

AP English Language and Composition 2020 Summer Assignment

Welcome to AP English Language and Composition. AP English Language is a college-level writing course with an emphasis on critical reading of nonfiction prose infused with discussion of politics, history, social sciences, and current events. This class will ask you to analyze writing, develop sound reasoning and argumentation, as well as examine the power of language. Students in AP English Language and Composition work through this summer assignment to establish foundational preparedness. For some, this work may be particularly intense, while for others, this work may serve as a review; regardless the work is designed to ensure your commitment to the challenge and rigor of the course, as well as ensure that you possess the prerequisite reading and writing skills for success in the course.

Remember: AP English Language and Composition is a college-level course. Your summer assignment is your first impression as a student and should reflect your commitment to the course.

All work is to be completed using MLA format and submitted on Google Classroom before our class meeting in September. Google Classroom will house supplemental instruction as well.

Classroom Code: dhalkky

Part One: Grammar

Resource: *The Elements of Style* (4th Edition) by William Strunk & EB White

Online Access: <https://www.bartleby.com/141/>

“You’ll want grammar on the top shelf of your toolbox, and don’t annoy me with your moans of exasperation or your cries that you *don’t understand* grammar, you *never did understand* grammar, you flunked that *whole semester* in Sophomore English, writing is fun but grammar sucks the big one... *Must* you write complete sentences each time, every time? Perish the thought. If your work consists only of fragments and floating clauses, the Grammar Police aren’t going to come and take you away. Even William Strunk, that Mussolini of rhetoric, recognized the delicious pliability of language. ‘It is an old observation,’ he writes, ‘that the best writers sometimes disregard the rules of rhetoric.’ Yet he goes on to add this thought, which I urge you to consider: ‘Unless he is certain of doing well, [the writer] will probably do best to follow the rules.’”
- Stephen King

Introduction: Read and digest Strunk and White’s *The Elements of Style* (4th Edition). AP Language and Composition is a course on language and writing. By signing up for this course, you indicate that you have achieved competency at or above grade level in grammar, usage, mechanics, and sentence structure. This little book will help you review and improve any weaknesses that you may have.

Suggested Task: Take meaningful notes on concepts and terms unfamiliar to you - pay special mind to parts 2 and 5 when evaluating your own work - and organize these concepts by creating and identifying examples, or correcting your own errors. **This is not graded or collected; it is a foundational exercise to support analyzing rhetorical choices.**

Part One Task:

1. Complete Google Classroom review quizzes at your own pacing.

Assignment Note: Completion is **optional**. Students **will receive credit** for effort and participation. Students who do not complete the work will not be penalized. This work serves as a review in anticipation of the class.

Part Two: Reading Endurance

Resource: Nonfiction text choice

Introduction: Global knowledge is integral to success in this class. AP Language & Composition is a college-level course focusing on close and critical reading. In order to prepare for our readings and argument-based writings, you should first become aware of the pressing issues in your larger world - political, environmental, cultural, social, global, economic, educational, scientific, etc. To initiate this foundation, choose a text from the list provided and read it thoughtfully and critically.

Please review and sample the list before making your selection. How you acquire and maintain this text is your prerogative - purchase, borrow, download, share, it doesn't matter - as long as you are able to read and engage with the text. **You will not need to bring this text to class.**

Book List

- *What the Eyes Don't See* by Mona Hanna-Attisha
- *On the Backs of Tortoises* by Elizabeth Hennessy
- *Hood Feminism* by Mikki Kendall
- *The Woman Warrior* by Maxine Hong Kingston
- *Amazing Grace* by Jonathon Kozol
- *Stamped from the Beginning* by Ibram X. Kendi
 - *Or the Remix* by Jason Reynolds & Ibram X. Kendi
- *Heavy* by Kiese Laymon
- *The Botany of Desire: A Plant's-eye View of the World* by Michael Pollan
- *Canyon Dreams* by Michael Vowell
- *A Deadly Wandering* by Matt Richtel
- *Recollections of my Nonexistence* by Rebecca Solnit
- *Hillbilly Elegy* by JD Vance
- *The Uninhabitable Earth* by David Wallace-Wells
- *In Defense of Liberal Education* by Fareed Zakaria

DISCLAIMER: Since AP English Language is a college-level course, the books on this list contain college-level reading material. Some choices include graphic situations and/or language, which may be considered offensive. As a student mature enough to enroll in a college-level course, I trust you to be mature enough to review the texts and choose one appropriate for you and your comfort level.

Part Two Task:

1. Actively read your selection. Consider marking pages, taking notes, or annotating, depending on your mode of reading.
2. Divide the book into four equal reading sections.
3. Keep a Dialectical Reading Journal (also called a “double entry journal”) of passages from each reading section in which you “Read Like a Reader” and “Read Like a Writer.”
 - Please see the attached guide for instructions.

