

# AP English Language & Composition Summer 2022 Assignment

Hello emerging AP Lang and Comp Scholars! There are two parts to your assignment for this summer. Let's start our journey toward rhetoric and reading and richer understanding of the voice and value in the American thought-scape!

## PART I: Ideas and Arguments in Discussion

In addition to reading works of fiction, this course will examine topics and arguments in public discourse. Understanding the issues and the strategies writers use involves reading widely and continuously about current events—local, national, and international—including issues and topics of interest in fields such as science, economics, and psychology.

Start by reading the following essays; consider the main idea and how the writer supports the central claims. What is particularly surprising or compelling? What are you curious to know more about?

1. [“What Isn’t for Sale” by Michael Sandel](#) (The Atlantic, April 2012)
2. [“Deployment to Iraq Changed My View of God and Humankind. So did Coming Home “](#) by Phil Klay (America, Nov. 2018)
3. [“On the Internet, We’re Always Famous”](#) by Chris Hayes (The New Yorker, Sept. 2021)
4. [“Building Trust Across the Political Divide”](#) by April Lawson (Comment, Jan. 2021)

Next, think of a current issue or topic addressed in one of the above essays that interests you. Locate at least **four substantial pieces** that address this topic (at least 300 words long—no maximum length; one source may be a comic or political cartoon OR a podcast episode).

Focus on **argument or opinion pieces**, not news stories or informational articles. Aim to select pieces that address a range of opinions or perspectives about the topic. The goal is to see ways this issue is addressed and discussed by people who may have different perspectives and/or agendas. Make sure to draw from at least two different sources or publications.

Save a pdf of each article or piece in an electronic folder OR as links on a document. You will need to submit the full text of the articles in addition to a brief summary the first week of school.

### Suggestions for sources:

*The Atlantic* (US ideas magazine)

*The Economist* (UK news magazine)

*The Washington Post* (US newspaper)

*The Guardian* (UK newspaper)

*Time* (US news magazine)

*The New York Times* (US newspaper)

*The New Yorker* (US ideas magazine)

Salon.com (online ideas magazine)

Slate.com (online ideas magazine)

*Code Switch* (podcast)

*Revisionist History* (podcast)

**NOTE:** Sports, lifestyle, or popular culture/entertainment magazine are not recommended unless the writing you are using from them is substantial *and* develops an opinion or argument.

## **PART II: American Identity**

We have limited time for reading rich texts during the school year; with this in mind, take some time this summer to immerse yourself in a work of rich and compelling books that will address some aspect of what it means to be American. Each of these stories takes place in a community within the United States, adding to the richness and complexity of the voices and values as well as the principles and passions that shape communities and individuals within the United States.

Please choose at least **one** selection from the list below to read. Check out reviews or summaries of the books online to find a work that best fits your interests and comfort level.

You will have assignments in the fall directly pertaining to this novel, as well as opportunities to reference this text in your junior and senior year.

As you read, consider the following:

1. What did you find valuable about this book? What scenes or passages do you find particularly memorable?
2. What elements of writing or style did you find compelling? How does it compare to other works we have read at St. Mary's?
3. How does this work influence your understanding of American identity?

### **Fiction Texts**

Cather, Willa	<i>My Antonia</i>
Doyle, Brian	<i>Mink River</i>
Irving, John	<i>A Prayer for Owen Meany</i>
Erdrich, Louise	<i>The Round House</i>
Kingsolver, Barbara	<i>The Poisonwood Bible</i>
McCarthy, Cormac	<i>All the Pretty Horses</i>
Shaara, Michael	<i>The Killer Angels</i>
Smith, Betty	<i>A Tree Grows in Brooklyn</i>
Tan, Amy	<i>The Kitchen God's Wife</i>
Whitehead, Colson	<i>Nickel Boys</i>

## Non-Fiction Texts

Grann, David        *Killers of the Flower Moon*

Hillenbrand, Laura   *Unbroken*

Lythcott-Haims, Julie   *Real American*

Margolick, David.    *Elizabeth and Hazel: Two Women of Little Rock*

*In the pursuit of understanding what it means to be human, in humanities courses, including English classes, rigor often manifests in complex, provocative, sometimes ambiguous, personally and emotionally challenging material and discussions.*

*Books in English courses, including these summer reading selections, will include ugly and beautiful moments and reveal stories of complex individuals in nuanced and, we believe, compelling ways.*