

AP ENGLISH LANGUAGE AND COMPOSITION

Students taking AP English Language and Composition (AP Lang) at Las Lomas High School are being asked to complete the following assignments. This work will be due the second week of school..

Dear AP Language and Composition Scholar:

This summer assignment offers students a myriad of choice and the ability to pace the work over time; know that the AP Language Team has deeply considered all of the reasons why a summer assignment should be part of this AP course, and that we understand, as well, the value of down time that we all need.

The skills we are asking you to use for this assignment are important to the course, and the tasks will enable us to launch into the year with a good measure of steam. You will notice that we have not asked you to write an essay—another aspect of the summer assignment that we have carefully considered. Student writing will be assessed the first week of school with an in-class essay.

This document was carefully constructed to be self-explanatory, and part of the task is the ability to follow clearly defined instructions. However, should questions arise, you may contact Mrs. Greer at jgreer@auhsdschools.org or Mrs. Rigrisich at lrigisich@auhsdschools.org

See you in August!

-The AP Language Team

Summer Reading and Writing Assignment Two-Part Assignment

Part ONE: SUMMER MEMOIR STUDY

Part TWO: THREE COLUMNISTS with SIX RHETORICAL PRECIS

Part ONE: SUMMER MEMOIR STUDY

The *memoir* is a genre of nonfiction in which a writer composes a narrative from personal experience. Choose one memoir from the list below or choose a memoir of your liking, and finish reading your selection prior to the start of the school year. In the first weeks of AP Lang, you will complete a written assignment based on this memoir. As you read this summer, use annotation strategies that will enhance your comprehension and analysis of the text. Consider not only *what* the writer is saying, but also *how*: how does the writer craft this text to be meaningful and purposeful? What lasting impressions and understandings do you emerge with having read this memoir?

List of Memoir Options (or find any memoir that interests you):

Colored People, Henry Louis Gates

The Woman Warrior, Maxine Hong Kingston

This Boy's Life, Tobias Wolff

The Duke of Deception, Geoffrey Wolff

In Patagonia, Bruce Chatwin

Out of Africa, Isak Dinesen

An American Childhood, Annie Dillard

Hand To Mouth: A Chronicle of Early Failure, Paul Auster

The Spirit Catches You and You Fall Down, Anne Fadiman

Naked, David Sedaris

A Hope in the Unseen, Ron Suskind

West with the Night, Beryl Markham *Growing Up*, Russell Baker

Hunger for Memory, Richard Rodriguez *Angela's Ashes*, Frank McCourt

A Monk Swimming, Malachy McCourt

The Road From Coorain, Jill Ker Conway

The Color of Water, James McBride

The Autobiography of Malcolm X

Speak, Memory, Vladimir Nabokov

Reading Lolita in Tehran, Azar Nafisi

Life on the Mississippi, Mark Twain

Content - WHAT is communicated

Form - HOW this information is communicated

Part TWO: Syndicated Columnist Assignment

This part of the summer reading assignment provides students with a measure of choice, and is intended to allow them to spread the work over the course of a few weeks, although this assignment may also be completed in less time by using archived material. Students are to select **three** columnists from the list below and read **two** articles by the same columnist, writing a rhetorical précis (pronounced “pray-see”) for **each article** using the guide provided. A brief biography of each columnist is provided (most are quoted or paraphrased from the corresponding newspaper site); students may wish to read one sample article from several writers listed below before settling on the three columnists who will be central to completing this assignment. A diverse selection of columnists has been provided; additional suggestions are welcomed.

ASSIGNMENT OVERVIEW

Your Six Precis:

- (1) Select three syndicated columnists from the list provided below
- (2) Read two articles from each of the three columnists
- (3) Compose a four sentence rhetorical précis (see directions below) for *each* of the six articles
- (4) A printed copy of your six precis are due the first day of class, or be prepared to upload to turn it in.com

This is an individual assignment: Each rhetorical precis must be the authentic work of the student. You will be submitting this assignment to Turnitin.com. Academic honesty and integrity are an expectation of this course.

