

Dear Incoming AP Juniors:

Welcome to AP English 3. One key to success on the essays you will be writing next year is a global perspective. AP readers reward students who can write dispassionate, circumspect essays with claims that are supported by evidence drawn from the world around them. Such a global perspective is achieved in a number of ways, one of which is through reading. Consequently, you will be required to read both fiction and nonfiction over the summer.

Please complete the following assignments BEFORE the first day of the fall semester:

1. Read *Their Eyes Were Watching God*, by Zora Neale Hurston, before the end of the summer. You may want to read it closer to the end of the summer as we will be working with it when you return to school. Check out a copy from the SHS gym when you return this year's textbooks during the first week of June. If you cannot or did not check out a book, purchase one.
2. Nonfiction reading and annotation. First, choose one of the following:
 - a. An issue of contemporary concern: social, political, economic, legislative, cultural, and/or environmental.
 - b. A columnist, journalist, or editorialist who is well-respected and often published. Some examples are as follows: David Brooks, George Will, Fareed Zakaria, E.J. Dionne, Matt Taibbe, Mark Shields, Peggy Noonan, Thomas Sowell, Thomas Friedman, David Frum, Paul Krugman. Feel free to choose someone not listed, provided he or she meets the criteria given above.

Next, follow the chosen issue or author during the course of the summer. Check magazines, periodicals, and/or on-line sources. Collect four articles, editorials, or essays. If you choose an issue to follow, please seek out a variety of perspectives on the issue. Print, read, and thoroughly annotate all of them (see instructions and rubric below). Bring them to school prepared to discuss them.

This is, comparatively speaking, very little work for the summer months. At this point, annotate (make notes in the margins of the articles) according to the following instructions:

- Comment on the title. What does the title lead you to expect?
- Define words you do not know well. If you know all the words well, your sources are not sophisticated enough for this task. I expect to see several definitions in the margins.
- Comment on important, interesting, or controversial ideas. (e.g. Do you agree? Does the author make a good point? Is s/he missing something? Does this remind you of someone or something? WHY?)
- Write questions. Pretend you are in conversation with the author.

Your annotations will be assessed on the thoroughness of your marginalia, which should provide evidence of a close reading of the text. I will be looking for comments, questions, and definitions! See the rubric below for more guidance.

Remember: a little work over the summer will keep your mind sharp! Have a wonderful break!

Take care,

James Jordan
English teacher
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Summer Reading – Annotation Rubric

Excellent (25-24)	Good (23-21)	Adequate (20-18)	Needs Improvement
<ul style="list-style-type: none"> ● Comments on the title make clear and detailed predictions. ● Several definitions (5 or more) in each of the articles. ● Several thoughtful questions in each of the articles. ● Comments display depth of understanding and go well beyond mere agreement/ disagreement ● Written remarks occur copiously throughout the piece and show active reading consistently from beginning to end. 	<ul style="list-style-type: none"> ● Comments on the title make clear predictions. ● A few definitions (2-4) in each of the articles ● Several questions for each article. ● Comments display some depth of thought, though they are not as well developed. ● Written remarks occur throughout the piece, though they do not fill the margins. 	<ul style="list-style-type: none"> ● Some prediction is made, though it lacks detail. ● Few definitions (1-2) for each article, or some definitions given, but not for every article. ● Few questions for each article ● Comments are brief and without much substance. ● Written remarks are made consistently, though sparsely throughout the document 	<ul style="list-style-type: none"> ● Title is not addressed, or is only addressed on some of the articles. ● Very few definitions/ no definitions. ● Very few questions/ no questions ● Comments are very brief. Little to no real substance in them (e.g. “I agree.” or “good point.”) ● Written remarks are made very sparsely, unevenly, or do not exist for sections of the article.

NOTE: When you print your articles, please don't print all the pictures and comments that occur after the text of the article. You may want to cut and paste the article into a document to reformat it so you are not printing an excessive number of pages. If you do so, copy the URL and paste it at the bottom of the document, so I have access to the original. Be sure to include the title and the source.