



## AP Seminar Summer Reading 2020

In AP Capstone Seminar, you will learn to read and write like a researcher. Even the best writers find this challenging because the key to success in Capstone derives from a student's ability to think about real-world problems in a nuanced fashion. The truth behind the idea of "think outside of the box" is that there is no box. Therefore, the first step to success in AP Capstone is to learn how to think. Simple right? Not at all. While reading *Think Like a Freak*, by Levitt and Dubner, you will realize that most people don't know the limitations that exist in their mode of thinking due to the societal and cultural constructs that influence them. Thus, this book is instrumental in preparing you for the challenges this class presents and will help you think, ultimately, like someone who understands issues from all perspectives.

You will need to purchase and read *Think Like a Freak* by Stephen Levitt and Steven Dubner. Note that if you are also enrolled in AP Language and Composition or CCP English Composition, this also counts for your nonfiction book required for summer reading for that course.

### Part 1: Argument and Reasoning Identification

For Chapter 2 ("The Three Hardest Words in the English Language"), Chapter 5 ("Think Like a Child"), and Chapter 9 ("The Upside of Quitting"), complete the following three tasks in complete sentences for EACH chapter. This assignment will be due the first day of class.

1. Concisely, identify the author's argument, main idea, or thesis.
2. Explain the author's line of reasoning by identifying the claims used to build the argument and the connections between them (i.e. how does the author organize and support the argument?)
3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument.

### Part 2: Annotations

The second part of your summer reading grade is dependent on your annotations. You will bring in your book the first day of school, and I will grade your summer reading based on the annotation rubric below. Make sure you follow all of the instructions and include thoughtful, analytical analysis throughout your annotations.

### Criteria for Successful Annotation

Using your annotated copy of the book six weeks after your first reading, you can recall the key information in the book with reasonable thoroughness in a 15- to 30-minute review of your notes and the text.

*Use the following system for your annotations:*

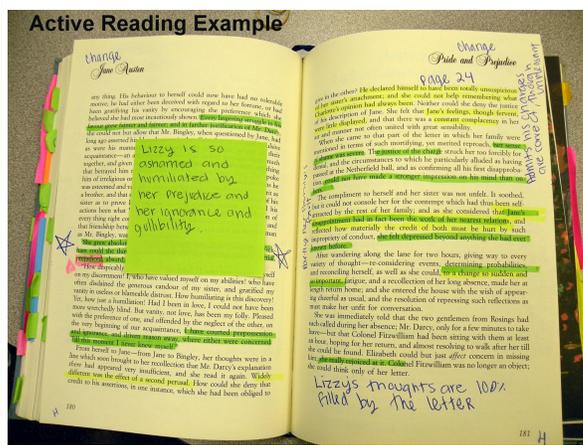
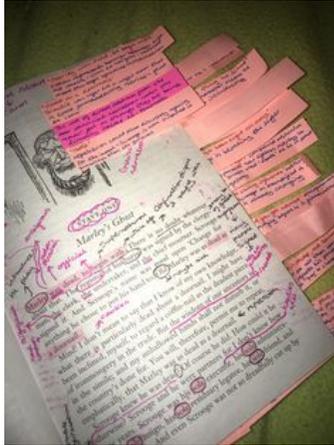
1. Inside Front Cover: Major character list with small space for character summary and for page references for key scenes or moments of character development, etc. Keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.
2. Inside Back Cover: Build a list of themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. as you read. Add page references and/or notes as well as you read. Make a list of vocabulary words on a back page or the inside back cover, if there's still room. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.
3. Beginning of Each Chapter: Provide a quick summary of what happens in the chapter. Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections. Top margins: provide plot notes—a quick few words or phrases that summarize what happens here. Go back after a chapter, scene, or assignment and then mark it carefully. (Useful for quick location of passages in discussion and for writing assignments).
4. Bottom and Side Page Margins: Interpretive notes (see list below), questions, and/or remarks that refer to meaning of the page. Markings or notes to tie in with notes on the inside back cover.
5. Interpretive Notes and Symbols to be used are:
  - Underline or highlight key words, phrases, or sentences that are important to understanding the work.
  - Write questions or comments in the margins—your thoughts or "conversation" with the text.
  - Bracket important ideas or passages.
  - Use Vertical lines at the margin: to emphasize a statement already underlined or bracketed
  - Connect ideas with lines or arrows.
  - Use numbers in the margin: to indicate the sequence of points the author makes in developing a single argument.

- Use a star, asterisk, or other doo-dad at the margin (use a consistent symbol): to be used sparingly, to emphasize the ten or twenty most important statements in the book.
- Use ??? for sections or ideas you don't understand.
- Circle words you don't know. Define them in the margins.
- A check mark means "I understand".
- Use !!! when you come across something new, interesting, or surprising.
- And other literary devices (see below). Some of the things you may want to mark as you notice them are:
  - ★ Use an S for Symbols: A symbol is a literal thing that also stands for something else, like a flag, or a cross, or fire. Symbols help to discover new layers of meaning.
  - ★ Use an I for Imagery: Imagery includes words that appeal to one or more of the five senses. Close attention to imagery is important in understanding an author's message and attitude toward a subject.
  - ★ Use an F for Figurative Language: Figurative language includes things like similes, metaphors, and personification. Figurative language often reveals deeper layers of meaning.
  - ★ Use a T for Tone: Tone is the overall mood of a piece of literature. Tone can carry as much meaning to the story as the plot does.
  - ★ Use a Th – Theme: In literature, a theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society or human nature. Themes explore timeless and universal ideas. Most themes are implied rather than explicitly stated.
  - ★ Plot elements (setting, mood, conflict, etc.)
  - ★ Diction (effective or unusual word choice) As you mark, you begin to notice patterns the author has or where he or she deviates from a pattern and much of the work of a critical or analytical reader is noticing these patterns and variations.

Notice that annotations are meant to be more than a "scavenger hunt" for literary techniques and rhetorical devices. Along with marking these you should comment on the effectiveness or significance of the device. It's great if you can detect alliteration in a passage, but that in and of itself is useless unless you can tell that this alliteration demonstrates the mental breakdown of the character, for example. It's amazing if you recognize the hubris of a character, but how does this instance differ from those occurring previously in the novel?

*Adapted from "An Annotation Guide: How and Why to Annotate a Book" by Nick Otten*

### **Annotation Rubric**



Unless otherwise stated for a given assignment, here's the rubric we'll use for assessing text annotations:

*Grade A:* Evidence of copious, helpful annotations related to the topics specified.

*Grade C:* Too few annotations, or the annotations are usually vague. The most important sections of the book are not marked. Annotations are not complete enough to amount to a solid tool for the student.

*Grade D:* Almost all of the annotations are highlighting or the like. Very little marginal or interlineated writing is present.

*Grade F:* Very few annotations are present, or annotations are present only at the beginning of a reading assignment.