AP Language and Composition Summer Reading Assignments

Welcome to AP Language and Composition for the upcoming 2017-2018 school year! AP Language is a course which concentrates on argument and analysis. It focuses more on how a writer constructs his or her message rather than just the message itself. While learning how a writer achieves purpose, AP Language students receive many opportunities to learn and practice different rhetorical devices and strategies in their own writing pieces. Also, it is of vital importance for the AP Language student to develop a voice in writing. To accomplish this task, knowledge of terms is necessary. One needs knowledge to master skills. A carpenter will not be successful at making furniture if he or she does not know how to use a planer. Affective writing operates on that same idea.

Your first assignment deals with defining important terminology. Below is a list of terms that you should define on 4 by 6 index cards. Place the term on one side and a definition and example of your own on the other. Your examples should come from the texts you read over the summer. Make sure you provide in-text documentation with your examples. Hole-punch the index cards and place them on a ring. Since the terms given to you are classified into categories, your index cards should be divided in the same fashion. To facilitate this process, purchase a variety of colored index cards. Color code these cards. You can decide which color corresponds to which category. Be consistent.

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• This list is not comprehensive. You will learn more terms throughout the school year.

A great book to use for defining these terms is *Rhetorical Devices: A Handbook and Activities for Student Writers* published by Prestwick House, Inc. I recommend this book.

**Article Readings**

To begin to create a foundation of examples and ideas to support the arguments you will be asked to make, you need to read a quality news source, such as *The New York Times*, *Time*, *Newsweek*, or *US News & World Report*, throughout the summer. “The Week in Review” section of the Sunday *New York Times* provides an excellent look at the main events and arguments of the week. Any newspapers or magazines written in English will suffice to complete this part of the assignment, but be sure to use a variety of sources.

You may select op-ed (opinion/editorial) pieces or news/feature articles, but you may not select more than one piece by the same author. Be sure to select articles from a variety of newspapers and/or magazines.

Copy or print out the piece.

**For EACH article, complete a Journalist Columnist Response form. You are responsible for two articles.**

***It is important to note that a thorough understanding of current events gives students a strong advantage in this course, so although you need to collect only two articles, the more articles you read, the better.***

*What to do if you are going to be away for the summer and will not have access to a national or international newspaper or magazine written in English:*

1. Access articles online.
2. Use the public library before you go and when you get home. They keep back issues for a certain time period.
3. Ask a friend or family member to buy and save several issues of news articles for you to read when you come home.
4. Subscribe to news magazines before you leave and catch up on reading when you get home.

**Visual Rhetoric**

Collect **two** visual sources. Visuals can be ads, cartoons, posters, photos, tables, graphs, charts, sculptures, paintings, etc. The visuals should be related to the two articles you chose in the previous assignment.

Copy or print out the piece.

For **EACH** visual, complete a Visual Analysis Response form.
Journalist Column Response

Name of Journalist ________________________________________________________

Title of Column __________________________________________________________

Name of Newspaper /Magazine________________________________ Date column appeared _____________

Thesis /Assertion or main idea of column
__________________________________________________________________________________

Supporting reasons, examples, facts, details:
1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________

Defend, challenge, or qualify the writer’s thesis:
__________________________________________________________________________________
__________________________________________________________________________________

What is the tone of the article? How does the author convey this tone?
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Label two rhetorical devices you find in the article. (Consider techniques that add to the effectiveness of the article).

Quote/ Device
1. ______________________________________________________________________________
2. ______________________________________________________________________________
Select three specific words to define and add to your vocabulary.

**Word/ Definition (the definition that works in the context of the sentence you chose)**

1. __________________________ ____________________________

2. __________________________ ____________________________

3. __________________________ ____________________________
Visual Analysis Response

Name of Artist ________________________________________________________

Title of Piece __________________________________________________________

Name of Source _____________________________________ Date ______________

Artist’s Topic: ____________________________________________________________________________

Artist’s Stance on the Topic: ____________________________________________________________________________

Supporting Evidence:

1. 

