

## AP English Language Summer Reading for JUNIORS

You will need to get your own copies of materials and do the following:

***Thank You for Arguing* by Jay Heinrichs (3rd edition):** This book is essentially your first textbook on rhetoric. As you read, take notes on terms and concepts that you learn. You will turn in your notes on the first day of class. You can use any note-taking style you want, but keep it organized and accessible<sup>1</sup>. You will be taking a test over these terms within your first week of school.

***The Great Gatsby* by F. Scott Fitzgerald:** Make [book notes \(annotations\)](#) for all chapters (see below). You will use these notes to discuss this novel as well as write about the novel. Be prepared to show your annotated book to me on the first days of class this fall.

**OPTIONAL** (but recommended if you know you are a busy student):

Get a head start on your synthesis research argument project by **reading a non-fiction book on a topic that interests you**. By the end of first quarter, you will pair that non-fiction with a fiction book to read on the same or a compatible topic and by midway through the year you will research, write about, and argue that topic.

**All questions about summer work should be directed to Ms. Bills-Tenney:**  
[katie.bills@bss.k12.oh.us](mailto:katie.bills@bss.k12.oh.us)

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<sup>1</sup> You will be graded on the thoroughness and organization of your notes. You will need to access these notes throughout the school year, so make them easy to use for YOU!

## How to Make Book Notes

### (from Mark Erwin)

Read with a pencil or pen! Close reading will help you to interact with texts. It will help you to stay awake while reading, improve your comprehension, boost your ACT scores, give you information for writing papers, help you study for AP tests, impress your friends and neighbors, make you more attractive, etc....

#### *What do I write when I'm close reading?*

You should write your thoughts, questions, ideas, etc. **in the margins of the book you are reading or on post-its that you put into your text.** This should come in the form of WORDS, and should be intelligible to someone else. Do NOT highlight, underline randomly, compose strange hieroglyphics or symbols, or otherwise “color.”

#### *How much should I write? How often?*

You be the judge. A line or two is usually enough to encompass a thought. If you are actively questioning the text (what is being said and how), I would expect to see a note or two on every few pages at the minimum. If you are counting, you are missing the point. If you can't find anything to comment on in five pages of *Gatsby*, you are definitely missing the point.

#### *Doesn't this interrupt the normal reading flow?*

The short answer is “Yes, for awhile.” If you have not yet trained yourself in active reading, this will feel a little awkward at first. However, you will need this skill as you progress through this class and eventually through university, and it does become second nature.

Pay attention to any of the following ideas and concepts as you take notes. This is only a short list to give ideas of what to look for as you take notes. Feel free to respond to any additional topics.

- Writer's point or purpose
- Evidence—How does the writer offer support?
- Details—What does the writer incorporate? Leave out?
- Meaning (of words, phrases, passages, the whole work, etc.)
- Diction—What words are chosen? What is the effect of these words?
- Figurative language : simile, metaphor, hyperbole, sound devices, etc... Try to think of *how* these are used (whether for meaning or effect or both)
- Good point!
- I disagree!
- Important Quotations
- I'm confused about...
- Something I would like to discuss
- Important punctuation
- Form and syntax (sentence structure) short, long, reverse form, any sentences or paragraphs noticeably different? Why do you think?
- Symbols
- Setting
- Images/imagery
- Characterization/Character's Motivations
- Tone
- Mood
- Anything out of place with the story, poem, message, or chapter