David Brooks
New York Times
Tuesday & Friday

He has been a senior editor at The Weekly Standard, a contributing editor at Newsweek and the Atlantic Monthly, and he is currently a commentator on "The Newshour with Jim Lehrer." He is also a frequent analyst on NPR's "All Things Considered" and the "Diane Rehm Show." His articles have appeared in The New Yorker, The New York Times Magazine, Forbes, the Washington Post, the TLS, Commentary, The Public Interest and many other magazines.

Art Buchwald
Washington Post
deceased; check
archives

A humorist and satirist, Buchwald poked fun at much of what was going around him in his illustrious career that spanned more than five decades.

Gail Collins
New York Times
Thursday &
Saturday

Gail Collins joined the New York Times in 1995 as a member of the editorial board and later as an op-ed columnist. In 2001 she became the first woman ever appointed editor of the Times editorial page. She published the book "America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines."

Bob Herbert
New York Times
Tuesday &
Saturday

Prior to joining The New York Times, Mr. Herbert was a national correspondent for NBC from 1991 to 1993, reporting regularly on "The Today Show" and "NBC Nightly News." He had worked as a reporter and editor at The Daily News from 1976 until 1985, when he became a columnist and member of its editorial board.

Arianna Huffington
The Huffington Post

Co-founder and editor-in-chief of The Huffington Post, a nationally syndicated columnist, and author of twelve books. She is also co-host of "Left, Right & Center," public radio's popular political roundtable program. In 2006, she was named to the Time 100, Time Magazine's list of the world's 100 most influential people.

S. Amjad Hussain
Toledo Blade

S. Amjad Hussain is a columnist on the op-ed pages of the daily Toledo Blade and a professor of surgery at the Medical College of Ohio. He is a clinical professor of surgery at the Medical College of Ohio and the president of the Islamic Center of Greater Toledo.

**Verlyn
Kinkenberg**
New York Times
not scheduled

His work has appeared in many magazines, including *The New Yorker*, *Harper's*, *Esquire*, *National Geographic*, *The New Republic*, *Smithsonian*, *Audubon*, *GQ*, *Gourmet*, *Martha Stewart Living*, *Sports Afield* and *The New York Times Magazine*. He has taught literature and creative writing at *Fordham University*, *St. Olaf College*, *Bennington College* and *Harvard University* and is a recipient of the 1991 *Lila Wallace-Reader's Digest Writer's Award* and a *National Endowment for the Arts Fellowship*. Many of his columns deal with rural life.

**Charles
Krauthammer**
Washington Post
Friday

Krauthammer writes on foreign and domestic policy and politics. Winner of the 1987 *Pulitzer Prize* for distinguished commentary, the 1984 *National Magazine Award* for essays and the 2004 *Bradley Prize*.

Nicholas Kristof
New York Times
Sunday &
Thursday

Two-time *Pulitzer Prize* winner. Kristof has lived on four continents, reported on six, and traveled to more than 140 countries, plus all 50 states, every Chinese province and every main Japanese island. Mr. Kristof has taken a special interest in Web journalism and was the first blogger on *The New York Times* Web site; he also twitters and has a Facebook fan page and a channel on YouTube. A documentary about him, "Reporter," premiered at *Sundance Film Festival* in 2009 and will be shown on HBO.

Paul Krugman
New York Times
Monday & Friday

Winner of the *Nobel Prize* in Economics, Krugman is professor of Economics and International Affairs at *Princeton University*. He has taught at *Yale*, *MIT* and *Stanford*.

Michelle Malkin
San Diego Source
Wednesday

Michelle Malkin has appeared on "The O'Reilly Factor," "Hannity and Colmes," "The McLaughlin Group" and "20/20," and is currently a *Fox News* commentator. Today, Michelle Malkin's syndicated column appears in over 100 papers nationwide.

**Kathleen
Parker**
Washington Post
Thursday &
Sunday

Kathleen Parker never took a journalism class in college, but ... has worked at a variety of large and small newspapers, covering anything from California cuisine to bass fishing contests in the rural South. Now, she serves on the *USA Today's* Board of Contributors and her twice-weekly column is published in 350 different newspapers.

