

**SUMMER READING PACKET AP LANGUAGE AND COMPOSITION**  
**2024-25 School Year**  
**WELCOME TO AP LANG!!!!**

**Deadline: An electronic copy of your work is due *by the first day of school\** on Schoology and Turnitin.** You do not have to submit a paper copy of the book response, but you should plan to do so if your electronic submission does not work. You must submit a hard copy of your columnist assignment since we need to see the original annotated articles.

You will also be enrolled in our AP Language and Composition Summer Reading course on Schoology. There, you will find book descriptions, the electronic version of this full document with links to the columnists' websites, and a place to post questions. This is also where you will upload the assignments on Schoology and Turnitin.

You will see two assignments (Summer Reading Book and Summer Reading Columnist Assignment). Please upload as two separate entries, the first clearly labelled with the title of the book and the second clearly labelled with your columnist's name. When you upload the journals, you will only be allowed to upload one document for each, so do not plan to upload chapters or sections separately. If you have trouble with either finding the Schoology course or uploading your documents, please e-mail Mrs. Casalvera at [laura.casalvera@bsd.k12.de.us](mailto:laura.casalvera@bsd.k12.de.us) or Ms. Phillips at [caroline.phillips@bsd.k12.de.us](mailto:caroline.phillips@bsd.k12.de.us). *It may be a good idea to upload to turnitin.com before the assignment is due, so that if need be, you can submit a hard copy on time.*

**Please let us know if you have any questions or concerns.**

**We look forward to seeing you in the fall!**

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## AP Language and Composition: Summer Reading Assignment Concord High School- Summer 2024

**Welcome to AP Language and Composition!** This is an exciting class that will ask you to look closely and question the world around you as you make your way through a variety of non-fiction readings. This summer reading assignment will give you an introduction to the type of reading you will experience and the degree of close reading you will do in the course. Our goal is always to evaluate and analyze how authors create meaning and then to establish your own reactions and beliefs in response to their opinion. It is important to read with an open, but critical mind and to never take a writer's word without thinking and investigating.

This class requires you to delve deeply into the readings, to question the writer's intent, purpose and bias, and to grapple with the issues the writer presents. With this in mind, you will choose **ONE** of the following books to read and journal this summer **AND ONE** columnist to follow and write about for a few weeks in the summer.

Do not wait until the last minute to start either of these assignments. You will not be able to read on the level the assignment requires if you wait until the last week (gasp!) to read them. Start early and give yourself enough time to fully analyze the readings. For the book you choose, read the ENTIRE book, including the preface and afterword.

Please make careful selections *and get your parents' approval*. The following books and columnists have been chosen based on their artistic merit, the variety of topics and styles, and the author's experience and research. Keep in mind that these authors write about a wide variety of topics that are often controversial. They write passionately about topics of their personal interest and convictions. These books represent only the authors' opinions and are not necessarily those of your teacher or the Brandywine School District. Be sure that you take time exploring these books before making your final choices. Remember that you do not need to agree with an author's opinion to appreciate their craft of writing.

### **Assignment One: Choose ONE book from this list:**

- *Quiet: The Power of Introverts in a World that Can't Stop Talking* – Susan Cain
- *Evicted: Poverty and Profit in the American City* – Matthew Desmond
- *Educated*- Tara Westover
- *Gang Leader for a Day: A Rogue Socialist takes to the Streets*- Sudhir Vankatesh
- *The Anthropocene Reviewed: Essays on a Human-Centered Planet* - John Green

Please submit a written journal response (see mandatory format attached) for your selected book which shows evidence of critical thinking. Entries should cover the book in its entirety. If all of your entries, for example, come from the first half of the book, we will infer that you read half of the book. **Minimum 15 entries. Maximum 20 entries.**

The next pages include what we are looking for in your journals and how to format them. Be sure to indicate page numbers for each note you write. ***Your journals should move beyond personal comments and more into analysis of how the piece is crafted. This will extend your reading time. If every entry is a Readers Response, for example, your grade will reflect a lack of thorough thinking.***

The purpose of this assignment is to help you engage in the reading in a way to prepare you for rhetorical analysis, argument and synthesis and to show evidence of that engagement with the texts. If you read well and engage with the text through marginal notes and thorough journals, you will be prepared for AP Lang.

Enjoy this summer and your preparations for AP Language and Composition!

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Use the following list to help direct your journals as you read (consider using it as a bookmark so that you can refer to it when you don't know what to write). Your grade will come from your analysis of the ideas below, so **you should refer to *multiple topics* as you complete your journals. Do not complete just one or two types of entries here. We are looking for *variety*.**

**1. Reader Response (no more than 3):** Be able to trace your reactions, to ask questions, to remind yourself when you find answers to earlier questions. This should help you note the writer's effectiveness.

