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## Summer Reading Assignment 11th Grade AP English Language and Composition 2013-2014

Advanced Placement Language and Composition (AP Lang) focuses on persuasive and expository writing, particularly emphasizing rhetoric and argumentation. To prepare for this class, students should try to immerse themselves in the genre during the summer.

For the summer assignment, students will read one work of persuasive nonfiction and respond with two written assignments due on the first day of school. You will *also* be responsible for reading a sufficiently challenging book from the school's summer reading list and writing three short responses due on the first day of school.

### Part I

Below, you will find a list of popular persuasive nonfiction. **You can choose from this list, or you can choose different books in the genre and get them approved by your English teacher.**

### Book Options

*The Architecture of Happiness* by Alain de Botton  
*Collapse: How Societies Choose to Fail or Succeed* by Jared Diamond  
*Drive* by Daniel Pink  
*Blink* or *Outliers* by Malcolm Gladwell  
*Empire of Illusion* or *War is a Force that Gives Us Meaning* by Chris Hedges  
*Eating Animals* by Jonathan Safran Foer  
*Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder* by Richard Louv  
*Flow: The Psychology of Optimal Experience* by Mihaly Csikszentmihalyi  
*Freakonomics* by Steven Leavitt and Stephen Dubner  
*Getting Away with Murder* by Chris Crowe  
*Grant* by Jean Edward Smith  
*Inside of a Dog: What Dogs See, Smell, and Know* by Alexandra Horowitz  
*The Majesty of Law* by Sandra Day O'Connor  
*Malcolm X: A Life of Reinventing* by Manning Marable  
*Profiles in Courage* by John F. Kennedy  
*Pyongyang: A Journey in North Korea* by Guy Delisle  
*Spook* by Mary Roach  
*Sugar Changed the World* by Marc Aronson  
*They Called Themselves the KKK* by Susan Campbell Bartoletti  
*A Walk in the Woods* by Bill Bryson

**After you read each book, you will complete both writing assignments.**

Writing Assignment A: Identify the central argument of the book, then agree with the claim, argue against the claim, or qualify the claim by saying when it is accurate and when it is inaccurate. Provide evidence from history, literature, current events, or personal experience. No outside sources are required beyond the book you read, and any time you deal with a source, cite it according to MLA guidelines. (500 word maximum)

Writing Assignment B: Persuasive writing can appeal to emotion, logic, or morals and values. Appeals to morals and values are called ethos; appeals to emotion are called pathos; appeals to logic and reason are called logos. Discuss the balance or imbalance of logos, pathos, and ethos in the book you read, citing specific bits of the book as evidence. No outside sources are required, but you will need to cite the book according to MLA guidelines. (500 word maximum)

(See attached AP Rubric)

## Part II

Select a work of fiction from the FWHS Summer Reading list that you think you'll enjoy and that you think can support the questions below. Critically read, evaluate, and annotate the novel. Then, perform three analytical responses:

- a) Choose a passage from the work that you feel delineates the author's purpose. Quote the passage; then explain the main point of the passage and analyze how it is the core of the novel.
- b) Choose a passage from the work that best reflects the author's style. Quote it; then discuss the style, being sure to consider irony, tone, diction, formality, and sentence structure.
- c) Choose the most striking passage of the work. Quote it; then explain why this particular passage resonated with you and reveal the larger sociological or historical implications of the passage.

Each response should be limited to one paragraph and will be graded holistically on a 1-9 scale for:

- Strength of Idea
- Depth of Textual Knowledge
- Clarity of Style

(See attached AP Rubric)

## AP English Language & Composition Standard Rubric

**8-9** (95-105) These are well-organized and well-written essays. With apt and specific references to the passage, they will analyze the prompt in depth and with appropriate support. While not without flaws, these papers demonstrate an understanding of the text and a consistent control over the elements of effective composition. These writers read with perception and express their ideas with clarity, skill and maturity.

**6-7** (80-85) They are less incisive, developed, or aptly supported than papers in the highest ranges. They deal accurately with the prompt, but they are less effective or thorough than the 8-9 essays. These essays demonstrate the writer's ability to express ideas clearly but with less maturity and control than the better papers. Generally, essays scored a 7 present a more developed analysis and a more consistent command of the elements of effective exposition than essays scored a 6.

**5** (75) Customarily, these essays are superficial and unfocused. The writing is adequate to convey the writer's thoughts, but these essays are typically ordinary, not as well conceived, organized or developed as upper-level papers. Often, they reveal simplistic thinking and/or immature writing.

**3-4** (50-60) These lower-half essays may reflect an incomplete understanding of the passage and fail to respond adequately to part or parts of the prompt. The discussion may be inaccurate or unclear, and misguided or undeveloped; these essays may paraphrase or summarize rather than analyze. The treatment is likely to be meager and unconvincing. Generally, the writing demonstrates weak control of such elements as diction, organization, syntax, or grammar. These essays typically contain recurrent stylistic flaws and lack persuasive evidence from the text. Any essay that does not address the prompt can receive no higher than a 4.

**1-2** (30-40) These essays compound the weaknesses of the papers in the 3-4 range. They seriously misread the passage or fail to respond to the question. Frequently, they are unacceptably brief. Often poorly written on several counts, these essays may contain many distracting errors in grammar and mechanics. Although some attempt may have been made to answer the question, the writer's views typically are presented with little clarity, organization, coherence, or supporting evidence.