

AP English Language & Composition

Summer Reading Assignments for the 2021-22 School Year

Welcome to AP English Language & Composition! We are excited and eager to embark on this challenging yet rewarding learning experience with you. Be prepared to engage in reading, discussion, activities, and projects that will open your eyes to the power of language and to the complexities of our society. These assignments aim to create a common foundation on which to start the AP Language course. You will be asked to do some intense reading and writing over the summer. The goal is not just to read these books; the goal is to prepare for advanced discussion of the sort that might occur in a college class. To this end, you have been provided activities to help you develop the appropriate kind of background for success in the course. You will need not only to read the book but also to go back over the books, deepening your understanding, applying the knowledge gained through your reading, asking questions, developing your own ideas, and gathering support. In the words of Nobel prize-winning novelist Toni Morrison, the best thing students can take from a successful English class is “an eagerness and curiosity to read deeply. Not to be satisfied with the superficial or the first reading.” In that spirit, please complete the attached activities and prepare to join in discussion of these texts on the first day of class. Don’t wait until the last minute to begin these assignments.

Assignment List:

Part I: Non-Fiction Reading

Part II: Analysis Writing

Part III: AP Essay Preparation (Two Timed FRQs)

Part I. Choose one book from the following list to read. Keep in mind that most non-fiction writers write passionately **about a wide variety of topics, many of those topics controversial and many of those passions driven by strong convictions.** Be sure that you are comfortable with the books you choose (the issues they raise and the perspectives of their authors). Spend some time reading reviews, peeking at the writing style, and finding your comfort level. Also, be prepared to have an open mind and to have your thinking expanded. Enjoy that process. You do not need to agree with the author’s position to either enjoy or critique the books, but you do need to read with an open and ready mind.

1. *Lab Girl* – Hope Jahren
2. *Outliers* – Malcolm Gladwell
3. *The Other Wes Moore* – Wes Moore
4. *Educated* – Tara Westover
5. *Minor Feelings* – Cathy Park Hong
6. *Killers of the Flower Moon* – David Grann
7. *So We Read On: How the Great Gatsby Came to Be and How it Endures* – Maureen Corrigan

Parts II and III come in the form of written work. For all written work, please type up your responses in Microsoft Word and email a copy to Mr. Bui.

Step 1: Write an email to Mr. Bui (kenbui@cbsd.org) with the email title “AP Lang Summer Work 21-22 – Full Name”

Step 2: Attach the MS Word file (do not SHARE via OneDrive, we need it attached as a copy) and hit send.

Part II: Analysis

Answer the following questions in relationship to **the one book** you chose. Each answer **MUST** be a **typed, fully developed, and textually supported (that means direct quotes and proper MLA citations) paragraph.** The paragraphs are independent from one another (they will not become an essay). Use the components of good paragraph writing you should already be familiar with as an incoming AP student.

The AP language course emphasizes analysis of writer, audience, and purpose, as well as the strategic tailoring of word choice, argumentative structure, and support to the writer's situation. The following questions are a beginning point to becoming astute at such analysis.

1. What is the writer's purpose? If the author is making an argument, what problems does he/she identify and what solutions does he/she suggest, in view of this purpose?
2. What different **forms** of evidence does the author use to develop and support his/her purpose? Categorize the forms and provide examples of each.
3. Who is the intended audience of this piece? Is your author trying to engage:
 - a general audience (ordinary people without much background) through popular appeals and simplified explanations?
 - a specialist audience (social scientists, educational policy thinkers, politicians) through a scholarly approach?
 - a skeptical audience?
 - a supportive audience?
 - liberals?
 - conservatives?Provide support for your answer.
4. What techniques does the author use to make the book appeal to the audience? Consider a variety of techniques as well as how/why they would help the author appeal to the specific audience for the specific purpose.
5. What is the author's tone? (for example: impartial? whimsical? academic? angry?) How does he/she establish this tone through his/her language?

Part III: AP Essay Preparation (Two Timed Free-Response Questions)

The AP Language and Composition focuses on three types of writings: rhetorical analysis, persuasion/argument, and synthesis. For the first part of the semester course, we will focus on rhetorical analysis and argument. As a way to start out, and as a way to begin reviewing the key elements of essay writing, you will write an essay using a practice questions from the AP Language and Composition exam.

