



# HS<sup>2</sup> AP Language and Composition

## Summer Reading Assignment

Welcome to Advanced Placement Language and Composition! This course engages students in the study of rhetoric which is “the use of language for persuasive purposes” (Corbett and Connors). Students become skilled readers, using a variety of deconstruction methods. The selections of the course are a combination of texts representative of the literary movements of American literature in addition to texts grouped by rhetorical mode. The analysis of prose and, in turn, the student’s writing focuses on higher purpose, audience expectations, writer’s attitude, and conventions of writing and language as a means of effective communication. Students become mature readers and writers through interpretation, class discussions, inquiry, and written discourse of texts; all of which, allow students to prepare for the AP Language and Composition exam as the ultimate culminating assessment for the course. In an effort to prepare you for next year’s course, you are required to complete reading and writing assignments during the summer. Please pace yourself carefully throughout the summer as you are required to bring your completed assignments with you on the first day of school. The TOTAL POINTS POSSIBLE FOR THIS PROJECT IS 120 pts.

### REQUIRED READING

*The Immortal Life of Henrietta Lacks* by, Rebecca Skloot

### ASSIGNMENTS

**Assignment #1—READ THE BOOK AND MAKE ANNOTATIONS:** Using *The Immortal life of Henrietta Lacks* by, Rebecca Skloot (40 POINTS)

While reading the book, annotate to improve your depth of understanding. What you get from annotating is a deeper initial reading and an understanding of the text that lasts. You can deliberately engage the author in conversation and questions, maybe stopping to argue, pay a compliment, or clarify an important issue—much like having a teacher or storyteller with you in the room. If and when

you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool.

If you have your own copy of the book, you may annotate in the margins of the pages, highlight sections, or add notes with Post-its. Otherwise, you will need to print off a copy of an e-book. You need to show your annotations when you come to class in the fall.

### **1. Use a Yellow Highlighter**

A yellow highlighter allows you to mark exactly what you are interested in. Equally important, the yellow line emphasizes without interfering. While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

### **2. Use a Pencil**

Writing notes with a pencil is better than a pen because you can make changes. Use the pencil to indicate purpose of your highlighting. While you read, make marginal notes to mark key material. These notes can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

### **3. Use Post-its**

Inside the front cover of your book and at various points throughout the book, use Post-its to keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. You may want to come up with a color-coded system. As you read, section by section, chapter by chapter, do the following with your Post-its:

- 📖 At the end of each chapter or section, briefly summarize the material.
- 📖 Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
- 📖 Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.

**Assignment #2—WRITE A 5-PARAGRAPH ESSAY using *The Immortal Life of Henrietta Lacks* by, Rebecca Skloot (40 POINTS)**

Rebecca Skloot begins the book with the following quote from Elie Wiesel, “We must not see any person as an abstraction. Instead, we must see in every person a universe with its own secrets, with its own treasures, with its own sources of anguish, and with some measure of triumph.” Write a 5-paragraph essay wherein you analyze the book in light of this quote. You should begin by making sure you understand the meaning of the word “abstraction” in this quote. Explain the various ways in which both the scientific community and the media are guilty of having viewed Henrietta and her family as abstractions. What are the consequences of this perspective? How is Skloot’s different perspective evident in the way she conducted her research and wrote the book?

**Assignment #3—ANALYSIS OF ARTICLES FOR LOGOS AND PATHOS (40 POINTS)**

**Select, read, and annotate TWO editorial articles by the same author.** Be sure that BOTH columns/editorials express a point of view \*CONTRARY\* to your own opinion on the topic. For example, if you are against school dress codes, read two articles by the same author that support school dress codes. Select one article to analyze for logos and one article to analyze for pathos. Complete the appropriate forms (attached) for each article to help with your analysis. These forms--**WITH ANNOTATIONS**--are due on the first day of school with the accompanying editorials attached. Choose your author from the list below.

