: The Untold Story of those Who Survived the American Dustbowl*, Timothy Egan
- *The Devil in the White City: Murder, Magic and Madness at the Fair that Changed America*, Eric Larson
- *The Sixth Extinction*, Elizabeth Kolbert
- *The Immortal Life of Henrietta Lacks*, Rebecca Skloot
- *The Dead Are Rising: The Life of Malcolm X*, Tamara Payne and Les Payne
- *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*, Claudio Saunt