Welcome to AP Language and Composition! Much of this course will involve studying the ways in which an author can connect to his or her reader, forming compelling arguments using evidence from a text, and establishing a strong connection between a reader and a work of literature.

There are two titles for you to read this summer. As you read, consider not only the plot but why and how the text is constructed in a particular fashion.

Assignment #1 – Mark Adams’ *Turn Right at Machu Picchu*

Published in 2012, this title details the author’s quest to follow the literal and figurative footsteps of Hiram Bingham III, the explorer and adventurer credited with the discovery of the famous Incan ruins. Adams combines accounts of the 16th century Incan society and of Bingham’s early twentieth-century explorations with his own twenty-first century journey into Peru.

While the book contains three separate narrative strains, there is undeniably a true feel for Mark Adams as an author. Choose two separate strategies that Adams employs as a means for inserting his own voice into the tale, and in an organized, four-paragraph essay, explain how these strategies are used as a way of connecting the reader to the text.

This essay should not extend beyond two pages and should not use extensive quotations from the text. Should you want to use quotations, limit yourself to one quotation per body paragraph, and be certain that you both cite the quotations in the proper MLA format and use the quotations for a larger purpose.

The written response will be collected on the first day of class and will be submitted online that night. Remember that the work you submit should be original and unique; it is expected that you read the text and write the paper without any assistance, as any instances of plagiarism will result in all parties receiving a 0 for the assignment. No outside sources should be consulted on this assignment.

Any take-home assignments for this course should be typed in Times New Roman, size 12, double-spaced, and with regularly spaced margins.

The double-spacing should not contain extra spacing between paragraphs; rather than tinker with the settings on a Word or Google Doc, ask yourself about the usefulness of all the information you are including.

The work will be submitted to turnitin.com and Google Classroom by Thursday, September 9, but if you find you are unable to submit, please print a copy to turn in. Points will be deducted for late assignments and those that do not meet the necessary requirements.
Assignment #2 – F. Scott Fitzgerald’s *The Great Gatsby*

As you read the novel, you should consider not only the plot, but also the structure of the text. Consider the ways in which the author captures a scene, constructs a narrative flow, and fosters the reader’s interest in the novel as a whole.

You may consider making note of passages that seem particularly interesting but be sure that you are looking beneath the surface. Some of the questions you may ask include:

- Why does Fitzgerald create a character in the way in which he does?
- In what ways does Fitzgerald offer tidbits of information to the reader, allowing the storyline and characters to develop over time?
- What authorial choices are made when structuring each of the chapters? Where does each begin, and where does it close?

What impact do these choices have on the audience?

You will find that conducting a close reading of the text is essential for this course; students in AP English courses should not need to use Spark Notes or any other resources, even if used after doing the reading itself.

You will be assessed on the novel in early September. The assessment may include short answer and multiple-choice questions based on passages from the novel and/or the articles of criticism we explore as a class in the fall.