- |                           |                         |
|---------------------------|-------------------------|
| 1) Michael Kinsley        | 16) David Broder        |
| 2) Richard Cohen          | 17) Jonah Goldberg      |
| 3) Fred Heschinger        | 18) Thomas L. Friedman  |
| 4) Bob Herbert            | 19) Peggy Noonan        |
| 5) Joe Klein              | 20) Charles Krauthammer |
| 6) David Horowitz         | 21) Stephen Burd        |
| 7) Thomas Sowell          | 22) Mona Charen         |
| 8) Bill O’Reilly          | 23) E.J. Dionne         |
| 9) Ellen Goodman          | 24) Dianne Ravitch      |
| 10) George Will           | 25) Patrick J. Buchanan |
| 11) Maureen Dowd          | 26) Cynthia Tucker      |
| 12) John Tierney          | 27) Doug Lederman       |
| 13) David Brooks          | 28) Jay Bookman         |
| 14) Frank J. Gaffney, Jr. | 29) Linda Chavez        |
| 15) Paul Krugman          | 30) William O’Rourke    |

**IMPORTANT:** You will be assessed on your understanding of the summer reading book during the first week of school. You also need to come prepared to WRITE (within the first two weeks) an argumentative essay in which you QUALIFY OR CHALLENGE the viewpoint of one of your chosen editorials/articles. Whether you qualify or challenge the opinion, you must express and support your differing point of view on the issue.

One final note: registering for this course indicates that you are aware that this is a college-level course which moves at a fast pace and requires a commitment on your part to complete all assignments and turn them in on the dates assigned. **A failure to complete the summer reading assignments is not a valid reason to request a schedule change at the beginning of fall semester.**

If you have any questions, please feel free to contact me at [janet.kunes@reyn.org](mailto:janet.kunes@reyn.org).

That's it! Enjoy your summer and happy reading.

Ms. Kunes

**Analyzing an Argument for PATHOS (Emotional Appeals) Name \_\_\_\_\_**

In the chart below, you will indicate what the author is claiming, how the author appeals to the readers' emotions, and ultimately how one of those examples works to support the author's claim. Complete the following steps for this editorial and attach the editorial behind this sheet.

- 📄 Write the name and author of the Editorial in the appropriate box.
- 📄 Paraphrase the author's claim in a single sentence. Write your paraphrase in the appropriate box.
- 📄 Fill in as many blanks as you can in the left hand column with words and/or phrases that appeal to the reader's emotions.
- 📄 For each example, fill in the right hand column with the emotion the author is appealing to. Many of these might be repetitive, but indicate an emotion for EVERY example.
- 📄 Select ONE of your examples. In the bottom box, explain how this particular example works to support the author's claim you provided earlier.

Title of Editorial:	Author of Editorial:
Author's Claim:	
Quoted Example from Text	Emotion Appealed To
Explain how ONE of your examples from above functions to support the author's claim.	

**Analyzing an Argument for LOGOS (Logical Appeals) Name \_\_\_\_\_**

In the chart below, you will indicate what the author is claiming, how the author appeals to the readers' sense of logic or reason, and ultimately how one of those examples works to support the author's claim. Complete the following steps for this editorial and attach the editorial behind this sheet.

- 📄 Write the name and author of the Editorial in the appropriate box.
- 📄 Paraphrase the author's claim in a single sentence. Write your paraphrase in the appropriate box.
- 📄 Fill in as many blanks as you can in the left hand column with words and/or phrases that appeal to the reader's logic.
- 📄 For each example, fill in the right hand column with the type of logos the author is using. These may include theories / scientific facts, well thought-out reasons, literal or historical analogies, definitions, factual data & statistics, quotations, citations from experts, and/or informed opinions. Many of these might be repetitive, but indicate a logos type for EVERY example.
- 📄 Select ONE of your examples. In the bottom box, explain how this particular example works to support the author's claim you provided earlier.

Title of Editorial:	Author of Editorial:
Author's Claim:	
Example from Text	Logos Type
Explain how ONE of your examples from above functions to support the author's claim.	