

**Eleventh Grade: Ms. Courtney Fuson**

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**AP Language and Composition  
2019-2020 Summer Reading**

**The summer reading assignment will be assessed on the second day of class. Please bring books with you on that day.**

Text One: *The Crucible*, Arthur Miller

Assignment: Essay (100 pt writing grade) - Second day of class

Read and annotate *The Crucible*, by Arthur Miller. On the second day of class, you will complete an in-class essay from a choice of three prompts to assess your skills in the areas of analysis, essay organization, development of ideas, and grammar. Though you will not receive the prompt choices until the second day of class, this will be a regular formal essay with a thesis, body paragraphs, and cited text evidence. You should be very familiar with the text so that you will be able to answer your chosen prompt.

Annotate for character development, themes, symbolism, figurative language, conflict, and real-world connections so that you will have plenty of support for your essay.

Required Text: *Into the Wild* by Jon Krakauer

Assignment: Annotated Book (100 pt test grade)

Students should read and annotate *Into the Wild*. This is a nonfiction text, which will be our primary focus in the course. Below are some general guidelines for annotating nonfiction.

**Annotation Expectations:**

- Anything that is underlined or highlighted should have some sort of explanation. Why did you mark this? Why was it significant? After returning to school from the summer, you often will not remember why you underlined a passage or a phrase months ago, so you are expected to write at least one word by anything that is marked.
- If you cannot write in your book, you should use post-it notes to mark the text.
- Books will be checked for thorough annotation. Annotation should be a discussion you are having with the book, so mark it up as you go! What is your reaction to what is happening in the text? What questions do you have?

**What to annotate for when reading nonfiction:**

- Who is the speaker in the novel? Mark phrases and passages that give you clues about the speaker's identity--Is he educated? Does he have any biases? How does he feel about the topic?
- Who is the intended audience? Writers typically target their work to a specific

audience, rather than to people in general. Mark phrases and passages that give you clues about who the intended audience is--What beliefs do they hold? What biases might they bring to the topic? How does the speaker target his/her message to this audience?

- Purpose: In fiction, you look for a theme. With nonfiction, you will often seek out the book's purpose. Mark anything that gives you clues about the author's purpose--Why did he/she write the book? What does he/she want the audience to take away after reading it?
- Style: What kind of diction does the author use? Is it formal or informal? Are the author's sentences short and choppy or long and flowing? How does the author choose to structure the story? Is there anything different about the way this author writes?

Additionally, it always a good idea to annotate the following:

- Unfamiliar Words
- Questions about confusing areas
- Reflections on the material--What is your response?
- Patterns that you see repeating
- Passages that seem strange or stand out in some way
- Important quotations

We will be using this text in class during our unit on argumentation. Failure to complete this novel will result in inability to complete a major writing assignment.

Please do not hesitate to email me with any questions. You may reach me at [courtney.fuson@knoxschools.org](mailto:courtney.fuson@knoxschools.org). I look forward to the coming year, and I hope you enjoy the reading!