### MAKE NOTE OF

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- Your questions or lack of understanding or doubts (ask "Why?")
- Your revelations: when "things" become clear to you, when you make links
- Similarities to other works: "Reminds me of..."
- Wonderful writing- passages that strike you artistically/aesthetically and why

**2. Speaker:** Think about how who the writer is and what he/she knows is communicated. This should help you decide the author's credibility.

### MAKE NOTE OF

- Introductory facts: author backgrounds and relationship to the topic, bias, etc.
- Ethos- how the author establishes credibility and character on the given topic
- Note words and language that indicate the author's attitude or tone and where it shifts or changes and why
- When the author directly or indirectly states how he/she feels
- Note key lines that stand out as crucial to the author's argument

**3. Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.

### MAKE NOTE OF

- The author's reasons for writing-what is the motivation?
- Historical, political, social issues surrounding the topic
- The author's personal reasons and well as the greater world/national reasons for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

**4. Audience:** Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively.

### MAKE NOTE OF

- Evidence of who (and it can be more than one) the author is trying to reach.
- Where the author directly or indirectly address a specific audience
- Any "Call to Action" that the author is issuing to the reader.
- Pathos-where the author appeals to your sense of emotion through anecdotes and figurative language

**5. Purpose:** Think about the author's purpose in writing this book or this section of the book and whether or not they are effective in that purpose.

### MAKE NOTE OF:

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying- but make sure you note specifics.
- Logos: the author's appeal to reason. Examine how he/she makes the reader believe in that purpose.

**6. Subject:** Think about what the book is discussing and whether or not the author shows why this subject is important.

### MAKE NOTE OF:

- Elements related to the problem and issue
- How the author develops or deepens the aspects of the problem/issue
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

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**7. Authorial Devices and Structures in the Argument:** Think about the author’s techniques in delivery and how effective author’s methods are for rhetorical purposes - the use of subtleties, patterns, style, structure, etc.

MAKE NOTE OF:

- Changes in point of view/emphasis
- Crucial language/vocabulary- not just a word that you don’t understand, but one that seems crucial to understanding the argument-look these up.
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other
- notable literary and rhetorical devices
- How the author’s structure of the argument/book influence the reader and relate to the subject, audience and purpose

**Please use the following format:**

Feel free to copy and paste this chart in your own word doc or google doc. **Number your entries.**

QUOTE OR EXCERPT FROM TEXT (Page CITED)	COMMENT (WITH BOLDED DIRECT REFERENCE TO WHAT IT IS THAT YOU ARE DISCUSSING). IN OTHER WORDS, IF YOU ARE DISCUSSING PURPOSE, WRITE THE WORD PURPOSE IN YOUR COMMENT AND PUT IT IN BOLD.
1.	
2.	

**Sample entries:**

<p>1. “So? You don’t have to be an extrovert to feel alive!’ True enough. But it seems, according to Tony, that you’d better act like one if you don’t want to flub the sales call and watch your family die like pigs in hell.” (p. 39)</p>	<p><b>Authorial Devices:</b> Cain uses this experience to show that we are all living in an extrovert’s world. By being sort of facetious, she points out that Tony Robbins believes that people who are introverts and do not necessarily feel like jumping around and screaming like the other participants need to at least act like extroverts to be successful in life. She uses a very extreme simile to drive this point home.</p>
<p>2. “Kagan hypothesized that infants born with an especially excitable amygdala would wiggle and howl when shown unfamiliar objects—and grow up to be children who were more likely to feel vigilant when meeting new people.” (p. 102)</p>	<p><b>Reader Response:</b> I am surprised that introversion and extroversion seem to be so influenced by nature as opposed to nurture. I did not think that it could be predicted whether a person would be an introvert or extrovert when that person is a baby. It makes sense to me, though, that introverts would be more sensitive and cautious around everything, which would cause them to be more nervous around people as well.</p>
<p>3. “The word that Kagan first used to describe high-reactive people was <i>inhibited</i>, and that’s exactly how I feel at some dinner parties.” (p. 120)</p>	<p><b>Audience/Speaker:</b> In this quote, Cain is trying to reach what she assumes to be the largely-introverted audience that would be reading this book. This is done by sharing her own experience for the purpose of establishing her credibility as an experienced introvert and connecting with that assumed audience, while also helping the readers to realize that the amygdala really <i>does</i> inhibit introverts in many social situations until the prefrontal cortex kicks in.</p>

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### **Assignment Two: Columnist Assignment**

Your assignment is to follow one national columnist in a newspaper. You must collect **three current, consecutive columns** by your chosen writer.

