

**SUMMER READING for AP Lang 2018**  
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**AP Language and Composition** is a college level course that focuses on analytical examination of mostly **non-fiction** materials. The readings include a number of essays, speeches, and political documents. Some fiction and drama will be read and examined in light of the historical context during which the pieces were composed. AP Lang students examine rhetorical strategies and argumentative/persuasive techniques in writing, speech-making, political cartoons, commercials, and other media. Students apply what they have learned to their own writings while avoiding logical fallacies and propaganda.

**AP Lang students should enjoy writing and reading, as this course extensively explores both practices.**

The AP exam includes:

**Part I:** A timed, multiple-choice section which includes reading 5 - 6 essays, articles, or fictional prose texts within 60 minutes, and then answering 55 multiple-choice questions about the texts.

**Part II:** Three essay compositions timed at 120 minutes total. One essay synthesizes information from 6 – 8 sources. The second essay analyzes the effectiveness of a select argumentative essay. The third requires students to write a persuasive (opinion) essay reacting to a short statement or topic.

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**SUMMER READING INSTRUCTIONS:**

1. **PART ONE: Choose ONE** of the AP recommended nonfiction books LISTED BELOW

**AP Recommended Non-Fiction Books for Summer Reading**

1.  AMAZING GRACE by Jonathon Kazol
2.  THE PERKS OF BEING A WALLFLOWER by Stephen Chbosky
3.  THE RIGHT STUFF by Tom Wolfe
4.  FAST FOOD NATION by Eric Schlosser
5.  NICKEL AND DIMED: ON (NOT) GETTING BY IN AMERICA by Barbara Ehrenreich
6.  OVERACHIEVERS: THE SECRET LIVES OF DRIVEN KIDS by Alexandra Robbins
7.  THERE ARE NO CHILDREN HERE by Alex Kotlowitz
8.  KABUL BEAUTY SCHOOL: AN AMERICAN WOMAN GOES BEHIND THE VEIL by Deborah Rodriguez
9.  BLACK HAWK DOWN by Mark Bowden
10.  SHE SAID YES: THE UNLIKELY MARTYRDOM OF CASSIE BERNALL by Misty Bernall
11.  CATCH ME IF YOU CAN by Frank Abagnale  THE ZOOKEEPER'S WIFE: A WAR STORY by Diane Ackerman

12.  DRESS YOUR FAMILY IN CORDUROY AND DENIM by David Sedaris
13.  HOW STARBUCKS SAVED MY LIFE: A SON OF PRIVILEGE LEARNS TO LIVE LIKE EVERYONE ELSE by Michael Gates Gill
14.  ESCAPE by Carolyn Jessop
15.  THE GLASS CASTLE by Jeannette Walls
16.  BEAUTIFUL BOY: A FATHER'S JOURNEY THROUGH HIS SON'S ADDICTION by David Sheff
17.  SEABISCUIT: AN AMERICAN LEGEND by Laura Hillenbrand
18.  THE INNOCENT MAN by John Grisham
19.  OUTLIERS by Malcolm Gladwell
20.  THE PERFECT STORM by Sebastian Junger

- **Create a reading log and address your reading in a precis format. Submitted to my email address on or before July 13, 2018**  
([brandi.smith@henry.k12.ga.us](mailto:brandi.smith@henry.k12.ga.us))

**\*\*\*Precis:** The purpose of writing a précis is to accurately represent what the author claims, including the key evidence and structure of her or his argument

### **How to Write a Précis**

Writing a good précis shows that you clearly understand a text and can communicate its importance to your readers. A précis can be tricky to write at first: it's tempting to include too much or too little information. But if you consider the step-by-step method below, you can readily learn how to summarize a chapter or article into précis form in short order.

**1) Divide and conquer.** First off, skim the text you are going to summarize; divide it into sections. Pay special attention to headings and subheadings, or places where the author moves into a new area of discussion. Also look at any important terms and make sure you understand them before you read.

**2) (Re)read.** Now that you've prepared, go ahead and re-skim the selection. You should already have taken good notes on the chapter as part of your earlier reading. Use them. Be sure to get a feel for the author's tone, style, and main idea. Also label areas that should be avoided because the details—while perhaps interesting—are too specific. Also, identify areas that you do not understand and try to clarify those points.

