



AP Language and Composition Applicant:

Lincoln High School

AP Language and Composition – Summer Reading Assignments 2017

Dear Students and Parents:

Congratulations and welcome to Lincoln High School's Honors English program for the 11th and 12th grade, and the culmination of our program – AP Language and Composition. Our program's goal is to make students college ready and to prepare students for the Advanced Placement English Language and Composition Exam by exposing them to a variety of texts and selections while developing critical reading, writing, and thinking skills.

You are preliminarily enrolled in the class. Summer reading is a required part of this program. To ensure your spot in the class you must complete the four projects listed below. You may purchase your own texts or get them from the library before May 26, 2017.

DUE DATES: The first day of school. There are no excuses. Period. "I didn't know. I didn't receive the notification. I didn't have access to a computer." All of these excuses prove that you are not AP material and should not be enrolled in the class. Bring all books, materials, journals and three-subject notebook to class every day. No exceptions.

Plagiarism: The school's plagiarism policy will be applied to any plagiarism for the summer assignment. You will not receive credit for plagiarism because you do not do the work, and you may not make up the assignment. You may not use SparkNotes, MonkeyNotes, or any other materials to replace reading the actual material and doing the actual work. This also means you may not use information from these websites for your paper (i.e. direct quotes or paraphrasing). **You may not use materials from another student. Do not work collaboratively on this assignment. (Collaboration has its place. However, we are working to prepare you for the AP Exam where no collaboration is allowed.)** If you have difficulty comprehending a book, writing the assignments, or completing the assignments, please contact me.

Required Supplies: Purchase a three-subject spiral notebook. The three sections: 1.) Vocabulary/Literary Terms, 2.) Reading Notes, and 3.) Writing. Composition journal, pens, pencils, and highlighters.

Final acceptance into this AP class is contingent upon completion of the summer reading assignments. The purpose of each assignment is to provide some background knowledge about the content and to prepare you for the rigor of this college-level class. Failure to complete the summer reading assignment will move you from this AP class. Be aware: there is a waitlist of students eager to take your spot! They are doing the summer reading assignment in hopes of being in the class. Bring all work on day one of the school year.

I'm excited about next year and look forward to starting our class in August!

Ms. Ward, English Department, Lincoln High School, Room 37, sward@wpusd.k12.ca.us

PART ONE - Logical Fallacies

In the first section of your spiral notebook (Vocabulary/Literary Terms), assign two pages to each of the logical fallacies listed below. Using the attached sheet, handwrite the following on each page: 1. name of logical fallacy, 2. hand draw the symbol for the fallacy, 3. copy the definition, 4. paraphrase and rewrite the definition in your own student friendly terminology, 5. list the example. All this must be in your own writing - no typing. (You can find the handout on www.yourlogicalfallacyis.com/poster)

Note: Throughout the year, you will be required to find three (3) actual examples of each fallacy. You will copy and annotate examples from texts, ads, articles, cartoons, magazines, tv, speeches, podcasts, commercials, etc.

The summer assignment is to complete one page for each fallacy and to leave a second page available for examples. Begin watching for examples in the 'real world.'

List of Logical Fallacies:

1. strawman
2. slippery slope
3. special pleading
4. the gambler's fallacy
5. black-or-white
6. false cause
7. ad hominem
8. loaded question
9. bandwagon
10. begging the question
11. appeal to authority
12. appeal to nature
13. composition / division
14. anecdotal
15. appeal to emotion
16. tu quoque
17. burden of proof
18. no true scotsman
19. the Texas sharpshooter
20. the fallacy fallacy
21. personal incredulity
22. ambiguity
23. genetic
24. middle ground

PART TWO - Writing

Borrow or purchase a copy of *They Say, I Say: The Moves that Matter in Academic Writing with Readings* (xxxx edition). You may check out a copy from the library prior to May 26, 2017.

You will read very specific sections during the summer, as well as throughout the year. The aim is for you to be able to learn from these sections to enhance your classroom experience as well as your writing.

Read the sections listed below. In the third section (Writing) of our three-subject spiral notebook, assign one page to each section of *They Say, I Say*... and do the following:

One: "They Say" - write a one paragraph summary of the section and complete activity one

Two: "Her Point Is" - write a one paragraph summary of the section and complete activity two (do not do activity one)

Three: "As He Himself Puts It" - write a one paragraph summary of the section

Four: "Yes/No/Okay, But" - write a one paragraph summary of the section and complete activity one

Five: "And Yet" - write a one paragraph summary of the section and complete activity one

Six; "Skeptics May Object" - write a one paragraph summary of the section and complete activity one

Note: Sections seven through eleven will be assigned throughout the first semester of class.

PART THREE - Autobiography

Think about a person you are interested in and would like to research. This person will be the subject of your first in-class paper. You are to borrow or purchase a biography or autobiography with this individual as the subject. The book must be more than 250 pages and NOT classified as Young Adult. This person can be from the past or present. (It cannot be a fictional or cartoon character.)

