

## AP Language and Composition

**Summer Assignment 2024**—This is a 3 part assignment, please make certain you have completed ALL of the assignment and have it ready to turn in the first day of class. A checklist is included to ensure you have everything ready to turn in. Please pace yourself to complete the work accurately and thoroughly. This project is worth 400 points which, if completed correctly, can set you up with a great beginning grade. In contrast, if you do not complete the work or you do it hurriedly, without care, you can set yourself up for a difficult semester. All summer work is due: Sunday, August 25, 2023 by 11:59 pm. NO work will be accepted after this date/time.

If you have any questions, please contact me at [jlallen@mail.kana.k12.wv.us](mailto:jlallen@mail.kana.k12.wv.us). I will be checking email throughout the summer and will address any questions you have. Have a great summer!

Jennifer Allen, MS, NCC

### **PART ONE: Columnist project**

Learning to read and respond to writing is an integral part of AP English courses. The first stop on our summer journey is reading and responding to newspaper columnists. Choose a columnist that discusses national issues, such as finance, politics, or social issues; columnists that write about sports, fashion, culture/movies (just to name a few) are not appropriate for this assignment. Search newspapers, online magazines, etc to find a columnist to follow. You may also use local newspapers! Please do **not** select a columnist who is no longer actively writing. Examples of newspapers/magazines that are *not* to be used: fashion, lifestyle, or popular culture/entertainment magazines, *The Enquirer*, *Star*.

You must collect four current, preferably consecutive columns by the columnist. Most of these resources can be accessed online.

#### **There are three steps to this part:**

**Step 1: Annotation.** Each article must be printed and annotated for the following:

- Speaker's tone and possible tone shifts
- Organization
- Mark places in the text that evoke a reaction from you, be it laughter, anger, or confusion.

#### **Some questions to ask yourself as you read:**

How does s/he open the column?

How does s/he close the column?

How soon does s/he announce the thesis?

How does s/he organize? What are the parts or sections of the column?

How much is based on observation? Personal experience? Interviews? Fact?  
What sort of diction/word choice characterizes the columnist?  
What sort of syntax characterizes the columnist?  
What audience does s/he assume? How do you know?  
What unstated assumptions does the columnist make?

**Step two: Précis. This must be typed or no grade will be given.** After annotating, write a four-sentence précis, following the example given below.

### **Writing a Précis**

**Rationale:** A précis reveals your understanding of the arguments and points authors make in a specific piece. Composing a précis can be particularly useful when organizing sources for a research project or determining the utility of them.

**Précis Instructions:** When writing your précis, *objectively* summarize the article in your own words by composing a précis.

**Note:** Before you begin writing your précis, read the column a number of times to make sure you completely understand the author's rhetorical situation.

### **Example Précis**

**1. The first sentence** identifies the essay's author and title, provides the article's date in parentheses, uses some form of the verb "says" (claims, asserts, suggests, argues) followed by "that," and the essay's thesis (paraphrased or quoted).

Example: *In his "In Defense of Prejudice" (1995), Jonathan Rauch argues that prejudice in society should not be eliminated.*

**2. The second sentence** describes the author's support for the thesis, usually in chronological order.

Example: *Rauch supports his position by providing anecdotal and historical evidence taken from segments of society which illustrates the futility and harm associated with attempts to eliminate prejudice.*

**3. The third sentence** analyzes the author's purpose using an "in order to" statement. Example: *Rauch hopes to shift the standard away from absolutism in order to move society toward rejection, the idea of societal pressure when grappling with racist and prejudicial attitudes.*

**4. The fourth sentence** describes the essay's intended audience and/or the relationship the author establishes with the audience.

Example: *The author uses a knowledgeable yet defensive tone, indicating that he primarily addresses a rather liberal intellectual audience.*

**Step three: Response. This must be typed or no grade will be given.** Below the précis, compose your one-paragraph response, noting any questions, objections, or enlightenment the column generated. Some questions you might want to think about/comment on:

- Do you agree or disagree with the editorial's viewpoints? Why?
- Did the editorial make you want to know more about the issue?
- What are some of the author's best arguments? What makes them valid?
- Which arguments or points made by the author do not make sense to you and why?
- How does this editorial connect with other knowledge that you have from other sources?

**\*\*To be completed for each article:**

- 1) Annotate article
- 2) Type a four-line précis
- 3) Type a one-paragraph response

**PART TWO:** Step two of our summer journey is novel reading. In AP Language and Composition, we consistently analyze characterization, tone, audience, and themes within literature. It is also important to ask questions as you read and pay close attention to shifts and patterns throughout the reading. **Read *Angela's Ashes* by Frank McCourt** (this is available in the Riverside library) and complete the following assignment.

- While reading, complete a minimum of 15 Double Entry Journal (DEJ) entries. Your entries should be a balance of the literary elements listed above. Of course, you may have more than the minimal number of entries; also include entries that address questions you have, clarifications of things in the text, quotes that you love, etc. (See the attached Double Entry Journal explanation and template. You do not have to use the attached template; it is there for your use or reference.)
- Your DEJ will be graded for thoroughness; therefore, you will want to make it as complete and thoughtful as possible. Each entry should be approximately one hand written page.
- Upon completion of the novel and DEJ work, write a 2-page, typed (single spaced, 12pt, Times New Roman) essay discussing the author's intended message, including any warnings, for or about society. Incorporate your reaction to the novel within the essay.

This is NOT a summary of the novel or a book report.

**\*\*To be completed for the novel:**

- 1) 15 DEJs
- 2) 2-page, ss essay

**PART THREE: AP Prompt Writing.** Choose one of the following prompts and write an argument essay including your assertion, evidence to support your assertion, a counterargument, your refuting of the argument, and a call to action. Don't be afraid to show off your writing talents!! I love a great argument! This will be my first look at your argument writing.

- A. There has been much discussion of the "cruel and inhumane" nature of capital punishment recently due to some executions gone awry. Is there such a thing as cruel and inhumane punishment with respect to the death penalty?
- B. Some of the United States' most celebrated leaders have disregarded family values with respect to his/her personal life. This begs the following question: Must a public figure follow by example to be successful? Can someone who does not uphold traditional family values successfully lead a country, state, or community?
- C. Often members of a board of education are not educators themselves. Can someone who has never worked within a school make viable decisions for the benefit of students and educators?
- D. Should you be forced to participate in or take advantage of privileges you are granted? For example, should the government be able to mandate that everyone over the age of 18 votes in every election?

Assignment checklist:

Part one:	<b>columnist project</b>	<b>total 120 points</b>
	4 annotated articles @5 pts each	_____
	4 typed précis@ 12 pts each	_____
	4 one-paragraph responses @13 pts each	_____
Part two:	<b>novel</b>	<b>total 180 points</b>
	15 DEJ (75 pts)	_____
	2-page, SS typed response (105 points)	_____
Part three:	<b>AP prompt practice</b>	<b>total 100 points</b>
	1 argument essay (100 points)	_____
	<b>total 400 points</b>	

This is an AP course—all work will be graded for the integrity of the writing, not for merely completing an assignment and turning something in. This begins with the

summer assignment. Plagiarism includes: turning in someone else's work, copying from the internet or other sources, AI generated work. Summer assignments help each of us understand a starting point for the course; you are NOT expected to turn in AP level work since we are just beginning. You are expected to turn in your best effort with your understanding of the tasks assigned.