The AP English Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author’s use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our discussions, you are required to read four (4) selections over the summer. As you read, you will be required to complete the assignments associated with each text. Be sure to consider the assignments before, during, and after reading the required texts. The assignments will be due on the first day of class in August.

The purpose of the summer reading and writing assignments is to prepare you for the demanding nature of the class, while also exposing you to a variety of writing styles, modes, and purposes. While the class is considered a college level course and will be challenging, you should enjoy the content. The ultimate goal of the AP English Language and Composition class is to teach you the art of reading, writing, and critical thinking; it is NOT intended to help you maintain a perfect grade point average. The AP Exam is also quite important; you will be prepared accordingly for it.

What You Need to Know About AP Language and Composition:

1. The purpose of this class is to introduce students to a wide variety of college-level reading, writing, and analysis.
2. Students are to be aware of the rigorous nature of an AP English course.
3. Reading and writing assignments will be extensive and frequent (most likely every day).
4. It is common to be working on two or three different assignments at once.
5. Thoughtful analysis and effort are expected and required.
6. Regular attendance is also required for successful completion of the course.
7. Students who take this course should want to be in the class, and their classroom attitude should reflect respect for the teacher, the course, and other students.
8. Do not assume that high grades received in previous honors classes will guarantee an A in this course.
9. A strong work ethic and a commitment to growing as a learner are necessary.
10. Students should develop and rely on excellent time-management and study skills.

SUMMER READING SELECTIONS:

**Book 1:** The Sense of Style: The Thinking Person’s Guide to Writing in the 21st Century (Steven Pinker) **The Amazon price for this book is about half of Barnes & Noble’s.**

**Book 2:** Outliers: The Story of Success (Malcolm Gladwell)

**Book 3:** The Language of Composition: 2nd Edition (Bedford St. Martin’s)

**Book 4:** 2013 REVISED EDITION of Thank You for Arguing: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About The Art Of Persuasion (Jay Heinrichs)

*Important Note:* Get in the habit of annotating everything you read in this course. Annotations are expected to be sophisticated and will be graded periodically.
SUMMER READING ASSIGNMENTS:

*All assignments must be typed and adhere to proper MLA formatting guidelines. (Template at the end)

*All work must be original and completed individually. Plagiarism of any magnitude (including, but not limited to: using another student’s work as the foundation of your own or copying or paraphrasing from another source) will result in a failure of the assignment and a referral to the Deans’ Office.

Assignment 1, Book 1: *The Sense of Style* by Steven Pinker

As you read and annotate this book, answer the following questions in short paragraphs (~150 words each).

1. Prologue: How does Pinker establish his purpose for writing?
2. Chapter 1 – “Good Writing”: According to Pinker, what goes into good writing?
3. Chapter 2 – “A Window onto the World”: Explain how to write in a stylistically strong manner. (*note: the answer to this question is not “Write short sentences with basic words.”)
4. Chapter 3 – “The Curse of Knowledge”: What is the “curse of knowledge” and how can you avoid it in your writing?
5. Bookmark Chapter 6 – “Telling Right from Wrong” – as a reference guide to use throughout all of your writing. All of your writing (including summer work) must always adhere to proper grammar conventions and mechanics.

Assignment 2, Book 2: *Outliers* by Malcolm Gladwell

As you read and annotate this book, you will complete a dialectical journal.

The purpose of a dialectical journal is to identify significant pieces of text and explain their importance. The dialectical journal serves as another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on reading so that when you are asked to write an essay—or asked to discuss a piece of writing in class—you have at your disposal quotations to use as supporting evidence for your opinions. **The journal must include a minimum of 15 quotes.**

What follow are the criteria for the journal entries. As you read and choose significant passages, consider the information presented by Steven Pinker in *The Sense of Style*. Additionally, you should consider these questions as you complete this assignment:

- What is it about the writing that stands out and makes the work distinctive?
- What is the author’s purpose for writing?
- What is the author’s attitude toward the subject matter?

