

### AP ENGLISH LANGUAGE AND COMPOSITION SUMMER ASSIGNMENTS

Both parts of this assignment must be submitted by the first day of class. All assignments should be formatted so that the student's name is typed inside the actual document.

#### **Assignment I. Double Entry Journal-based on TWO texts from the Summer Reading List**

Using the double entry/two column format, read and make double-entry journal responses for the two texts that you choose to read from the required summer reading list. In the column on the left, copy the exact text quote that illustrates the text element and cite in an MLA parenthetical citation. In the right hand column, question, elaborate, make a connection, evaluate, reflect upon, analyze, or interpret the significance of the quote to the work as a whole. Be explicit in your analysis to reveal your understanding of the text. Double-Entry Journals should include an MLA-formatted heading/header. Include ten quotes from each text. **Include the page number using MLA citation and write the significance of each quote in 3-5 sentences. Each quote must represent one of the elements listed below. (10 text passages and 10 explanations for each book).** For more direction on MLA formatting, please use: [General Format // Purdue Writing Lab](#) as a resource (owl.purdue.edu).

Your required reading includes *Brave New World* by Huxley (with the option to read and complete reading logs for one other from the list as extra credit) and one book from the nonfiction list provided.

Fiction:	Nonfiction-Choice of One (Required)
<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• <i>Brave New World</i>, Huxley</li> </ul> <p><b>Choose one other (extra credit):</b></p> <ul style="list-style-type: none"> <li>• <i>Pride and Prejudice</i>, Austen</li> <li>• <i>The Power and the Glory</i>, Greene</li> <li>• <i>Heart of Darkness</i>, Conrad</li> <li>• <i>The Picture of Dorian Gray</i>, Wilde</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A Walk in the Woods</i>, Bryson</li> <li>• <i>The Perfect Mile</i>, Bascomb</li> <li>• <i>The Voyage of the Beagle</i>, Darwin</li> <li>• <i>Nine Hills to Nambonkaha</i>, Erdman</li> <li>• <i>Nickel and Dime</i>, Ehrenehich</li> <li>• <i>How to Read Nonfiction Like a Professor</i>, Foster</li> <li>• <i>The Professor and the Madman</i>, Winchester</li> </ul>

The text elements to annotate are listed below:

#### **Fiction elements**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Protagonist/antagonist</li> <li>• Significance of the opening scene</li> <li>• Significance of the ending/closing scene</li> <li>• Theme</li> </ul> | <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Climax</li> <li>• Resolution</li> </ul> |
|--|--|

#### **Nonfiction elements**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Author's purpose</li> <li>• Author's bias</li> <li>• Most compelling or memorable passage</li> <li>• Author's tone</li> </ul> | <ul style="list-style-type: none"> <li>• Author's point of view—either objective or subjective</li> <li>• Impact of text elements (facts, statistics, anecdotes)</li> <li>• How the text changed your perspective/opinion</li> </ul> |
|--|--|

Double Entry Example: *The Perfect Mile*, Neal Bascomb

Text passage Reader response

<p><b>Most compelling observation:</b>            "If the measure of a person is how he lives his whole life and not simply his youth, then these three men deserve our regard for what they did after their pursuit of the four-minute mile as well" (Bascomb 268).</p>	<p>This quote is significant because this book is not just a sports memoir. Bascomb reveals how we can all live our lives with purpose. Although Santee, Bannister, and Landy were world-class runners, it is their tenacity and ability to overcome adversity that is inspirational. After breaking the barrier of the four-minute-mile, all three men acknowledged their accomplishment, but used the lessons they learned about training, hardship and frustration to live meaningful lives.</p>
--	---

**Please format the document with an MLA header and send as either a Word or PDF File. Students can either submit their double-entry journals as individual documents for each book or as one document for both books. Either way, make sure each set of entries makes clear what book is being referenced.**

**Assignment II. Multiple Perspectives on Current Events**

**Choose:** The first step of Assignment II is to choose one of the topics below:

1. **Public School Safety/Security:** To what extent should governments (federal to local) have in providing security measures for schools and what measures should those be?
2. **Academic Integrity:** To what extent should schools enforce honor codes and penalize plagiarism? What rights should people have to intellectual property in the digital age?
3. **Civil rights:** What is the importance of civil rights and protections in the United States? Should there be *any* limits to civil rights such as the freedom of speech? Is everyone afforded the same rights and protections under the law as it is enforced?

**Find:** The second step is to find opinion articles related to this topic. You need to find **at least THREE opinion articles written by columnists** who are published in major media outlets, some sample columnists are:

David Brooks	Ibram X. Kendi	Kathleen Parker	Fareed Zakaria
Ann Coulter	Bob Herbert	James Pethokoukis	
Mona Cheren	Michael Kinsley	Leonard Pitts	*Other columnists may
E.J. Dionne	Joe Klein	Anna Quindlen	be approved by an
Maureen Dowd	Naomi Klein	John Tierney	English teacher.
Thomas Friedman	Nicholas D. Kristof	Cal Thomas	
Maggie Gallagher	Paul Krugman	Cynthia Tucker	
Jonah Goldberg	Peggy Noonan	George Will	

Keep in mind that the columnists listed above may take on controversial topics that might challenge what you believe. Part of this AP course is to analyze varying opinions as objectively as you can. Many of their columns are available online through various news and media websites. Archives are available for research, but some may require a subscription, which means you may need to access these through DISCUS, which is accessible through the district website at <https://www.richlandone.org>. For support on DISCUS, contact media specialist listed on the school website.

Create **ONE** document which will include an MLA Heading and Header (see owl.purdue.edu for MLA format). You will have two major sections:

**Section A: Individual Article Analysis**

- In your document for Assignment II, you will create an bullet-point outline that includes the following for each article (so you will have 3 short outlines by the end):
  1. The Author's Name and Title of Article
  2. Explain the author's specific argument/ purpose for the article.
  3. Describe the tone AND include THREE direct text passages that illustrate how the writer created this tone. Avoid the words informative and negative.
  4. Discuss what the text is arguing for/against AND explain the evidence the writer uses to support the claim, listing three examples the writer uses.
  5. Discuss whether the writer was effective/convincing in his/her argument
- This should be at least a half- page, bulleted for each article.

**Section B: Synthesized Original Argument**

- Write an argument using/responding to evidence from the opinion articles you found. This should be your response and take a clear position on the topic. Be sure to introduce the issue, develop a thesis, and provide support (specific examples) all claims made. **Length: one page, typed, double-spaced.**

**Please format the document with an MLA header and send as either a Word or PDF File. Students can either submit their double-entry journals as individual documents for each book *or* as one document for both books. Either way, make sure each set of entries makes clear what book is being referenced.**