

Course Number (when applicable)
EN360
Course Title
AP English Language & Composition
Name of Assignment (title of book(s), Author, Edition, and ISBN (when applicable))
See attached.
Expectations/Instructions for Student When Completing Assignment
See attached.
One Essential Question for Assignment
How do works of creative nonfiction use fictional techniques to tell true stories?
One Enduring Understanding for Assignment
Reading as a writer – which means analyzing not just <i>what</i> a text is about but <i>how</i> it is written – can help writers tell their own stories more effectively.
Parent/Guardian Role and Expectations
Ensure student has access to texts and to a computer/printer for the written portion.
Estimated Time Requirement
Time will vary from student to student. The English department recommends that you begin by mid-July so that you have ample time to complete the assignment while enjoying your summer!

There are two summer reading books for rising Third Academic students enrolled in AP English Language & Composition. Please be sure to use the ISBN to obtain the correct editions.

Capote, Truman. *In Cold Blood*. 1966. Vintage, 1994.
ISBN-13: 978-0679745587

McBride, James. *The Color of Water*. 1995. Riverhead Books, 2006.
ISBN-13: 978-1594481925

Annotations: The expectation in this course is that when you read, you annotate. Unlike highlighting or underlining, which are passive activities, the process of annotating the text helps you stay focused and engaged. You should read with a pencil in hand and questions in mind. As you read, you should be looking for things that answer (or refute) your questions and that excite, puzzle, disturb, or annoy you. Your pencil will allow you to mark up your text, noting items of interest and emerging patterns. Annotating in earnest will yield stronger papers and richer class discussions.

Summer Assignment: After reading and annotating the two summer reading texts, Truman Capote's *In Cold Blood* and James McBride's *The Color of Water*, choose one of the texts and compose a two-page response paper. Clearly, you should eschew mere book review and plot summary; pick one of the prompts below and flesh it out in a cogent analysis. Your paper should have a short introduction, a clear thesis, compelling textual support, and a conclusion that shows why this idea matters to the work as a whole. You do not need to write a five-paragraph essay, and you may not exceed two pages. Your works cited page does not count towards the page limit and must include any research and/or peer edits.

Prompts: Please choose one of the prompts below, keeping in mind that these prompts ask you to analyze not just *what* the text is about but *how* it is written and *why* it is written this way. This shift in mindset from *what* to *how* lies at the heart of AP English Language and Composition.

1. Works of creative nonfiction (also called narrative nonfiction or literary nonfiction) use fictional techniques to tell true stories that often address larger social issues. Choose one of the summer reading books, and write a well-organized response analyzing how the author uses one or more techniques from literary fiction (e.g. characterization, conflict, dialogue, plot, setting, etc.) to address a social injustice.
2. Works of creative nonfiction may recount events out of chronological order to achieve a particular effect. Choose one of the summer reading books, and write a well-organized response analyzing the structure of the text. Consider the effects of nonlinear narration

and of alternating viewpoints. How might the text's structure serve to build suspense or to create contrasts? How might it contribute to character development or to thematic development?

3. Authors of creative nonfiction must grapple with what constitutes truth. No matter how accurate the author's memory or how painstaking the author's research, the fact remains that the author's choices - of where to begin and end the story, of what details to include, of what moments to emphasize - will produce a *version* of the truth, the *author's* version. Choose one of the summer reading books, and analyze how the author's choices shape readers' perceptions of characters and events.

Is there is something else you would like to write about? You may propose your own question but will need to get it approved. Please email Ms. Zindulis (hzindulis@stoneridgeschool.org) no later than July 31st and expect up to one week response time over the summer.

Due Date: Your two-page response paper is due on the first day of full classes, not the all-eight day of brief introductions.

American Authors Project: A cornerstone of AP English Language and Composition is the American Authors Project, a yearlong independent reading project on an author of your choosing. At the beginning of the summer, an overview of the project and a list of suggested authors will be shared with you in Google Drive. If you add the course over the summer, please email Ms. Zindulis to request access to these materials.

Please spend some time browsing the suggested authors as well as the author selection advice from former students. You should arrive at our first full class with the names of 3-5 authors that interest you.