Using the attached essay prompts, type an essay that responds to each question and reading. Use the time allotted on the essay prompt (40 minutes for each essay). **DO NOT** look up rhetorical devices or strategies to write either essay. **USE ONLY WHAT YOU ALREADY KNOW ABOUT ANALYSIS OR ARGUMENT** .

Final Instructions and Deadline:

The summer work is due the first day of the school year, regardless of which semester you will have the course. You must submit it via email. ***Late work will NOT be accepted.***

In the following passage from George Bernard Shaw's play *Saint Joan*, which is based on the life of Joan of Arc (1412 ?-1431), Joan, a young French-woman, is on trial in a church court for allegedly spreading heresy (beliefs at variance with established religious doctrine). Dressed in armor, Joan led the French troops against the English. She was eventually captured, turned over to the English, and then tried by French clerics who supported the English. The most serious crime she was charged with was her claim that she had received direct inspiration from God.

Carefully read the Inquisitor's speech to the church court whose members were to decide Joan's fate. Then, in a well-written essay, analyze the rhetorical strategies the Inquisitor uses to argue his case against Joan.

THE INQUISITOR [*dropping his blandness and speaking very gravely*] If you had seen what I have seen of heresy, you would not think it a light thing even in its most apparently harmless and even lovable and pious origins. Heresy begins with people who are to all appearance better than their neighbors. A gentle and pious girl, or a young man who has obeyed the command of our Lord by giving all his riches to the poor, and putting on the garb of poverty, the life of austerity, and the rule of humility and charity, may be the founder of a heresy that will wreck both Church and Empire if not ruthlessly stamped out in time. The records of the holy Inquisition are full of histories we dare not give to the world, because they are beyond the belief of honest men and innocent women; yet they all began with saintly simpletons. I have seen this again and again. Mark what I say: the woman who quarrels with her clothes, and puts on the dress of a man, is like the man who throws off his fur gown and dresses like John the Baptist: they are followed, as surely as the night follows the day, by bands of wild women and men who refuse to wear any clothes at all. When maids will neither marry nor take regular vows, and men reject marriage and exalt their lusts into divine inspirations, then, as surely as the summer follows the spring, they begin with polygamy, and end by incest. Heresy at first seems innocent and even laudable; but it ends in such a monstrous horror of unnatural wickedness that the most tender-hearted among you, if you saw it at work as I have seen it, would clamor against the mercy of the Church in dealing with it. For two hundred years the Holy Office has striven with these diabolical madneses; and it knows that they begin always by vain and ignorant persons setting up their own judgment

against the Church, and taking it upon themselves to be the interpreters of God's will. You must not fall into the common error of mistaking these simpletons for liars and hypocrites. They believe honestly and sincerely that their diabolical inspiration is divine. Therefore you must be on your guard against your natural compassion. You are all, I hope, merciful men: how else could you have devoted your lives to the service of our gentle Savior? You are going to see before you a young girl, pious and chaste; for I must tell you, gentlemen, that the things said of her by our English friends are supported by no evidence, whilst there is abundant testimony that her excesses have been excesses of religion and charity and not of worldliness and wantonness. This girl is not one of those whose hard features are the sign of hard hearts, and whose brazen looks and lewd demeanor condemn them before they are accused. The devilish pride that has led her into her present peril has left no mark on her countenance. Strange as it may seem to you, it has even left no mark on her character outside those special matters in which she is proud; so that you will see a diabolical pride and a natural humility seated side by side in the selfsame soul. Therefore be on your guard. God forbid that I should tell you to harden your hearts; for her punishment if we condemn her will be so cruel that we should forfeit our own hope of divine mercy were there one grain of malice against her in our hearts. But if you hate cruelty—and if any man here does not hate it I command him on his soul's salvation to quit this holy court—I say, if you hate cruelty, remember that nothing is so cruel in its consequences as the toleration of heresy.

Question 3

Suggested time—40 minutes.

(This question counts for one-third of the total essay section score.)

In 1891, Irish author Oscar Wilde (1854–1900) observed, “Disobedience, in the eyes of anyone who has read history, is man’s original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.”

Wilde claims that disobedience is a valuable human trait and that it promotes social progress. Write an essay that argues your position on the extent to which Wilde’s claims are valid. Use appropriate examples from your reading, experience, or observations to support your argument.