2. 

3. 

Defend, challenge, or qualify the artist’s stance:

_____________________________________________________________________________________

_____________________________________________________________________________________

What is the tone of the piece? How does the artist create this tone? You may want to look at perspective, color, juxtaposition, background, foreground, characterization, diction, etc...

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Nonfiction Books/Argument

*The Disappearance of Childhood* by Neil Postman

*The End of Education: Redefining the Value of School* by Neil Postman

*Amusing Ourselves to Death: Public Discourse in the Age of Show Business* by Neil Postman

Read one of the above books by Neil Postman. You can purchase any one of these books from Amazon. The paperback version is $10-$15, or you can go to a bookstore. Make sure you purchase a book that you can write in and annotate. Each one of these books addresses, in the form of an argument, a serious issue in our society. After reading the book, complete the following assignment:

Top Three Passages

Select the three most influential passages that illustrate interesting arguments in the text. For each passage:

1. Write the sentence (or sentences), complete with page number citation in MLA format.

2. Discuss the use of this sentence or sentences in the context of the text. Why did you select this passage? How does a thorough understanding of this passage play an important role in understanding the author’s purpose?

3. Label the tone of this passage. How did the writer create this tone? (diction, syntax, figurative language?)

Evaluative Argument Essay

Evaluate (defend or challenge) an assertion the author makes in the book using applicable evidence and logical reasoning. Avoid summary. You may use outside research material in addition to the text itself to help support your points, but be sure to cite properly using MLA format. When using outside research material, utilize credible sources. Use google scholar when searching. Your paper should be 600-800 words, typed, double-spaced, in 12-point font. A Works Cited page is also required.

- Read Chapter 10, “Evaluations,” in *everything’s an argument* for further examination of evaluative argument essay writing. I have provided a copy of this chapter. There is an example of an evaluative argument essay at the end of the packet. Be sure to read it.

Read Azar Nafisi’s memoir Reading Lolita in Tehran. Complete the questions and writing assignments for each section of the memoir. All responses should be typed.

AP Language and Composition
Reading Lolita in Tehran
Section I- Lolita and Invitation to a Beheading

I. Answer the following questions in complete sentences on a separate sheet of paper. These questions pertain to section I only.

1. Who is the Blind Censor? How does Nafisi utilize this figure to help articulate what she and her girls hope to do in their weekly workshop?
2. What is the meaning of “poshlust”?
3. How do the students explain Nabokov’s mysterious word “upsilamba”? Why was the concept so intriguing to them?
4. What are the three kinds of women in 1001 Nights? How might women in Iran relate to their problem?
5. How did Invitation to a Beheading relate to life in Iran?
6. What happened to Sanaz when she went on a brief vacation with her friends?

Writing Assignments

The writing assignments should also be completed on a separate sheet of paper. They are to be typed, double-spaced, 12 pt. with Times New Roman font. Each response should be 300-350 words. Choose one of the topics below.

Expository: In her explanation of the workshop, Nafisi writes not only their literary discussions, but also about their lives in Iran. In an expository essay, show what their lives in the Islamic Republic of Iran were like. Refer to at least three specific situations as Nafisi describes them.

Literary: Of Lolita, Nafisi writes: “Lolita belongs to a category of victims who have no defense and are never given a chance to articulate their own story. As such, she becomes a double victim: not only her life but also her life story is taken from her” (41). Write a literary analytical essay in which you explain this quotation.
I. Answer the following questions in complete sentences on a separate sheet of paper.

1. Why does Nafisi feel so exhilarated and yet uneasy at the airport?
2. Describe Nafisi’s experience abroad. How do they relate to her life in Iran? How do they contrast?
3. According to the author, what should “best fiction do?” What do you think?
4. In Iran during this time, show trials and executions were routinely aired on television; how did Nafisi feel when she saw the arrest of the general who had been responsible for the framing and imprisonment of her own father?
5. What happened at the US embassy in Tehran in November 1979? Why was it called the “nest of spies”?
6. During the trial of *The Great Gatsby*, what are Mr. Nyazi’s arguments against the novel?
7. How does Zarrin answer Mr. Nyazi? How does she defend the novel?
8. How did Nafisi ultimately feel about the outcome of the trial?
9. The author shows that the regime placed writers in a position of high esteem. Why was this a problem?
10. Nafisi states that “I did not tell them what I myself was just beginning to discover; how similar our own fate was becoming to Gatsby’s” (144). Please explain this quotation.

