AP Language and Composition

Summer Reading Assignment

ASSIGNMENT #1: DEPARTMENT-WIDE CHOICE READING + LOG

All students are responsible for the departmental summer reading assignment: selecting books to read over the summer and keeping a log of those titles. Expect that your teachers will collect this log during the first week of school. This assignment helps us begin to get to know you as readers.

Any book that is required reading in any course (like APUSH) should NOT be written on this log. We want to know what **you choose** to read.

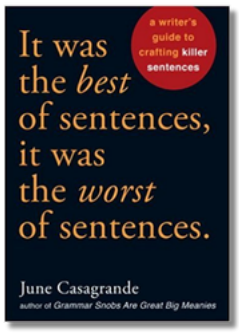
Here are the directions for that assignment and a Google doc version of the log. Note that your teacher may want a printed copy.

ASSIGNMENT #2: BEST OF SENTENCES

This English language style guide will be one of the textbooks for AP Language. While we do not expect you to learn everything in this book over the summer, we DO expect you to engage with the text. Think about the concepts in terms of your own writing.

To demonstrate this engagement, you need to do the following:

1. Select a piece of writing that you did in your 10th grade English class of approximately 300–500 words.
   a. You may **excerpt** from a longer piece of writing.
2. Review this piece of writing with an eye toward problematic trends and patterns.
3. Identify THREE chapters in *Best of Sentences* that could help you improve your writing based on the patterns you identified.
4. Annotate the essay to show where the pattern is occurring.
5. Try revising your writing using the techniques suggested in *Best of Sentences*.



ASSIGNMENT #2 (CONTINUED)

You will review the revision assignment with your English teacher sometime during the first month of school in a writing conference. **We expect that you are able to speak with some knowledge about both the concepts in *Best of Sentences* and how they apply to your own writing**.

Here are some examples of revision work that were considered successful:

Summer Reading Revision, example 1
Summer Reading Revision, example 2

While the English department does have copies of the book available for you to borrow, we do recommend purchasing your own copy to make annotation easier, especially if you are someone who may have cause to reference this book again after you have completed this course.

If you are borrowing the book, then fill out this Google form so that we can keep track of our copies.

You should also **expect to have a test during the first or second week of school** that covers basic grammatical terms. Most of these terms are covered in ninth grade and reviewed in tenth grade, so the content should not be new. However, you are responsible for identifying gaps in your understanding and catching up over the summer. When students begin this course, we expect that they are comfortable using these terms. The grammar and language work we do in AP Language will build on this foundation, but that foundation must be in place for us to do this work.

Additional Grammar and Language Resources

If you would like some additional review materials, you should consult this website. (Note: You will need to be signed into your school Google account to be able to view this site.) All the topics on the first grammar test are covered here under **Parts of Speech** and **Parts of Sentences**. Practice worksheets and answer keys are also available on this site.

We also suggest that you become familiar with the format of the test. Here are two practice tests and answer keys:

Practice Test 1
Answer Key 1
Practice Test 2
Answer Key 2

Extra help will be available during the allotted English extra help time before the test.

ASSIGNMENT #3: CULPABILITY



In the age of AI, we think it is essential that students begin the school year with interest in how different uses of AI can have long-term, often unintended consequences. To invite curiosity about this issue, students will read *Culpability* by Bruce Holsinger over the summer. This novel raises fascinating questions about morality and responsibility when it comes to relying on artificial intelligence.

This inquiry-driven unit will be guided by this essential question: **What do we gain and what do we lose when we integrate AI into our lives?**

The novel and the supplemental texts we will be studying together in class all touch on this question, especially in regard to the domains of critical thinking, connection and relationships, and ethics.

Annotation Directions
As you read, annotate with our essential question in mind: What do we gain and what do we lose when we integrate AI into our lives?

Pay particular attention to moments that connect to the following domains:

1. **Critical Thinking**. Notice moments when AI affects how people solve problems, make decisions, remember information, or rely on their own judgment.
2. **Connection and Relationships**. Notice moments when AI affects communication, trust, identity, emotion, or relationships between people.
3. **Ethics and Morality**. Notice moments that raise questions about responsibility, fairness, ethics, truth, or values.

In this class, one of the main skills you will be developing is the ability to think critically about what you are reading. The CECQ reading strategy will help you turn reading into a conversation between yourself and the text.

Once you find moments in the novel that you want to think more about, pause and **make your thinking visible** with some **handwritten annotations** on sticky notes or notebook paper). Then use CECQ to help you develop that thinking:

1. **Connect**: How does this moment connect to something I already know, believe, or have experienced?
2. **Extend**: How does this moment push or expand my thinking in a new direction?
3. **Challenge**: How does this moment complicate or challenge what I thought before?
4. **Question**: What questions does this moment raise for me?

ASSIGNMENT #3 (CONTINUED)

As you annotate, you do not need to write long notes. Just jot some thoughts in relation to one of the above questions for each annotation. You should have approximately 4–5 annotations for each of the above domains (critical thinking, relationships, ethics), for a total of 12–15 annotations.

Come to class prepared not with "answers," but with ideas, questions, and moments you think are worth exploring.

While we will not begin discussing the novel right away, you should have this work completed by the first day of school, as the beginning of the year is always very busy, and you likely will not have time to do your best work if you wait.

Note: If you decide to borrow this book from a library, please make sure you write down the quotes and page numbers. We will try to have a few hard copies of the novel on hand in September for our unit study.