

**St. Paul's Episcopal School
2018 English Summer Reading Instructions
AP Junior English Language and Composition**

St. Paul's Episcopal School views summer assignments as a valuable pursuit for the college preparatory student. Summer assignments provide the student with the opportunity for reading enrichment, independent study, time-management, and continuity of content review. An additional advantage is that the students begin the school year with a common body of knowledge.

Only *In Cold Blood* is available at the Campus Store.

AP Junior English

BOOK #1

Capote, Truman, *In Cold Blood* (ISBN 9780679745587)

Capote's *In Cold Blood* is classified as creative non-fiction. On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder, the investigation, and the capture, trial, and execution of the killers, he generates both mesmerizing suspense and astonishing empathy.

BOOK #2

(Choose ONE from the list and check with Mr. Goff BEFORE summer – a limit may be placed on signup for each book.)

Special Advisory: Due to the nature of AP Language and Composition and the standards of the College Board, students must engage non-fiction material that is challenging and thought provoking. It is your responsibility to research the books and determine which is interesting and *appropriate* for you. Some books contain content suited only to mature readers (events, language, and political statements that could offend), and such books should be chosen with great care. However, all works foster the development of the informed and cosmopolitan adult.

Book	Author	Description
The Immense Journey	Eiseley, Loren	A collection of narrative essays on the natural world
Nickel and Dimed	Ehrenreich, Barbara	What it is like to earn minimum wage in America?
The Shallows: What the Internet is Doing to Our Brain	Carr, Nicholas	Human technology and its effect on how our brains work
Overachievers: The Secret Lives of Driven Kids	Robbins, Alexandra	An incisive look the high-stakes world of modern education
Stiff: The Curious Lives of Human Cadavers	Roach, Mary	The history and story of human cadavers post-mortem
The Outliers: The Story of Success	Gladwell, Malcolm	What makes high-achievers different?
Man's Search for Meaning	Frankl, Viktor	A look into the psychiatry behind man's search for meaning; developed after Frankl's experience of the Holocaust, which he shares in the book
Quiet	Cain, Susan	A exploration of introverts and their power that is too often overlooked

(List continued on the next page)

Profiles in Courage	Kennedy, John F.	A collection of eight stories recounting unsung heroes of American politics
The Great Influenza: The Story of the Deadliest Pandemic in History	Barry, John	A history of the 1917 flu that explores the various political and scientific journeys taken to control it
How Does it Feel to be a Problem?: Being Young and Arab in America	Bayoumi, Moustafa	In 2017, UNC-Chapel Hill assigned this exploratory book dealing with the classic question asked by Dubois about being African American in 1903, "How does it feel to be a problem?" This book explores the daily lives of seven Arab and Muslim Americans in the post 9-11 world.

AP English Language and Composition Instructions: You are required to write something about each novel. These responses are due on the **SECOND** day of class.

- 1) For *In Cold Blood*, consider how Capote depicts Perry and Dick. In a concise essay (keep around 1 to 1.5 pages, analyze those depictions and explain Capote's purpose(s) and effect(s) in doing so. If they differ, then address "why" too.
- 2) For your second book:
 - a. Identify the writer's main argument or claim
 - b. Outline the work's main points (you may go chapter-by-chapter)
 - i. While doing so, be sure to explain how each subordinate points works toward making the overall argument of the work
 - c. Has the book affected you in any way? Has it changed any of your habits, behaviors, mindsets? If you disagree with the overall argument of the work or nothing has changed, then answer how it has confirmed or strengthened what you already know and think about the issue. Write this response in a reflective essay (1 page only).
 - d. Within a week of returning, we will be presenting our chosen works to the class, possibly as a group presentation.