Below you will find a list of nationally syndicated columnists who would be appropriate subjects for a project of this nature. Their work is available on the internet through various newspaper web sites that can be accessed in school, the public library or at home. Archives can be searched on these sites, but many publications require payment for articles older than one or two weeks; therefore, do not put this off until the due date.

The assignment has two parts: reading & annotating the columns, and writing a précis/response for each column. **You will turn in a hard copy of this portion of summer reading. Your writing will also be submitted on turnitin.com.**

1. [David Brooks](#) - conservative political and cultural commentary
2. [Ann Coulter](#) - "Far right" political columnist and media pundit
3. [Maureen Dowd](#) - politics, pop culture and international affairs
4. [Thomas Friedman](#) - foreign affairs, global trade, Middle East, environmental issues
5. [Garrison Keillor](#) - humorist, storyteller
6. [Paul Krugman](#) - economics, trade, healthcare, social policy
7. [Peggy Noonan](#) - American politics, history and culture
8. [Clarence Page](#) - race, politics, social change
9. [Kathleen Parker](#) - "often witty" columns on political and moral issues, pop culture
10. [Leonard Pitts](#) - politics, racism, sexism
11. [Cal Thomas](#) - "wide-ranging" social commentator
12. [George Will](#) - politics, domestic and foreign affairs, conservative
13. [Michelle Goldberg](#) - politics, women's rights, families, social change
14. [Gail Collins](#) - American politics and culture

### **Assignment**

**Part One:** Read and ANNOTATE each of your three columns. This means that you must include a copy of the column with your handwritten notations in the margins.

Annotate for the following:

- Speaker's tone and possible tone shifts
- Organization and arrangement of ideas
- Appeals to logic or emotion - Mark places in the text that evoke a reaction from you, be it laughter, anger, confusion, or something else.

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 do you notice about images, word choice, sentence structure that the columnist uses?
  - Who seems to consistently be the target audience? How do you know?
  - What unstated assumptions does the columnist make?
- 

**Part Two:** After annotating, you will write a TWO paragraph response for each column.

- For paragraph one, you will write a one paragraph précis (see instructions on next page).
- For paragraph two you will write a subjective response that describes your reaction to the column. This subjective response would include your thoughts on the arguments presented as well as on the rhetorical strategies and stylistic techniques you find interesting.

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### Formatting info:

- Both paragraphs combined should provide *no more than* a ONE-PAGE RESPONSE to each column.
- Each response must be typed, double-spaced, 12 point font, Times New Roman.
- Attach the column to the back of your typed response.
- You will need to provide a cover page that includes your name, the name of your columnist, and lists the dates of the columns to which you have chosen to respond. (Make sure the publication date appears on each of your columns.)

### Instructions for Writing a Précis Response

A rhetorical précis invites active readers to analyze an essay's content (the what) and delivery (the how). It consists of four sentences only—sentences performing different roles, adhering to different requirements—that blend summary and analysis. To do this you will need to read the column a number of times to make sure you completely understand the author's context.

Directions: When writing your one-page response, objectively summarize the column accurately in your own words using the précis format. The sentence roles are described below. After the précis, compose your subjective response, noting any questions, objections, or enlightenment generated by the column and/or the rhetorical strategies employed by the columnist.

- 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, etc...) followed by that, and the essay's thesis (paraphrased or quoted).

Example: In “English 99: Literacy Among the Ruins” (2001), Frank Gannon asserts that his experiences teaching English 99, a pass/fail course designed for students not quite ready for college English classes, prove that literary ignorance pervades all social and cultural groups in American society.

- The SECOND SENTENCE describes the author's support for the thesis, the way in which the author develops the essay. This is usually in chronological order.  
Example: Gannon illuminates this concern by descriptively detailing the three distinct “types” of students in his class and all of their general failures in both conceptual and grammatical writing skills.

- The THIRD SENTENCE analyzes the author's purpose using an in order to statement. (Writing strategies could be discussed here – for example, exaggeration is noted in the example below.)

Example: He overly exaggerates the three groups' shortcomings in order to overtly emphasize the lack of literary skill in today's society and to showcase the frustration he felt daily.

- The FOURTH SENTENCE describes the essay's target audience and characterizes the essay's tone (the author's relationship with that audience)

Example: Gannon takes a sarcastic and humorous view while addressing society, but more specifically those concerned with the education system.