Dear Students and Parents,

As is customary for students entering the Advanced Placement English Language and Composition course at Bay Shore High School, next year’s entrants are to complete a summer reading and writing assignment. It is my belief that, while the summer is a time for relaxation and a ‘recharging of batteries,’ it is essential to encourage students to maintain an essential link to language and literature. Assessing the fruits of this project will also allow me, as an educator, to better anticipate the abilities and personalities of my incoming students.

Though this project is mandatory, the specifics of the assignment involve choice. As students, you may choose from a wide variety of titles; all of the works are by authors exemplifying linguistic mastery, but cover a diverse range of styles, backgrounds, and topics. These titles are listed on the back of this page.

The summer assignment (detailed on the back) will be collected on the first day of school and will count as a major grade for the 1st marking period of the 2018-19 academic year. This work will also set the tone for an important year, during which driving permits, SATs/ACTs, the English Regents, and college admissions become concerns. Hopefully, this summer project will engage and inspire students to think, question, and learn long before school resumes in September.

Students, please read the attached assignment carefully. After selecting two books, return the signed copy of the assignment (the last page of this packet) directly to Mr. Hochman in room 321. (Have your parent/guardian sign as well, acknowledging their approval of your selections.) I must have the signed copy before this school year ends (deadline: June 6). I am providing my e-mail address so that you can contact me now and/or during the summer. Feel free to e-mail with comments or questions about the books, or to simply introduce yourself and talk about the expectations for the class. You must also contact me in the event that you change your book selection(s); changing your mind is acceptable, but you must alert me when you make the change so I am properly prepared in September.

I look forward to hearing from you, and I am excited to be making this journey through the crucial 11th grade year with you.

Mr. Michael Hochman
E-mail: mhochman@bayshoreschools.org
PROJECT INSTRUCTIONS

I. Select and read one text from each list (i.e. one from List A and one from List B). Copies of the books are readily available at your local library, area bookstores, and for purchase from websites such as barnesandnoble.com or amazon.com, and digitally on devices such as the iPad, nook, and Kindle. Make all selections after consultation with your parent/guardian. Together, research the book(s) to assess if the subject matter will be interesting and acceptable.

II. As you read, keep a reading journal for each text. Each journal (one for each book) should contain at least 20 entries (see model entry below), selected from throughout the work. Entries should be selected based on short passages in the text (words/phrases/paragraphs) that you find linguistically provocative and feel warrant class discussion come the first week of school. These journal responses should focus only on the linguistic choices made by the author. To put it another way, if you feel that the author made an interesting choice for a way to present information, select that excerpt. For example, you could select an interesting metaphor, then discuss the impact of that metaphor on the tone of the work. Perhaps a striking section of imagery warrants discussion. Did the author use an uncommon word to describe a common idea, and what is the effect of that choice on the reader? Maybe the grammar of a sentence seems very unusual. Did the author share a detail that, at first glimpse, seems unnecessary, but after some thought you realize was provided to manipulate you into thinking a specific way? Your response to that excerpt should not address how you feel about the selection, but how the selection impacts the author’s work and purpose as a whole. You should connect your observations to the reader. “This helps the reader to feel…” “This helps the reader to understand…” Journals may be typed or hand-written. HINT: If you’d like some feedback during the summer, you may e-mail me your first few entries so you can be sure you are writing them correctly.

III. After you finish each book, write an informal response to the text (minimum 3 pages, typed, double-spaced, one for each book) in which you share personal connections, relevant anecdotes, opinions, musings, questions, and other assorted treasures inspired by your interaction with the book. This is your free response to the book, not your report on the book or its plot. I look forward to reading your connections to your selected books. HINT: NO PLOT SUMMARY.

IV. Please prepare each assignment for each book as separate entities. In other words, you’re handing me four separate items on the first day of school. Please do not bind your work in report covers. Just staple each packet separately, with your name at the top of each, along with labeling which list the book comes from. So your “header” may read: “Your name, List A, free response.”

List A (Memoir/(Auto)Biography)

I Know Why the Caged Bird Sings – Maya Angelou
Waiting for Snow in Havana – Carlos Eire
Autobiography of Malcolm X. – Alex Haley
Angela’s Ashes – Frank McCourt
Dreams from My Father – Barack Obama
The Mayor of Castro Street:
The Life and Times of Harvey Milk – Randy Shilts
First They Killed My Father - Loung Ung

List B (History/Social Commentary/Essay)

Band of Brothers – Stephen E. Ambrose
All the President’s Men – Carl Bernstein & Bob Woodward
In Cold Blood – Truman Capote
The Boys of Winter – Wayne Coffee
Seabiscuit: An American Legend – Laura Hildenbrand
Into Thin Air – Jon Krakauer
Shadow Divers – Robert Kurson
Loud and Clear – Anna Quindlen
Fast Food Nation – Eric Schlosser

For detailed descriptions of these books, feel free to browse them at Barnes and Noble. Or visit these websites: www.barnesandnoble.com, www.goodreads.com, or www.amazon.com. I also have a copy of each book in my classroom and you are welcome to browse through them.
AP ENGLISH LANGUAGE & COMPOSITION SUMMER READING

****Make your selections and have this sheet signed by your parent/guardian. Then return just this sheet directly to Mr. Hochman by June 6th.****

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Shadow Divers – Robert Kurson
Loud and Clear – Anna Quindlen
Fast Food Nation – Eric Schlosser

Student Name: _______________________________
List A Selection: _______________________________
List B Selection: _______________________________
Parent’s Name: _______________________________
Parent’s Signature: ____________________________
(I have reviewed the content of the books my son/daughter has selected and I approve his/her reading each of these books.)

Student’s e-mail address: _______________________________