**Leonard Pitts,
Jr.**
Miami Herald
Sunday

Pitts writes about pop culture, social issues and family life. Pitts is a five-time recipient of the *National Headliners Award* and was awarded the 2004 *Pulitzer Prize* for commentary among many other accolades.

Frank Rich
New York Times
Sunday

Before joining *The New York Times*, Mr. Rich was a film and television critic at *Time Magazine*. Earlier, he had been film critic for *The New York Post* and film critic and senior editor of *New Times Magazine*. His latest book, *The Greatest Story Ever Sold: The Decline and Fall of Truth From 9/11 to Katrina*, was published by *Penguin Press* in 2006.

Anna Quindlen
Newsweek
weekly

Writes "The Last Word" column in *Newsweek*; was a columnist at the *New York Times* from 1981-1994. Author of numerous fiction and non-fiction books.

Brent Staples
New York Times
not scheduled

Editorial writer for *The New York Times*. He holds a PhD in psychology from *The University of Chicago*. His memoir, *Parallel Time: Growing up in Black and White*, was the winner of the *Anisfield Wolff*.

Peggy Noonan
*Wall Street
Journal*
weekend editions

Her essays have appeared in Forbes, Time, Newsweek, the Washington Post, the New York Times and other publications. Noonan was a producer at CBS News in New York, where she wrote and produced Dan Rather's daily radio commentary. She also wrote television news specials for CBS News. As editorial and public affairs director at WEEI-AM, the CBS owned station in Boston, she won the Tom Phillips Award for broadcast commentary. In 1978 and 1979 she was an adjunct professor of journalism at New York University.

George Will
*Newsweek
Washington Post*

Until becoming a columnist for Newsweek, Will was Washington editor of the National Review, a leading conservative journal of ideas and political commentary. Five collections of his Newsweek and newspaper columns have been published: "The Pursuit of Happiness and Other Sobering Thoughts" (Harper & Row, 1978); "The Pursuit of Virtue and Other Tory Notions" (Simon & Schuster, 1982); "The Morning After: American Successes and Excesses 1981-1986" (Macmillan, 1986); "Suddenly: The American Idea Abroad and at Home 1986-1990" (The Free Press, 1990); "The Leveling Wind: Politics, the Culture & Other News 1990-1994" (Viking, 1994).

William Safire
New York Times
deceased; check
archives

A speechwriter for President Richard M. Nixon and a Pulitzer Prize-winning political columnist for The New York Times from 1979 until his death. He wrote "On Language," a New York Times Magazine column that explored written and oral trends, plumbed the origins and meanings of words and phrases, and drew a devoted following.

Also consider choosing a columnist from the comprehensive list at this site, *Arts and Letters Daily*, a service of *The Chronicle of Higher Education*:
<http://www.aldaily.com/#columnists>

Do not accept not knowing what is knowable. When you encounter an unfamiliar word in your reading, LOOK IT UP!

The Rhetorical Precis

Sentence 1:

Name of author, [optional: a phrase describing the author], the genre and title of the work, date in parentheses, a rhetorically accurate verb (such as “asserts,” “argues,” “suggests,” “implies,” “claims,” etc.) and a THAT clause containing the major assertion (thesis statement) of the article or essay.

Sentence 2:

An explanation of how the author develops and/or supports the thesis, usually in chronological order.

Sentence 3:

A statement of the author’s apparent purpose, followed by an “in order” phrase indicating the change the author wants to effect in the audience.

Sentence 4:

A description of the intended audience and the relationship the author establishes with the audience.

Sample:

Sheridan Baker, in his essay “Attitudes” (1966), asserts that writers’ attitudes toward their subjects, their audiences, and themselves determine to a large extent the quality of their prose. Baker supports this assertion by showing examples of how inappropriate attitudes can make writing unclear, pompous, or boring, concluding that a good writer “will be respectful toward his audience, considerate toward his readers, and somehow amiable toward human failings” (58). His purpose is to make his readers aware of the dangers of negative attitudes in order to help them become better writers. He establishes an informal relationship with his audience of college students who are interested in learning to write “with conviction” (55).