AP Language and Composition Summer Reading Assignment

2021-2022

The focus of AP English your senior year is to analyze and discuss the rhetorical strategies used by writers, particularly in non-fiction writing. As such, your summer reading assignments may be a bit different from the reading you've done in the past, though I hope you find it enjoyable and interesting.

All assignments are due the first day back to school. Assignments will be submitted digitally. Editorials must include links to the full text of the editorial you are responding to and should be written using MLA format. As these assignments are my first introduction to you as a student and a writer, I look forward to seeing what you are able to produce and expect you to put your best "pen" forward.

Part One: Common Reader

Like all NDA students, you are required to read the 2021 Common Reader selection. You will have no written work to do for this text BUT you will need to be prepared to potentially lead an NDA group discussion when we return to school. These will be diverse groups with a mix of faculty, staff, and students. We will do some class prep for this when you return to school, but you are expected to prepare over the summer.

Part Two: Nonfiction Selection/ SOAPSTone

Please select one of the following nonfiction works. Please note that some of these selections include "mature" topics. Remember that this is a college level course and as such these selections are presented to force you to think critically (and not just to blindly agree or disagree). That said, please spend some time looking up some background info on the texts and select the book that most appeals to you. Amazon is a good place to look for reviews and brief summaries. ***"YOUNG READER" EDITIONS ARE NOT ALLOWED!***

1. *Freakonomics: A Rogue Economist Explores the Secret Life of Everything* by Steven D. Levitt and Stephen J. Dubner
2. *Just Mercy* by Bryan Stephenson
3. *The Other Wes Moore* by Wes Moore
4. *Stiff: The Curious Lives of Human Cadavers* by Mary Roach
5. *Hillbilly Elegy: A Memoir in Family and Culture in Crisis* by J.D. Vance
6. *Becoming* by Michelle Obama
7. *Outliers* by Malcom Gladwell
8. *How to Be an Anti-Racist* by Ibram X. Kendi
9. *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain
10. *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* by Oliver Sacks

Please take careful notes as you read. I expect to see annotations in your book (or ebook). After reading your selection, you should discuss the following elements of the piece. Please fill out the graphic organizer linked below. This is part of what you'll be turning in the first week of school. There is probably not enough space included here, so you make take additional notes as you'd like.

Please take thorough notes on each of the areas:
https://d3jc3ahdjad7x7.cloudfront.net/
MOI1HRmZ1DPqGpN3dVzvIkcdUv59a5aaiGxwiDUN8UevkzSc.pdf

You should also incorporate some of the ideas below:

The College Board's 'SOAPSTone' Reading Strategy

Subject
The general topic, content, and ideas contained in the text. You should be able to state the subject in a few words or a phrase.

Occasion
The time and place of the piece, the context that encouraged the writing to happen. What is the rhetorical occasion of the text? Is it a memory, a description, and observation, an argument, a diatribe, a declaration, a critique, etc.? Note the larger occasion, the broad issue that is the center of ideas and emotions.

Audience
The group of readers to whom this piece is directed. Does the author identify an audience?
Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

Purpose
The reason behind the text. Considering the purpose is important so that the reader can examine the writer's argument and the logic of it. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect? You should ask yourself, "What does the speaker want the audience to think or do as a result of reading this text?"

Speaker
The voice that tells the story. Is someone identified as the speaker? What assumptions can you make about the speaker (e.g., age, gender, class, emotional state, etc.)? The author and the speaker are not necessarily the same. The author may tell the story from many different points of view. So who is telling the story? How do you know this? How does the writer present his/her narration? Assess the character of the speaker. These are crucial considerations. Are the author and speaker a different gender. Do not be confused by the gender of the author and assume the

speaker must be the same. Let the facts lead you to the speaker. What does the speaker believe? Do not assume that the author believes what the speaker believes.

In non-fiction texts, do not simply identify the speaker/author by name. Include important facts about the speaker that will help the reader (the audience) make judgments about the speaker's position (the speaker's point of view).