**3) A sentence at a time.** You should now have a firm grasp on the text you will be summarizing. In steps 1 and 2, you divided the piece into sections and located the author's main ideas and points. Now, write down the main idea of each section in one well-developed sentence. Make sure that what you include in your sentences are key points and evidence, not minor details.

**4) Craft a thesis statement.** This is the key to any well-written summary. Review the sentences you wrote in step 3. From them, you should be able to create an overall thesis statement that clearly communicates what the entire text was trying to achieve. If you find that you are not able to do this step, then you should go back and make sure your sentences actually addressed key points.

**5) You are ready to write.** At this point, your outline-draft is virtually done. You can use the thesis statement as the introductory sentence of your summary, and your other sentences, with adjustment, can make up the body. Make sure that they are in order. Consider the use of transition words (*then, however, also, moreover*) that help with the overall structure and flow of the summary. And once you are actually putting pen to paper (or fingers to keys!), remember these tips when responding in your precis format:

- Write in the present tense when discussing the author's stance ("Breisach argues,"etc.) , but use past tense when relating evidence sustaining the author's argument ("Ranke's works exhibited both a new 'scientific' approach, and a metaphysical perspective.)
- Make sure to include the author and title of the work.
- Be concise: a précis is radically shortens the original text, no more than 10 words per chapter/section. Your entire précis should not be any more than about three (3)-double spaced pages.
- Do not quote the author unless you are using a specialized term that warrants quoting. You should be putting material into your own words.
- Don't put your own opinions, ideas, or interpretations into the summary. The purpose of writing a précis is to accurately represent what the **author** claims, including the key evidence and structure of her or his argument. The purpose of a précis is **not** to provide a critique of the text. (We will engage in this learning to critique text as your course progresses.

**6) Check for precision.** Reread your summary and make certain that you have accurately represented the author's ideas and key points. If you did quote something, make sure that you have correctly cited it. Also check to make sure that your text does not contain your own commentary on the piece.

**PART TWO: On the same document with your novel/precis responses, but on a new page, labeled appropriately, response in complete sentences to the following IN REFERENCE TO YOUR CHOSEN READING SELECTION,**

**PART THREE:** View the following website and be ready to show your knowledge of rhetorical devices through application when you enter class on the first week of school: <http://blog.prepscholar.com/ap-language-and-composition-terms>

**PART FOUR:** (On the same document, labeled appropriately) **Read five (5) of the following essays that are free on the internet.** Web addresses follow titles. If you find that the link is no longer working, you can Google the title and find the essay in another location. These essays can also be found in a great anthology entitled *40 Model Essays: A Portable Anthology* by Jane E. Aaron...

**Using no less than three sentences per response address the reading for your five (5) chosen articles listed below:**

- Raise questions about the beliefs and values implied in the text

- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or a character
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Argue with or speak to the character or author

<b>List of articles from which to choose</b>
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(Description) *Once More on the Lake* – E.B. White

<http://mjarrellaplanguange.wikispaces.com/E.B.+White+Essay>

(Narrative) *Shooting an Elephant* - George Orwell

<http://www.online-literature.com/orwell/887/>

(Example) *Black Men and Public Space* - Brent Staples

<http://www.phil.washington.edu/sites/default/files/uploads/Black%20Men%20in%20Public%20Space%20Article.pdf>

(Classification) *The Plot Against People*- Russell Baker

<http://www.gmsdk12.org/Downloads/plotagainstpeople.pdf>

(Process Analysis) *Dumpster Diving* - Lars Eigner

<http://www.tarleton.edu/Faculty/sword/On%20Dumpster%20Diving.pdf>

(Comparison and Contrast) *Neat People vs. Sloppy People* -Suzanne Britt

<http://officeinstructor.com/EssayWriting/EssayPDFs/Neat%20vs%20Sloppy.pdf>

(Definition) *I Want A Wife* -Judy Brady

<http://www.columbia.edu/~sss31/rainbow/wife.html>

(Cause and Effect Analysis) *Cultural Baggage*- Barbara Ehrenreich

<http://www.nytimes.com/1992/04/05/magazine/hers-cultural-baggage.html>

(Argument and Persuasion) *A Modest Proposal* -Jonathan Swift

[http://emotionalliteracyeducation.com/classic\\_books\\_online/mdprp10.htm](http://emotionalliteracyeducation.com/classic_books_online/mdprp10.htm)

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