

TYWLS of Astoria AP Language and Composition
Summer Evidence- 2016
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Welcome to AP Language and Composition! The focus of AP Language is understanding, analyzing, and writing non-fiction prose, connecting fiction prose (drama and novels) to rhetoric and argumentation, and using multiple sources to develop and support your own arguments. The required preparatory reading and assignments for this class includes reading two books (one non-fiction, and one fiction) and reading selections from newspapers. All work is due- completed and ready to share and be assessed- by the first day of school.

Other than your summer assignments...did you know that time spend independently reading is one of the greatest factors of success on high stakes exams? What a lovely piece of information! Make reading a part of your life this summer. I promise you, if you read every day you will be more prepared for 11th grade, the AP, the SAT, and life in general. Check me out on Goodreads.com this summer (ckingham@me.com) and let's get reading! I also encourage you to read the newspaper every day. The rest of this packet will share your required work for our AP course together.

AP Lang and Comp. Summer Work
Part I Overview: Newspaper/Periodical Annotation and Response

To complete the assignment, you will need to read periodicals (newspapers/magazines) that offer sophisticated opinion pieces throughout the summer.

Examples of suggested newspapers/magazines: The Washington Post, The Wall Street Journal, The Economist, Harper's, The New Republic, The New York Times, Time Magazine, Newsweek, National Review, The Nation, Los Angeles Times, The New Yorker, Foreign Affairs and Foreign Policy, The Guardian, Slate.com, The Atlantic, Arts and Letters Daily, Psychology Today, Nature. ***Fashion, lifestyle, or popular culture/entertainment magazines are NOT recommended unless the writing you use from them is substantial

These are available from the public library, on the Internet, or you can purchase them.

TASK FOR PART I

1. Over the summer, collect, read and annotate at least 6 **opinion based articles (editorials)**.
2. Write a paragraph response (not a summary) for each one.
 - a. Consider the writer's argument and respond to points that you may agree or disagree with. Write a one paragraph response - no more! Being concise is a huge focus for us. Practice this summer!
3. Guidelines:
 - Be sure to collect opinion based articles from 6 different columnists on different issues
 - Start a new google drive folder for our course. This assignment must be typed. (If you need to print at school, you may when we return)
 - Bring the article or a copy of your annotated original and attach it to your response
 - Rubric: The rubric for both assignments is attached to this sheet!

AP Lang and Comp Summer Work
Part II Overview: Non-Fiction and Fiction Full-Length Texts

To complete the assignment, you will need to read two books: One non-fiction and one fiction. Your selections are in Christy's room and a list of these titles are attached to this packet, as well.

TASK FOR PART II

- 1. Select two books: one** non-fiction and **one** fiction text from Christy's Rolling Carts at the front of her room labeled "AP Lang/Comp Summer Nonfiction" and "AP Lang/Comp Summer Fiction". Titles are also attached to this in case you would like to purchase your own.
- 2. Response Journal:** You will complete a series of journal entries for each book that demonstrates engagement with the texts, attempts to understand the various arguments presented for the non-fiction text, and provides a sampling of your best critical thinking.
- 3. Guidelines:**
 - a.** For each book, you will complete a chart like the example on the next page. All information must be typed and stored in your Google Drive Folder.
 - Create a heading with your name, the book title, and book author.
 - Select 7-10 meaningful passages **that adequately draw from the beginning, middle, and end of each text.**
 - Write out the entire passage to which you will refer and include the page number from which it came.
 - Paraphrase or summarize the passage. It will be helpful to provide the context in which it came. In other words, what is happening before and after this passage appears in the text?
 - Analyze and react to the passage in full sentences—not notes. This should NOT just be a personal reaction or summary; rather, you should attempt to analyze the methods that the writer uses:
 - For Non-Fiction: What methods does the writer use to make his or her argument? This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.
 - For Fiction: What methods or literary elements does the writer use craft the story? This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.

Rubric: *The rubric for both assignments is attached to this packet!*

Sample Response Journal (For a Non-Fiction Text)

**For fiction the analysis will mention literary elements/author's craft*

Student Name: Christy Kingham

Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

Quotation/Passage from the text w/page number	Paraphrase or Summary	Analyze and React
<p>“I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the \$200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen.” (p.1)</p>	<p>The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.</p>	<p>By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</p>

Rubric

Shared Outcome: PLAN			Part I- Articles	Part II- Journal Responses
Outcome Target:	Meets Standards	Exceeds Standards	Rating and Notes	Rating and Notes
Creates appropriate plans and follows them in a timely manner with attention to deadlines	Completes all elements of assignment at an appropriate pace/on time.	Thoroughly completes all elements of assignment at an appropriate pace/on time.		