Assignment Note: This assignment is **required**. Failure to submit the assignment by the due date will result in a zero.

Part Two Dialectical Journal Guide

“Read like a Reader”

1. As you read, mark passages in the text where the author or other people encounter increasing awareness, self-awareness, struggles, epiphanies, etc...
2. Select a passage from the section's reading that exemplifies the author's (or other's) increasing awareness of self, struggles, understanding, etc... Record these passages in your Dialectical Reading Journal as cited quotations.
3. Write your own response to each selected passage. What do the passages reveal? What is their importance to the author's story or to this section of the novel? Discuss your thoughts, questions, insights, and ideas.

Passage:	Response:
<p>Section 1 (Reader):</p> <p>"I wondered if the fire had been out to get me. I wondered if all fire was related, like Dad said all humans were related, if the fire that had burned me that day while I cooked hotdogs was somehow connected to the fire I had flushed down the toilet and the fire burning at the hotel. I didn't have the answers to those questions, but what I did know was that I lived in a world that at any moment could erupt into fire. It was the sort of knowledge that kept you on your toes" (Walls 34).</p>	<p>As a reader, this passage is very important to the story. It shows that Walls is starting to have more advanced thoughts and to have a better understanding of her family's situation. Wall's idea about all fire being related shows she is starting to think about how the world works. This is normal for a kid her age. Most kids at this age start to question the fundamentals of the world- why the sky is blue, how the sun rises and sets, etc. However, Wall's wonderings are much more advanced. Her questions concern principles of biology and philosophy that most young people don't understand until much later in life. This emphasizes her intelligence while still reminding the audience that she is young. It also serves to show that Walls is starting to understand the true state of peril her family is in. As a younger child, she never questioned her parents, but now she realizes that their decisions have resulted in a life in which danger could be around every corner and trouble could come at any time. Wall's awareness of her true situation increases a lot in this passage and shows that the adventure is not all fun for her anymore.</p>

“Read like a Writer”

1. As you read, also mark passages in the text that you think are well written. As you mark passages, consider the writer's diction, syntax, selection of detail, imagery, figurative language, etc... Think about why the passage is particularly effective. What writing (or rhetorical) choices do you notice?
2. Select a particularly effective passage from each section to enter in your Dialectical Reading Journal. Record these passages in your Dialectical Reading Journal as cited quotations.
3. Write your own response to the selected quotation. Why did you select this particular quotation? What rhetorical devices are noteworthy? How does the writing add to the surrounding text? In other words, why is this passage a particularly effective piece of writing?

Passage:	Response:
<p>Section 1 (Writer):</p> <p>"I wanted the raisin for myself but I saw Paddy Clohessy standing in the corner with no shoes and the room was freezing and he was shivering like a dog that had been kicked and I always felt sad over kicked dogs so I walked over and gave Paddy the raisin because I didn't know what else to do and all the boys yelled that I was a fool and a feekin' eejit..." (McCourt 121).</p>	<p>McCourt describes Clohessy's condition in detail, explaining why he felt the sudden surge of sympathy towards the poor kid. By using imagery and similes, he provides a visual that captures both the reader's imagination and sympathy. He also analogizes Clohessy with the 'dead dog' from chapter one, which is not only a symbol of suffering and death, but also a constant recipient of Frank's emotion as a child. Comparing Clohessy with the dead dog further unveils the extent of Frank's pity, paralleled with his compassionate actions.</p>

Part Three: Schema Building

Resources: Choice (credible nonfiction)

Introduction: Global reading and awareness is not limited to full-length texts. In AP Language and Composition you will be required to synthesize positions and information pertaining to an array of topics. This assignment will frame these skills by building a schema around your choice reading from part two.

Part Three Task: Identify ONE of the major issues discussed in the text you chose (EX: immigration, climate change, minimum wage, racism, death penalty, the justice system, etc.).

Complete the following schema builders:

1. Watch a documentary, TED Talk, or listen to a podcast on the issue.
2. Select, read, and annotate **two** news articles or op-ed pieces from a reputable newspaper or issue based magazine such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Atlantic*, etc.
 - o One article/op-ed needs to compliment the author's argument and the other needs to provide a counter argument.

For EACH schema builder:

1. Identify your source (MLA formatted documentation).
2. Type a 200 - 300 word response thoughtfully answering two or more of the following questions:
 - What do I know/understand now that I didn't before?
 - How did this experience change the way I think about something?
 - What is a thought, idea, or perspective that I might not have considered if I hadn't encountered this material?
 - What connections did you see to the arguments presented in the major text?

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