

# Air Academy High School

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An Academy School District Twenty High School



<http://www.asd20.org/aahs>  
Mr. Dan Olson, *Principal* (719) 234-2400

April 2, 2019  
Dear Junior:

Welcome to AP Language and Composition! You have chosen to spend a year working hard to become a better reader, writer, and thinker. Registering to take an AP course in high school proves that you are a dedicated learner and eager for a challenge. Because AP classes are designed to simulate college-level courses, the expectations and work load are heavier than in the traditional English classes you have experienced so far. Diligence and hard work in this course will lead you to earning college credit on the AP exam in May

As preparation for your participation in this class, I recommend you read two literary works over the summer – I'm also including further independent reading projects for the year if you chose to get ahead. If you choose not to read them and do the related work over the summer, you will be responsible for the assignments during the school year when we will also be reading other works, completing other projects, and engaging in other assignments. Please consider your own schedule and keep in mind the level of thinking and work asked of you in an advanced placement class.

- *They Say, I Say: Moves that Matter in Academic Writing* – This resource will be of great use to you as we start argumentative writing. This resource will also aid you in other classes!
- **A classic novel from American Fiction** – please see list! I am excluding one choice: do **NOT** pick *The Great Gatsby*. We will be reading and studying this in class. – The response journal for your novel will be due within the first full week of **September**.
- A recent non-fiction work – please see list. We will be working with ideas on argument and non-fiction all year. Your response journal for this will be due in **October**.
- *Narrative of the Life of Fredrick Douglass* – this work will not be addressed until second semester, and I will give you the assignment over winter break. You should acquire your own copy (electronic or print) of this work.

In addition to testing over the novels before discussing them throughout the school year, you will be asked to become an “expert” on one aspect of the novels. Your “expert” notes will be due for each assignment as it occurs within the scope and sequence of the curriculum. **As we approach each work in class, I will give you a specific due dates for your reading notes. You will submit your TYPED notes to turnitin.com. I will give you instructions to register on this site as a student in my class.** Students are always concerned about the length required for an assignment of this nature. I recommend **four plus** pages of notes for each selection. These can be in any format you choose: sentences, phrases, bulleted items, etc. Be sure to include actual quoted material from the works and the appropriate page numbers (MLA parenthetical citation format). Also, should you consult outside resources, include references and properly cite outside experts (scholarly journals/reviews) for each selection.

Have a wonderful summer! I am looking forward to seeing you in the fall.

Sincerely,  
Mrs. Cynthia Morgan  
[Cyndy.morgan@asd20.org](mailto:Cyndy.morgan@asd20.org)

**Your American Fiction Novel –due in September**

Please choose from this list. If you wish to pick something not on this list but by an author on this list, please email me ASAP.

*Moby Dick*

*The Scarlet Letter*

*The House of Mirth*

*The Grapes of Wrath*

*Native Son*

*Catch-22*

*Their Eyes Were Watching God*

*Ethan Frome*

*The Sun Also Rises*

*Bless Me, Ultima*

*Cold Mountain*

*One Flew Over the Cuckoo's Nest*

*The Fountainhead*

*Wise Blood*

*An American Tragedy*

*Slaughterhouse-Five*

*Dune*

*Uncle Tom's Cabin*

*The Sound and the Fury*

*Invisible Man (by Ralph Ellison)*

*The Color Purple*

*Beloved*

*The Jungle*

For this, I would like you to keep a Reader Response Log (4+ pages) in which you record your choice of observations, comments, analysis, based on the following topics. Again, be sure to include **page numbers** for future reference. Remember that this needs to be TYPED!

- How did the time period affect the author's writing?
- What statements about humanity is the author making? (theme!)
- Please address each of the following topics. These are the large items of analysis we will study throughout first semester. (For help, refer to They Say/I Say!)

**Diction:** Diction refers to word choice. The vocabulary of the English language is the most extensive of any language on Earth, offering shades of nuance and connotation that help authors create mood and tone in their writing. Consider, for instance, the word *ask*. Other words can be substituted for the word *ask* to emotionally color or create tone in the writing: *blubber, beg, implore, request, demand, order*. Look for a passage that contains words that are particularly emotional or specific in their meanings. You will especially notice these passages because of their strong verbs and modifiers (adjectives and adverbs). How would you characterize the word choice? What is the speaker trying to accomplish?

**Imagery:** Imagery refers to the creation of sensory experience for the reader. Whenever a writer appeals to the reader's senses of smell, taste, sight, touch, hearing, or physical sensation, he wants to evoke an emotional response.

**Details:** In this case, the word details refer to the level of specificity a writer offers about the situation. This is different from imagery in that it does not necessary appeal to the senses to make its point. Details are an integral part of the author's explanation.

**Figurative Language:** Figurative language refers to figures of speech. The most familiar to you at this time are simile, metaphor, personification, analogy, paradox, and hyperbole. Look for passages that use figure(s) of speech to achieve a purpose. Consider the relevance of the comparisons they make.

**Syntax:** Syntax refers to sentence structure. Consider how the length and structure of sentences help to achieve a purpose. Look for sentence fragments or short sentences, extra-long sentences, lists, sentences that reserve the main point until the end, or sentences that are structured to reveal comparisons.

**Non-fiction Options – due in mid-October!**

*Outliers: The Story of Success*

*The Souls of Black Folk*

*A Study of History*

*How to Lie with Statistics*

*The Autobiography of Malcolm X*

*Silent Spring*

*The Pilgrim at Tinker Creek*

*Stiff: The Curious Lives of Human Cadavers*

*Fast Food Nation: The Dark Side of the All-American Meal*

*The Immortal Life of Henrietta Lacks*

*In Cold Blood*

*The Devil in the White City*

*Freakonomics*

*Guns, Germs, and Steel: The Fates of Human Societies*

*Nickel and Dimed: On (Not) Getting By In America*

For the non-fiction choice, I would like you to focus on how the author develops his argument. You will first need to provide the author's thesis or argument, this should be evident by the end of the first chapter. Then, provide a short (couple sentence) summary of each subsequent chapter, and in your own words, evaluate how that chapter fulfills the ultimate thesis of the work. (see example below)

Thesis:

Chpt 1 Summary:

Chpt 1 Evaluation:

Chpt 2 Summary: