



AP Seminar English 10
2018-2019
Summer Reading

Welcome to the AP Seminar English 10 Program! We are thrilled that you have decided to take this exciting AP English course.

Overview: AP Seminar English 10 is an intensive, weighted, inquiry-based research course designed for college-bound students. The course will be composed of 4 pieces: 1) intensive skill-building and practice, 2) AP Task 1: Group task and presentation, 3) AP Task 2: Individual research-based essay and presentation, and 4) AP Task 3: The end-of-course exam.

Summer Reading Assignment:

One of the expectations, if you are in honors or AP English classes at Heritage, is that you thoughtfully complete the required summer reading assignment. Therefore, in preparation for next fall's AP Seminar English 10 class, we are asking you to complete the following assignment, which is to be **printed out, and due on the first day of class in the fall:**

1. **Read *The Great Gatsby* by F. Scott Fitzgerald**
2. As you read, **annotate in your book** on at least the following:
 - plot development
 - character analysis
 - thematic revelations
3. In order to land on a theme, you must look at his specific language. Therefore, **take note of Fitzgerald's style (through annotation)**, paying special attention to the following devices:
 - Allusion
 - Diction
 - Syntax
 - Imagery
 - Symbolism
 - Tone
4. Make connections between current events and themes in the novel. **Find two current argumentative news sources exploring one of those themes.** Where to start: find news editorials or opinions pieces in credible news sources- local, national, or international. Some places to start would be Denver Post, New York Times, BBC, Reuters, Associated Press, and NPR. Select 2 articles that correlate to a theme that you are finding in the novel. **Print them for use in class.**
5. Complete the following for each of the argumentative sources. Put your responses to the statements or questions below **in MLA format**, and in separately-labeled paragraphs. Label them A, B, C, or D.

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- **A:** Write the **thesis/main idea/argument** of each article. Include the specific point of view/perspective/lens used, in addition to the title and author of each article.
- **B:** Is there specific **evidence to support the thesis**/main idea/argument? If so, was the evidence credible? Give examples of the evidence and explain the credibility, making sure you *also* evaluate the author, where the information was found, and the date of the information.
- **C:** Was the point that was made in the article **convincing or not convincing** (was the argument weak or strong)? Explain your answer (Why do you think this?).
- **D:** Were there any **limitations** (problems) in the articles? Explain.

*Note: Each answer should be about a paragraph in length. This is an introductory lesson to start the thinking process about dissecting what you read. Please do **NOT** spend more than two hours total answering the questions once you have found your articles.*

If you have any questions, please contact Mrs. Melton at lmelton@lps.k12.co.us.

Have a great summer, and we are looking forward to your participation in AP Seminar!

Mrs. Melton and Mrs. Markus