Tone
The attitude of the author. What emotional sense do you take from the piece? The *spoken word* can convey the speaker's attitude and help impart meaning through tone of voice. However, with the *written word* , tone extends meaning beyond the literal. Tone can be determined by examining the author's diction (choice of words), syntax (sentence construction), and imagery (vivid descriptions that appeal to the senses). Examples of tone words: angry, bitter, complimentary, defensive, detached, dramatic, humorous, inflammatory, joyful, matter-of-fact, provocative, urgent, upset.

Additionally, we should ask:
HOW does the speaker/writer try to achieve his/her purpose? Are these choices EFFECTIVE?
• Which persuasive appeals are used? Identify key examples. Are they effective? Why/why not?

-Logos (facts, statistics, hard evidence)
-Pathos (emotion)
-Ethos (trustworthiness, common values)

• What rhetorical devices are used? Identify key examples. Are they effective? Why/why not? (e.g. alliteration, anaphora, antithesis, apostrophe, assonance, chiasmus, euphemism, hyperbole, irony, litotes, metaphor, metonymy, onomatopoeia, oxymoron, paradox, personification, pun, simile, synecdoche, understatement, etc.)

<u>Part Three: Editorials</u>

Read and analyze 5 editorials (not news articles) from a reputable journalist/columnist published in a reputable newspaper or magazine. You may certainly read more than 5 (and are encouraged to do so), but you will be required to submit the 5 responses total during the first week of school. We live in a world in which the term "fake news" is thrown around haphazardly. Part of what you will be assessed on is your selection of appropriate, thoughtful, and relevant editorials.

You must copy and paste your selected article or provide a link (so I can read it), and because of the nature of the questions asked (see below), you should select an editorial with some meat to it. Your first editorial has been selected for you:

https://nj01001216.schoolwires.net/cms/lib/NJ01001216/Centricity/Domain/82/i-know-why-the-caged-bird-cannot-read.pdf

The remaining 4 editorials are up to you, and hopefully will reflect *your* interests and ideas.

For each selection, answer the following questions as they apply to the editorial (numbers 1-10). Provide specific examples and quotes to prove your points. Do not reply in an essay format. I may only select one or two of your responses to grade, so make sure each response is thoughtful and complete.

1. What is the main purpose of the article? What is the author's intent? What is the author trying to accomplish?
2. What is the author's point of view? What is your response to his/her overall argument?
3. The most important information in the article is _____. Identify the key information used to support the main arguments.
4. What assumptions does the author make in the reasoning?
   In other words, what is the author taking for granted? The assumptions are generalizations that the author does not think need to be defended within the context of the article, and they are usually unstated. For example, if the article discusses the need to strengthen the laws regulating development in sensitive environmental areas, the author may assume that you, the reader, agree that nature should be protected, and not go into basic detail about why nature needs to be protected.
5. What are the implications or the conclusions of the author's reasoning? What is the likely result the author foresees?
6. Does the author present other points of view? Discuss them.
7. What is the author's tone (attitude)? (The author's choice of words helps to convey tone.)
8. Does the author use imagery? Similes? Metaphors? Symbols? Allusions? Irony? Does the author appeal to your emotions, ethics, or logic?
9. Find 3-5 words within the article that you are uncertain of the precise definition. Copy the sentence the word is used in (or copy a portion of it if it is extremely lengthy). Look up and write out the dictionary definition for the word as it is used within the context of the article.
10. How effective is this article? Do you believe the author has accomplished his/her goal? As you think about the answer to this question, consider the following:
    a. Does the author provide precise, relevant support and stay on topic? Is the author consistent or contradictory?
    b. Does the author show how complex the issue is? Or is the author just being trivial and shallow?
    c. Is the author's reasoning accurate?

Lastly, you are STRONGLY ENCOURAGED to read one of the junior/senior works on the summer reading list.
I look forward to working with you next year! Have a great summer!