**Directions for dialectical journal:**

The journal should be constructed with two columns in the following manner: Create two columns on your page. In the left-hand column, type “note taking”; on the right, “note making.” See the sample included in this handout as a reference.

In the left-hand column, you will write sentences or phrases from the text that you believe illustrate a significant idea. Cite these quotations correctly by putting quotes around them and attributing them to the author; be sure, as well, to note the page number on which the quote was found.

In the right-hand column you will write your personal reflection: explain in your own words what you believe the significance of the passage to be. **Do not merely summarize or paraphrase the quote; do not merely provide plot details** for the quote. Use the questions above for your reflection. Be sure to choose passages of significant merit; keep in mind, too, that your response in the “note making” section should explore each of the questions above in some capacity.
The following example is not from one of our book selections.

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Note Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Like the keeper of the lighthouse, she regarded it as a mooring: a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream…” (Morrison 11).</td>
<td>The watermark confirms the relationship Ruth has with her husband, Macon: one of contempt and distance, one in which she has been repeatedly denied her existence as a powerful human being, but instead is treated with scorn or as somehow only worthy to bear children, care for the house. The watermark began as an expression of how she sees beauty in the world and ends as a reminder of her vision denied. At once, it gives her strength to go on and makes her feel trapped. It is the truth of her life.</td>
</tr>
<tr>
<td>“Put the line from the text in quotes” (Author’s name #).</td>
<td>Respond to the questions about language and purpose here. Your work should not repeat or just restate what the author said.</td>
</tr>
</tbody>
</table>

**Assignment 3, Book 3: The Language of Composition: 2nd Edition** by Bedford St. Martin’s

This is our textbook for the course. Read and annotate the first four chapters (An Introduction to Rhetoric, Close Reading, Analyzing Arguments, and Synthesizing Sources) to establish a solid foundation in rhetoric (the focus of the course). We will begin the semester with the assumption that you have an understanding of each of these concepts and refer to them throughout the year.

For each of the four chapters (in addition to annotating), you will complete the following activities. Use the textbook page numbers, not the digital page numbers:

1. Chapter 1: Activity on page 20: Select one of the following rhetorical situations, and discuss how you would establish your ethos and appeal to logos and pathos.
2. Chapter 2: Activity on page 43: Read Winston Churchill’s first speech to the House of Commons as Prime Minister of Britain in May 1940…
3. Chapter 3: Activity on page 86: For each of the following statements, evaluate whether it is arguable…
4. Chapter 4: Activity on page 162: Of the thesis statements above, select one you disagree with…

**Assignment 4, Book 4: Thank You for Arguing (2013 revised edition)** by Jay Heinrichs

*Before beginning, please make sure you have purchased the 2013 version with the “Argument Lab” section in the back. The 2007 version will not work in class.*

This book will introduce you to the art of rhetoric and academic arguments. Heinrichs has divided his informative, yet entertaining, book of lessons into five sections (Introduction, Offense, Defense, Advanced Offense, & Advanced Agreement). He also provides appendices which include a summary of the main rhetorical tools and a glossary of rhetorical terms.

1. Read and annotate the text.
2. Argument Lab: This task will be completed upon return to school in August.
***All assignments must be printed to submit on the first day of class***

***All assignments should be saved to GoogleDrive (accessible on your iPad) so you can submit them as one document to Turnitin on the first day of school***

***Have a copy of all four books (either hard copy or e-book) with you on the first day of class***

If you have questions, please contact Mrs. Wadowick (wadowickm@bishopmoore.org)

Below is a snapshot of how to set up your summer assignment document.

[Last Name] [page number]

Your Name

Mrs. Wadowick

AP Language

10 August 2017

AP Lang Summer Assignments

**Book 1: The Sense of Style**

1. Your paragraph response to the Prologue question goes here.

2. Your paragraph response to the Chapter 1 question goes here. [etc…]

**Book 2: Outliers**

<table>
<thead>
<tr>
<th>Note Taking</th>
<th>Note Making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Book 3: The Language of Composition**

1. Chapter 1 activity goes here.

2. Chapter 2 activity goes here. [etc…]