



**Summer Reading 2015**  
**Upper School Humanities**  
**Advanced Placement Language & Composition**  
**Ms. Higgins**

**ENTERING A.P. LANGUAGE & COMPOSITION**

**A few words on the benefits of reading, generally**

Anne E. Cunningham and Keith E. Stanovich's "[What Reading Does for the Mind](#)" notes that heavy readers tend to display greater knowledge of how the world works. Reading books independently is strongly linked to academic achievement. More importantly, people who read develop a lifelong love of learning and a more in depth understanding of the human condition. If you are looking for a list of great books to read, check out: [10 Easy To Read Books That Make You Smarter](#).

**The Wooster AP English Language Composition (APLAC)** class is aligned with an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Tutorial teaching is a unique aspect of the educational experience that Wooster offers its APLAC students. This learning is based on The Oxford Tutorial model. Students meet individually or in very small groups. Students spend time independently reading and preparing written work for the tutorial (i.e. self-directed learning). They discuss their written work with the instructor, and thus hone their oral communication skills. These discussions give them the opportunity to receive constant feedback (i.e. formative assessment). Tutorials are generally intended to help students to gain a deep understanding of the subject matter in their discipline - discussion in tutorials helps students to see the significance of their knowledge so they can apply what they have learned in new contexts; students should also develop a healthy scepticism about the literature. Tutorials will also enable students to learn how to think, for instance to synthesize disparate sources, to formulate a thesis and justify it, to anticipate criticisms of their arguments, and to respond to questions and challenges – thinking 'on one's feet' – in the tutorial setting. Our APLAC tutorial model fosters a close relationship between the student and instructor over the course of the academic degree, thereby personalizing the student's Wooster experience and supporting the students' overall personal development throughout their student career. Additionally, One day per week will be set aside for specific test preparation pertaining to the College Board AP Language and Composition exam in May.

**Learning Intention**

The purpose of your APLAC summer reading assignment is to both familiarize you with an introduction into argument and rhetoric (Assignment #1), while also encouraging you to just READ more about an area of interest (Assignment #2). You will not only be asked to read across genres, but you are also being asked to define a particular issue of interest that will be a thread for you as a learner, a writer, a rhetorician, and a researcher in the coming 2015-2015 learning year.

**Essential Question for the Course:**

What is an issue? To what extent can we learn more about issue(s) by reading about them and then examining writing? To what extent can / do we connect and become an agent of change for (SAID) Issue(s)?

**Summer Assignment, Experience 1: Introducing Argument**

Read and annotate the following 3 sections from our course text: *Thank you for Arguing* by Jay Heinrichs

1. Open Your Eyes
2. Set Your Goals
3. Control the Tense

**Summer Assignment, Experience 2: Finding an Issue To Explore - Your Thread for the Year**

Select a work of fiction that discusses a social/moral/political Issue... most of them do! Be sure to choose something that INTERESTS you as you will be spending a lot of time reading, blogging, researching and thinking about this topic. You will also be reading a nonfiction book about the same issue, as well as finding current articles from a variety of sources about your issue.

Once you have selected your work of fiction and issue, then select your nonfiction.

Here are some examples:

	<b>Fiction</b>	<b>Non Fiction</b>	<b>Issue(s) Social/Moral/Political</b>
<b>Pairing example 1</b>	<i>Never Let Me Go</i> Kazuo Ishiguro	<i>The Ethics of Human Cloning</i> Leon Kass	<b>Mortality &amp; death / Human Cloning</b>
<b>Pairing example 2</b>	<i>The Road</i> Cormac McCarthy	<i>The World Without Us</i> Alan Weisman	<b>The legacy of Humanity</b>
<b>Pairing example 3</b>	<i>The Lone Ranger and Tonto Fistfight in Heaven</i> Sherman Alexie	<i>American Indians: stereotypes and Realities</i> Devon Mihesuah	<b>Native American Social and Moral issues, past and present</b>
<b>Pairing example 4</b>	<i>Mockingbird</i> Kathryn Erskine	<i>The Empathetic Civilization: The Race to Global Consciousness in a World in Crisis</i> Jeremy Rifkin	<b>Empathy and apathy: civilization</b>
<b>Pairing example 5</b>	<i>O Pioneers!</i> Willa Cather	<i>Food and the City: Urban Agriculture and the New Food</i>	<b>Global Citizenship: Food</b>

		<i>Revolution</i> Jennifer Cockrall- King	
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These sites will help you create your nonfiction and fiction pairing on an issue of choice:

[Ethical Issues and Readings](#)

[Nonfiction and Social Issues](#)

[Best Nonfiction 2014](#)

[Fiction and NonFiction Lists: Social Issues](#)

Spend some time in a bookstore, library and online looking for ideas; many contemporary novels address social issues.

### **AP Language and Composition Summer Assignment Summary**

- You will be reading one fiction and one nonfiction book over the summer.
- This **Issue(s)** you choose will become a thread for you as a learner and thinker throughout the course in our tutorial model and in our course readings.
- We will be blogging together as a class throughout the summer about what we find in the news and in our readings on our Issue(s) of choice. Issue(s) and reading choices need to be emailed to Ms. Higgins by July 1 at [elizabeth.higgins@woosterschool.org](mailto:elizabeth.higgins@woosterschool.org). Feel free to contact Ms. Higgins to talk through your issue choice and some possible book choices for the summer. Pick something you care about and want to explore. Welcome, and now let's get started!