

AP Language & Composition: English 3, Level 4 (W220334)

FICTION

(Compiled and available for purchase from New Trier's
bookstore on 08/01)

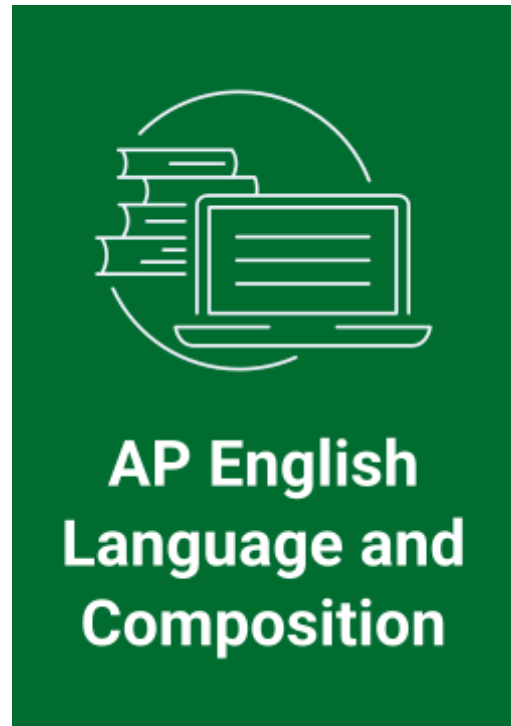
“Good Country People”. O’Connor, Flannery

“Puppy”. Saunders, George

“Peking Duck”. Ma, Ling

NONFICTION

2 articles from credible
websites, newspapers, magazines, databases (etc.)
of at least 1000 words



Purpose of Summer Reading:

This summer we are asking incoming students to read a collection of shorter works-- 3 short stories and 3 short essays. Do not feel pressure to dazzle us with your brilliance, but instead just work on exploring and sharing your authentic thoughts. This AP class will be guided by the principle that careful thinking takes time. That doesn't mean this class will be easy. Learning to think in new ways is neither quick nor painless, but it provides more lasting rewards than “grinding” ever can. And we will support you in this change.

The heart of this class is the **reading journal**, which is a place where students notice and explore their confusions while reading and practice using reading and thinking skills to work through them. It is a thinking step that comes after reading and before discussion-more like an artist's sketchbook where one works out ideas before the finished painting. So, we would like your summer reading to be the start of this reading journal process. **Please write this in Google Docs. Do not use AI or other online resources. The goal is to reveal your own thinking.**

Part 1: Fiction (Short stories & Reflection)

1. “Good Country People”. O’Connor, Flannery
2. “Puppy”. Saunders, George
3. “Peking Duck”. Ma, Ling

Reflection on the Short Stories:

We are asking you to stay open to the idea that some texts do not “solve” themselves with a neat ending. They may leave us scratching our heads and wondering what just happened. We assume you will experience that with the selections here. Read each story carefully. Then **choose 2** of these questions to answer **thoughtfully, thoroughly, and authentically** for **EACH** story (the ones that sound interesting to you):

- Write about a description or piece of dialogue that you found memorable or funny and why.
- Puzzle over one specific sentence or paragraph that confused you. Explore it.
- Reflect on what seems familiar in the characters, places, or situations.
- Reflect on what seems unfamiliar in the characters, places, or situations. What do you learn from spending time in the unfamiliar?
- Reread the final 2 paragraphs. In what ways does this story leave us with a sense of complexity (questions, loose ends, ambiguity) instead of a clean solution?
- Compare it to other things you have read. What connections do you discover?

Then answer this 1 question after reading all three: What is one pattern you noticed that connects all three stories? Explore how it works in each.

Part 2: Nonfiction

Please choose **two nonfiction articles** from **credible** websites, newspapers, magazines, databases (etc.) to read and annotate. They should be at least 1000 words. **You must print them out, annotate them, and bring them to class on the first day of school prepared to write about them.**

We hope this non-fiction reading will give you the opportunity to learn about your interests, issues that you may never have considered before, or some perspectives that may be different from your own. It should also give you a head-start on the kind of exploratory reading you will be doing this year to discover questions for your junior theme. Finally, it will provide a starting point for our year-long work in rhetorical analysis and close reading.

1. Annotation Guidelines:

The requirements for the annotations are designed to help you with the writing that you will do when school starts. Remember that annotation is not just underlining or highlighting. The root of the word annotation is note. You must

make notes next to what you underline or highlight so you (and your teacher) know why you underlined it.

- A. **Purpose:** Annotate all relevant passages that address what you believe that author is trying to achieve.
- B. **Thesis:** What is the author's specific argument? It may be implicit or explicit. Annotate evidence to support what you believe to be the thesis.
- C. **Audience:** To whom is the author directing their argument and how can you tell? Annotate evidence that supports your ideas about the target audience.
- D. **Questions:** Write out your questions? What is confusing? What new questions is this bringing up for you? What else do you want to know?

2. Reading Response:

For each article, please read it carefully and complete the following write-up **in Google Docs. Do not use AI. The goal is to reveal your own thinking.**

- A. **MLA 8 or 9 Citation** - Feel free to use Noodle Tools for this, but make sure you include the title, author, date of publication and original source of the article.
- B. Explain why you are interested in this topic and what struck you about this article that made you want to read it. This should be a detailed discussion.
- C. What did this article help you understand and why or how? Provide evidence to support your claims.