**AP English Language and Composition**

**Summer Assignment Packet**

**2023-24**

Dear AP Language Student,

I am excited that you have elected to participate in the challenging and rigorous, but often entertaining, course of AP English Language and Composition for the 2023-24 school year. Like other AP courses, this class offers a college-level curriculum. Therefore, a student should enroll in the course only if they possess intellectual curiosity, a desire to read nonfiction texts, a motivation to improve their writing, a proficiency in completing assignments, and a dedication to word hard with this accelerated course.

This course is designed to allow student the opportunity to read and carefully analyze a broad and challenging range of nonfiction texts, which will deepen their awareness of rhetoric and how language works. AP English Language demands a rigorous schedule of analytical reading, writing, and discussion. In order to help you adjust to the workload of this class, the following summer assignment has been prepared to serve as an introduction to the course.

While the reading and writing schedule for AP Lang may seem daunting at first, I look forward to working with you in the fall to devise appropriate supports to create a sense of capability to complete assignments in a timely and efficient manner –one most suited to prepared a student for the AP Exam in May 2024. I hope that your summer will be enjoyable.

If you have any questions or need any assistance please do not hesitate to contact me at fikes@gcsnc.com. Please be aware that I will not be checking or responding to my email daily during the summer, but I will respond to you in a timely manner.

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**Required Summer Assignments will be due on Friday, September 8th.**

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***It would be ideal if you could type your assignments and turn in via Canvas; however, since I’m aware that not everyone will have access to a computer over summer break, I will also accept handwritten assignments.***

**Required Summer Assignment**

1. Read *The Anthropocene Reviewed* by John Green.
	* You may purchase this book yourself or check it out at the library. You can also come check out the book in my room (4206-upstairs above the media center). I only have sixty copies, so it will be first come, first served for these copies.
2. Respond to three of the reviews using the questions at the bottom of this sheet.
	* *Note: While you are only having to respond to three of the essays, it would be helpful for you to read the entire book instead of just three essays. The more you read the easier it will be to write your essay.*
3. Write your own review essay.
	* The format of the essay is really up to you. At some point in the essay, you should complete the following tasks:
		+ Give background about the topic.
		+ Talk about a personal experience that you have with the topic.
		+ Relate the specific topic back to the broader human experience.
		+ Review the topic out of five stars at the end.
	* Requirements for the essay:
		+ 12 point, Times New Roman font, double spaced (if typed)
		+ Between 800-2000 words in length.
		+ Uses a narrative writing style with a 1st person point of view, descriptive imagery, figurative language, and personal experiences.

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**Questions to answer about your choice of three of the essays in *The Anthropocene Reviewed*.**

**All questions should be answered using complete sentences. You must do this three times.**

“Title of Essay”

1. What was the topic being reviewed, and how many stars does Green give this topic?
2. What background doe Green provide about the topic? Did you learn anything you didn’t already know? Explain. It was something you already knew about what was something insightful about the way the topic was presented?
3. How does Green employ a narrative voice? Give an example.
4. How does he relate this topic to the broader human experience? In other words, how does he make this topic relate to everyone, and not just himself?

**Suggested Summer Reading**

AP Language and Composition is a course focused on non-fiction texts. The texts we’ll read this year will typically be shorter in length than full length novels and will come from wide variety of contexts. Understanding the context –both historical and social –of the texts will be a key component to your analysis and preparation for the AP exam. During the year you’ll be required to expand your background knowledge through reading, watching, and listening to texts in a variety of subject areas. I encourage you to consider starting this process this summer. It is not required but will help you both in class and as an informed human.

The different areas of knowledge we will discuss can be summarized with the acronym CHORES—current events, history & art, our experiences, reading, entertainment, sports & science. I will post a list of resources on my school page for you to consider for the summer. This can be found by finding my profile on the Southeast Guilford High School website—About Us: Staff Directory and Webpages (<https://www.gcsnc.com/Page/68182>) This list will include podcasts, books, documentaries, etc. to help you expand your background knowledge. The idea is to explore content areas that you are not as familiar with. If you enjoy following sports and entertainment, perhaps it would be a good idea to explore history and art or current events. The goal is to learn about something you’re not already familiar with.

Again, this is only a suggest summer assignment, and we’ll dig into this more in the fall, but it will help you to get started this summer. Whatever your summer plans may be –travel, working, spending time with friends and family –pay attention to what is going on around you in your community and the world. Have fun. Be safe and I’ll see you in the fall!

Susan Fike fikes@gcsnc.com