Shared Outcome: DISCERN			Part II- Fiction Text
Outcome Target:	Meets Standards	Exceeds Standards	Rating and Notes
Reads with focused attention to author's craft, structure, content and style	Identifies and discusses author's craft, structure, content and style with an attempt to use accurate literary language	Critiques and analyzes the impact and cumulative effects of author's craft, structure, content, and style using accurate literary language	

Shared Outcome: DISCERN			Part I - Articles	Part II- Non-Fiction Text
Outcome Target:	Meets Standards	Exceeds Standards		
Identifies main ideas and facts and details from the text	Demonstrates a basic understanding and surface meaning of a text. Central meanings, facts and some details are identified.	Examines the text closely, making inferences that display a sophisticated understanding of the text and subtext. May Infer how the concept relates to larger themes or notice where the text leaves matters uncertain.		

Full-Length Text Options

Sign out books in room 204 until dismissal on the last day of school

Non-Fiction Text Lists in Christy's Room- 204	Fiction Text Lists in Christy's Room- 204
Title and Author	Title and Author
<ul style="list-style-type: none"> ● <i>Fast Food Nation</i>, Eric Schlosser ● <i>Mindset</i>, Carol Dweck ● <i>Omnivore's Dilemma</i>, Michael Pollan ● <i>Talent is Overrated</i>, Geoff Colvin ● <i>This is Your Brain on Music</i>. Daniel Levitin ● <i>The Mind at Work</i>, Mike Rose ● <i>Lost City of Z</i>, David Grann ● Tracy Kidder: <i>Mountains beyond Mountains</i> ● <i>Fast Food Nation</i>, Eric Schlosser ● <i>Hot Zone</i>, Richard Preston ● <i>Stiff</i>, Mary Roach ● <i>Isaac's Storm</i>, Eric Larson ● <i>Salt</i>, Mark Kurlansky ● <i>Outliers</i>, Malcolm Gladwell ● <i>Immortal Life of Henrietta Lacks</i>, Rebecca Skloot ● <i>Guns, Germs and Steel</i>, Jared Diamond ● <i>Half The Sky</i>: Nicholas D. Kristof, Sheryl WuDunn 	<ul style="list-style-type: none"> ● <i>The Amazing Adventures of Kavalier and Clay</i>, Michael Chabon ● <i>Extremely Loud and Incredibly Close</i>, Jonathan Safran Foer ● <i>The History of Love</i>, Nicole Krauss ● <i>The Art of Fielding</i>, Chad Harbach ● <i>The Goldfinch</i>, Donna Tartt ● <i>Water For Elephants</i>, Sara Gruen ● <i>All The Light We Cannot See</i>, Anthony Doerr ● <i>Orphan Train</i>, Christina Baker Kline ● <i>Everything I Never Told You</i>, Celeste Ng ● <i>The Breif Wondrous Life of Oscar Wao</i>, Junot Diaz ● <i>Peace Like a River</i>, Leif Enger ● <i>The Namesake</i>, Jhumpa Lahiri ● <i>The Hours</i>, Michael Cunningham ● <i>A Heartbreaking Work of Staggering Genius</i>, Dave Eggers
Additional Non-Fiction Text Choices (find on your own)	Additional Fiction Text Choices (get on your own)
<ul style="list-style-type: none"> ● <i>The Boys in the Boat</i>, Daniel James Brown ● <i>Tipping Point</i>, Malcolm Gladwell ● <i>From Beirut To Jerusalem</i>, Thomas Friedman ● <i>Nothing to Envy: Ordinary Lives in North Korea</i>, Barbara Demick ● <i>The Swerve: How the World Became Modern</i>, Stephen Greenblat ● <i>Virtually Normal</i>, Andrew Sullivan ● <i>Thinking Fast and Slow</i>, Daniel Kahneman ● <i>The World is Flat</i>, Thomas Friedman ● <i>Drive</i>, Daniel H. Pink ● <i>Uncommon Ground</i>, Mark Pendergast ● <i>The Language Police</i>, Diane Ravitch ● <i>Sincerity</i>, R. Jay Magill Jr. ● <i>Nickel and Dimed</i>, Barbara Ehrenrich 	<ul style="list-style-type: none"> ● <i>My Brilliant Friend</i>, Elana Ferrante ● <i>The Nightingale</i>, Kristin Hannah ● <i>Forever</i>, Pete Hamill ● <i>White Teeth</i>, Zadie Smith ● <i>In The Shadow of the Banyan</i>, Vaddey Ratner ● <i>A Constellation of Vital Phenomena</i>, Anthony Marra ● <i>The Girl on the Train</i>, Paula Hawkins ● <i>March</i>, Louise Erdrich ● <i>The Invention of Wings</i>, Sue Monk Kidd ● <i>The Corrections</i>, Jonathan Franzen ● <i>And the Mountains Echoed</i>, Khaled Hosseini ● <i>Wonder Boys</i>, Michael Chabon

