

A.P. English Language and Composition Summer Reading Assignment

Dear Parents and Scholars:

Welcome to A.P. English Language and Composition! This is a College Board approved course and is considered a COLLEGE-level class. Its curriculum is designed to give scholars the same experience as a first-year college composition course. As a scholar in this class, your son/daughter will be expected to read and carefully analyze college-level texts, both fiction and non-fiction. Course readings will be representative of the types of writing he/she will also be composing, including expository, analytical, argumentative and personal writings. Summer reading and writing are required of all AP scholars. In addition to classroom assignments, your son/daughter will be expected to read a book from the reading list every six weeks and take a written test on that text which will illustrate a close reading of it.

This summer your son/daughter will read and annotate four essays and write one persuasive essay. Since AP Language and Composition is nonfiction-based and concentrates on writing, this summer activity will provide an introduction to the type of work we will be doing throughout the school year.

The Summer Reading Assignment: The student should closely read and annotate four essays. At the beginning of the school year, he/she will have an AP-style multiple-choice test over the essays he/she has read. In addition, he/she will need to complete an essay on an AP-style prompt. This kind of prompt is indicative of the type of reading and writing we will be doing in A.P. Language and Composition, so students are expected to do their best. The students have the summer to write the essay. However, once the school year starts, these prompts will be timed according to the time limit listed under “suggested time”. Students should type their essay and use 12 pt. Arial or New Times Roman font, and double-space and justify the margins.

It is imperative that students complete their summer reading and writing assignments to be successful the first term in AP Language and Composition. Because this is an academically rigorous class, students should consider this as the first test in accepting the challenge. Please encourage your son/daughter not to procrastinate and think that he/she can complete the assignment the first week of the school year. These assignments require time, focus and comprehension.

If you should have any questions, please feel free to email Mrs. Rowe:

vrowe@taylorisd.org

Sincerely,

Vicki Rowe

Read and annotate four 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...

(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

Annotating Texts

Annotating is essential for critical and close reading of texts in preparation for research, analysis, essay writing and class discussions.

Here are some guidelines for good annotation of texts.

Within the text:

- Circle phrases that are pithy (forcefully emotional or expressive), representative of repetitive themes, or figurative language.
- Note shifts in tone, pronoun usage/narrative point of view.
- Circle words the writer uses for his/her connotative meanings.
- Circle words you need to define in the margins.
- Underline sentences that stand out, develop an argument, or make a point.
- Number related points.
- Bracket important sections of the text.
- Connect important ideas, words, or phrases with arrows.

In the margins:

- Summarize and number each paragraph in shorter selections.
- Define the unfamiliar words or terms.
- Note any questions that come to mind.
- Note possible connotative meanings of circled words.
- Note any patterns, repetitions or motifs.
- Identify any outstanding language usage or words or writing style.
- Identify points or arguments.