Once you select the book, please post the information in the Discussions Folder of our AP Language Schoology Group. Post the following information: Name of person, *Title of Book*, copyright date, type of book (print, ebook, etc.), number of pages. Example entry in Discussion Folder: Anne Hutchinson, *American Jezebel: The Uncommon Life of Anne Hutchinson, the Woman Who Defied the Puritans*, 2005, paperback, 312 pages.

Note: Each of you must select a different book to read, and ideally, a different person. However, if two people select the same person, they must each pick a different biography or autobiography. In case of accidental duplication, the person who posts entry in Discussion Board first may keep the book, and the other student must find a different person, or different book to use for this assignment.

As you read, I suggest you take notes in the second section (Reading Notes) of your three-subject spiral notebook. Take note of important information, keep a timeline of important events, and copy down a minimum of ten (10) important passages that may be used in your in-class paper. Make sure to properly cite the passage in your notebook, including the page number in parenthesis.

PART FOUR - Envelope Project with *The Glass Castle* by Jeannette Walls

Purchase a new or used copy of *The Glass Castle* by Jeannette Walls. You will need to annotate in the novel, so a purchased or downloaded copy is required. If you order early, you can find used copies for less than \$5.

As you read, you will be collecting passages that ‘speak to’ or can be in any way related to your assigned topic. (Topic assignment on next page.) Here is how you will collect your passages:

1. Obtain a standard letter-sized envelope. (Do not use manilla or large envelopes.) Write your name, your birthday month, and your ‘assigned’ topic on the front of the envelope. Your assigned topic will depend on the month you were born.
2. As you read, annotate all passages that in some way refer to your topic, give an example of your topic, speaks to or about your topic, or in any way can be connected to your topic. You will need to find ten to fifteen passages relevant to your topic.
3. When you find a passage, copy it down on an index card or a piece of paper that will fit into your envelope. Cite the passage correctly and include page number. On front of index card or piece of paper, include person saying, thinking, or narrating the passage. (This could include the author).
4. On the back of the index card or slip of paper, explain the relevance of the quote and how it relates to your assigned topic. This should be no less than three sentences. Place all index cards and slips of paper into your envelope. (Again, you should have 10 to 15 total.)
5. The purpose of this assignment is to practice reading closely. The kinds of passages you choose will be quite telling about the depth of thought you are bringing to the reading of *The Glass Castle*. You need to find passages that probe the idea of the topic, rather than just containing general references to your subject.
6. Even though you are only tracking one topic for the summer, you will be expected to work with other envelope topics during the first week of school. These activities may include assessments like: essays, graded discussions, and group work. So, I strongly suggest you annotate and make notes in the book about the other eleven topics.

The Glass Castle: Envelope Topics

Topic #1 (January birthdays)

Read the epigraph by Dylan Thomas at the beginning of the book. Interpret the poem. Then trace its relevance throughout the memoir.

Topic #2 (February birthdays)

Collect passages that both describe and speak to the children's "education". What can you infer is important to the family? Keep in mind that education doesn't only mean traditional schooling in a classroom.

Topic #3 (March birthdays)

Trace and collect passages about both the mother and father's methods for raising children. Be prepared to comment on how the parents' views contrast with traditional parenting methods.

Topic #4 (April birthdays)

Trace and collect passages about the role of religion in the book. What message about religion does Jeanette Walls seem to be making?

Topic #5 (May birthdays)

Although Jeanette faces great hardship during her childhood, she also grows and matures as a result of her experiences. Collect passages/events that contributed to her growth and maturity.

Topic #6 (June birthdays)

Select Jeanette's three most important character traits that allow her to escape from her impoverished childhood. Then find passages/quotes from the memoir to illustrate the traits you chose. Be sure to label each quote/passage with the trait.

Topic #7 (July birthdays)

As teenagers, Lori, Jeanette, and Brian forged a strong sibling bond that was crucial to their future happiness. Choose passages that help to describe their relationship and help to show how they encouraged one another to persevere in even the most difficult situations.

Topic #8 (August birthdays)

The title of the book is symbolic. Choose passages that not only describe/reference the "glass castle" but also include passages that develop its symbolic significance for the family.

Topic #9 (September birthdays)

In what ways have Lori, Brian and Jeanette been damaged by their childhood experiences? Collect passages that are responsible for and/or contributed to their "damage."

Topic #10 (October birthdays)

Although Jeanette's parents had deep troubles, they also had their strong points, and Jeannette explores both sides with insight, humor and compassion. Characterize/describe Rex Walls. What perception about Rex did Jeanette paint to her readers? How are we supposed to feel about him? Then choose passages that support your characterization.

Topic #11 (November birthdays)

Although Jeannette's parents had deep troubles, they also had their strong points, and Jeannette explores both sides with insight, humor and compassion. Characterize/describe Jeannette's mother. What perception about her mother did Jeanette paint to her readers? How are we supposed to feel about her? Then choose passages that support your characterization.

Topic #12 (December birthdays)

Research the author Jeannette Walls. As you read, characterize Jeannette. What are two strengths and what are two weaknesses that she has? Collect passages for all four and label the strength or the weakness on each passage.