

AP English Language and Composition (APELC)

Mr. Graham

stephen.graham1@wcs.edu

Summer Reading Assignment

Welcome to AP English Language and Composition! I am thrilled that you have signed up for this course. **Please make sure you are a member of our Schoology Group: Graham - AP Language and Composition, 24/25. Access Code: 7F24-QDX4-5CZRR.**

“AP Lang” is a college level course focusing on the writing process and the analysis of nonfiction texts. During our time together, we will refine our abilities to read deeply, think critically, and write both beautifully and persuasively.

This course requires you to delve deeply into persuasive texts, to question writers’ intentions and biases, and to grapple with complex, contemporary issues. Please note that some of the titles in this course explore mature and controversial topics appropriate to college-level discourse. This summer reading assignment is designed to give you an introduction to the type of reading and thinking you will experience throughout the course.

Directions:

- Obtain a copy of *Outliers* by Malcolm Gladwell. [I recommend this edition, which can be purchased on Amazon for \\$11.90.](#)
 - ISBN-10 : 0316017930
 - ISBN-13 : 978-0316017930
- Read and annotate the text. See page 2 for annotation guidelines.
- **Your annotated text is due at the beginning of class on Tuesday August 20, 2024.**

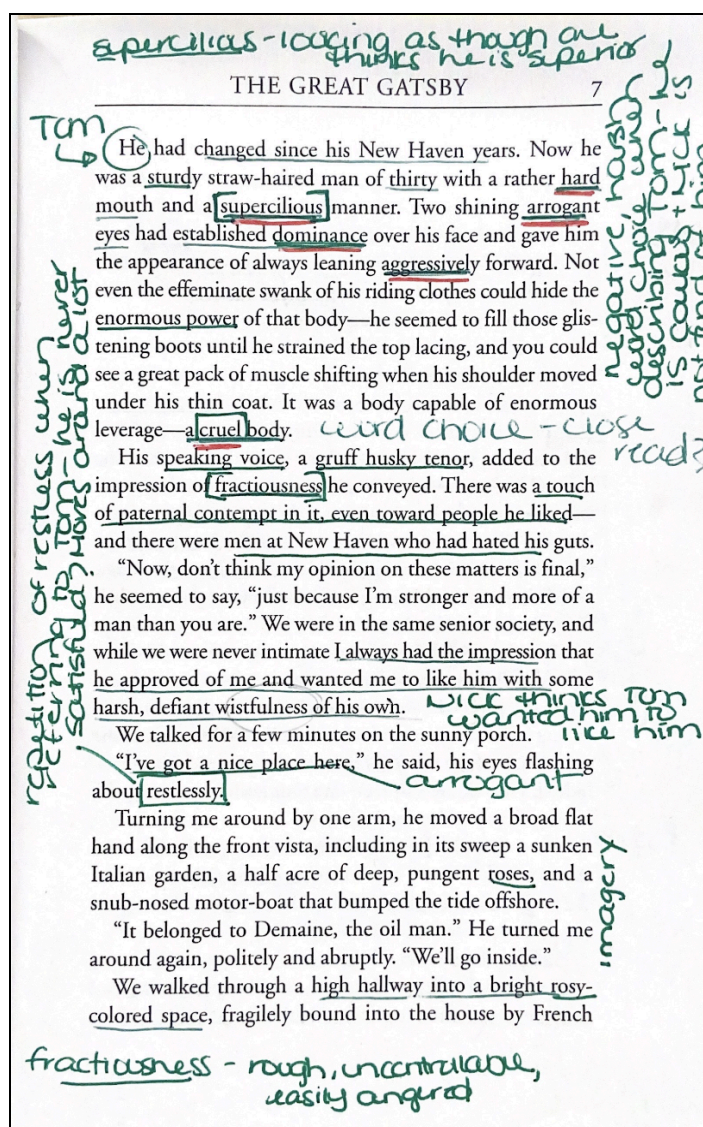
Important Considerations:

- You can expect to take a **test** and participate in a **Socratic seminar** related to *Outliers* within the first few weeks of school.
- There will be plenty to keep us busy within these first weeks, so managing your time on this assignment is critical. Avoid putting it off until the last minute. Make a plan and stick to it.
- I am available for help and support. I want you to be successful. Please do not hesitate to contact me, understanding that my response may be a bit delayed (teachers enjoy their summer vacations too!).

Expectations for Annotating:

Your annotations must be directly on the pages of your own book (if not use sticky notes). Make note of anything you find interesting, confusing, or significant. You will not receive credit for simply summarizing or just making a mark on each page. Annotations look different for different people. Annotations should make it clear that you are engaging with the writing; they are proof of your “conversation” with the author/text. Additionally, make notes on the following topics as they will be the basis of discussions and assignments once the year begins:

- How does the author define success and failure?
- How do characters cope with adversity?
- What is the author’s overall argument and what evidence does he use to support himself?
- How does the author organize his ideas? More specifically, how and why does the author use any of the following organizational structures at different points: examples, cause/effect, description, narration, and/or comparison/contrast?
- Who is the author’s intended audience? How do you know?
- What rhetorical devices (diction, syntax, tone, figurative language, etc.) is the author using? Why? What is the effect these devices at different moments in the text?
- When and why does the author use appeals to logos (logic), ethos (credibility), and/or pathos (emotion) to enhance his argument?



Your pages (not all of them, but most) should resemble the image above if you expect to earn full credit for your annotations.

Annotation Rubric

4 – Excellent (100% - 90%):

- Text has been thoroughly annotated with questions, observations, and connections to the text.
- Challenging words and concepts are marked; interesting and surprising parts are noted.
- Comments show thoughtfulness and deep engagement with the text.
- Frequent and consistent markings throughout text (not bunched in one section).

3 – Proficient (89% - 80%):

- Text has been reasonably well annotated with questions, observations, and connections to the text.
- Some challenging words and concepts are marked; a few interesting parts are noted.
- Comments show an understanding of the text, but at a basic, surface level.
- Margin notes are inconsistent throughout the text; may be well done in some chapters, but not in others.

2 – Adequate (79% - 60%):

- Text has been somewhat annotated with a variety of comments.
- Few words and concepts are marked; few interesting and surprising parts are noted.
- Few or inconsistent markings throughout the text. Markings show comprehension, but not analysis.
- Text may be highlighted but lack written notes in the margin.

1 – Not Satisfactory (59% - 0%):

- Student made little to no effort to annotate the text.
- There is no understanding of the text demonstrated by the student markings.
- Text is highlighted or underlined without notations.