

Welcome to Your AP Summer Reading Assignment!

Mrs. Champlin – champlinj@myndhs365.com

Please read this entire document carefully so that you understand all that is required of you. If you have any questions during the summer, please feel free to email me at the above email address. I will check my email a few times each week and respond.

Read and Annotate

(Due: Day 2 of class)

Select *one book* from the list to read and annotate.

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

Outliers by Malcolm Gladwell

Broken Ladder: How Inequality Affects the Way We Think, Live, and Die by Keith Payne

Mere Christianity by C.S. Lewis

The goal of this assignment is to encourage you to actively engage with your selected book and create a record of your thoughts and reactions as you read so that you are prepared *to contribute to class discussion of the ideas put forth in the book and the methods of rhetoric with which the author presents those ideas*. The rubric below includes both written and discussion components. Please look over this rubric to be sure that you fully understand the requirements of this assignment.

Do a close reading of the text. A close reading means to keep a pencil or pen in your hand as you read and make notes in the margins, underline confusing and/or favorite passages, highlight interesting information, *and comment on significant language*. You will receive a grade for annotating every chapter. Use Post-It notes if you'd prefer not to write in the book (especially if it's a library book!) Thorough annotations are expected, and they will be checked during the first few days of class! Annotations can be written in the book, on Post-It Notes stuck on pages, or (last resort option) on separate paper labeled with page numbers that correspond to the book.

About Annotation: First, what is the difference between annotating and "taking notes"? For some people, the difference is nonexistent or negligible, but in this instance, I am referring to a way of making notes *directly onto a text* such as a book, a handout, or another type of publication. The advantage of having one annotated text instead of a set of note papers plus a text should be clear enough: all the information is together and inseparable, with notes very close to the text for easier understanding, and with fewer pieces to keep organized.

Think of annotations as "showing your work" while you read just as you sometimes show your work in a math problem. You are showing what you are thinking while you read and analyze— and thinking is a word-based activity, not just a nebulous puff of energy. If you can't articulate your thoughts, then you must question if you know what you're thinking. Thinking is how you connect to the text. This, of course,

requires ACTIVE participation with the text, engaging your mind while you read, not skimming the page. Listening to your iPod or the TV can split your focus so that you don't have as much of a connection with the text. Marking important sections can also be helpful in locating them quickly in discussions.

What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. When days, weeks, or months later you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

Assessment: I will be looking at your annotations during the first few days of class. I will be checking to see that your annotations show active engagement with the text through *thoughtful comments and questions*. In addition to highlighting/underlining portions of the text, your annotations must include *thoughtful and relevant* hand-written comments (margins or post-its). I do not expect every page to be filled with highlights and comments, but I do expect each chapter to be substantially annotated. See rubric for details.

Seminar Discussion Questions (Be prepared to answer the following questions in discussion when you return to school.)

- What is the author's overall argument and what evidence does he or she use to support that argument?
- How does the author organize his/her ideas? More specifically, how and why does he/she 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 of these devices at different moments in the text?
- When and why does the author appeal to logos (logic), ethos (credibility), and/or pathos (emotion) to enhance his argument?

Rubric for Assigned Book Annotations and Discussion

Criteria	Points earned	46-50 points possible	41-45 points possible	33-40 points possible	0-32 points possible
Level of Seminar Engagement		<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to discussion by offering quality ideas and asking appropriate questions on a regular basis. <input type="checkbox"/> Actively engages others by inviting their comments. <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made by others. <input type="checkbox"/> Effectively identifies and summarizes main points. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contributes to class discussion by offering ideas and asking questions on a regular basis. <input type="checkbox"/> Often engages others in class discussions by inviting their comments. <input type="checkbox"/> Challenges the accuracy and relevance of statements made. <input type="checkbox"/> Identifies and summarizes main points. 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally contributes to class discussion by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions. <input type="checkbox"/> Sometimes has an understanding of main points. <input type="checkbox"/> Identifies and summarizes some of the main points. 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to contribute to class discussion. <input type="checkbox"/> Fails to invite comment/opinions from other students. <input type="checkbox"/> Demonstrates little understanding of main points. <input type="checkbox"/> Does not identify or summarize main points.
Annotations		Annotations are plentiful and show consistent engagement with the text through marginal comments and questions.	A fair number of annotations show some engagement with the text through marginal comments and questions.	Annotations are sparse and/or consist mainly of highlighting/underlining with no corresponding notes.	Very few annotations or annotations that do not seem connected to the text.

Total: /100