Writing Assignments

The writing assignments should also be completed on a separate sheet of paper. They are to be typed, double-spaced, 12 pt. with Times New Roman font. Each response should be 300-350 words. Choose one of the topics.

**Expository:** What is Mr. Nyazi’s objection to *The Great Gatsby*? Do you believe these are valid and useful ways to respond to literature? In contrast, what does Nafisi say about the function of literature?

**Literary:** Of F. Scott Fitzgerald’s novel *The Great Gatsby*, Nafisi writes: “It is about loss, the perishability of dreams once they are transformed into hard reality. It is the longing, its immateriality, that makes the dream pure” (144). Please explain and support this statement.
AP Language and Composition

Reading Lolita in Tehran

Section III- James’ Daisy Miller and Washington Square

I. Answer the following questions in complete sentences on a separate sheet of paper. These questions pertain to section III only.

1. What happens during Nafisi’s discussion about the veil with her student, Mr. Bahri?

2. Describe the missile attacks and bombings that the residents of Tehran experience.

3. How does Nafisi use the term “irrelevant” to describe herself?

4. Who is Mrs. Rezvan? What does she encourage Nafisi to do?

5. What are the students’ responses to Daisy Miller? Do you agree with them? If not, what do you make of the novel?

6. What happens when the female students were mocking one of the male students who had died in the war? What does Nassrin say? What does Nafisi say?

7. What is the relevance of the narration of Henry James’s biography in chapter 23? How especially does the quotation about “counter-reality” gloss James’s art?

8. According to Nafisi, in what way is Catherine Sloper an unusual heroine?

Writing Assignments

The writing assignments should also be completed on a separate sheet of paper. They are to be typed, double-spaced, 12 pt. with Times New Roman font. Each response should be 300-350 words. CHOOSE ANY ONE OF THE FOUR PROVIDED.

Expository: In this section, Nafisi explains why she resisted wearing the veil in 1980, and how she accepted dismissal from her job at the University of Tehran because of it. Later, however, she returned to teaching at Allameh Tabatabai University, and consented to wear the veil in class after all. Explain the initial dilemma and the steps she took in deciding to go back.

Literary: According to some of Nafisi’s students, Daisy Miller is an immoral character and by extension, the novel is immoral. Write an essay in which you either agree or disagree with this assessment.

Literary: Nafisi points out that in Washington Square, Catherine Sloper is an unconventional heroine. Write a character analysis of Catherine which shows how she is unconventional. Explain if you think that Catherine does, as Nafisi suggests, reach a kind of victory at the end of the novel.

Literary: Write an essay in which you show how both Daisy and Catherine show distinct kinds of courage.
AP Language and Composition
Reading Lolita in Tehran
Section IV- Austen

I. Answer the following questions in complete sentences on a separate sheet of paper.

1. Explain in what way “four generations of women—my grandmother, my mother, myself and my daughter—lived in the present but also in the past.”

2. How does Nafisi use dancing as a way to describe and understand the novel Pride and Prejudice?

3. According to Nafisi, what is the relationship between the personal and political?

4. How does the magician challenge her when she complains to him?

5. What is the “Ordeal of Freedom” of which Nassrin speaks?

6. Before the revolution, Mahshid voluntarily wore the chador; explain her feelings about mandatory veiling.

II. Choose one of the following prompts and respond to them. Responses must be typed and be 300-350 words.

Research: Nafisi writes that women in Iran once enjoyed rights comparable to those of women in the West. Write an essay in which you explain the status of women in Iran: begin with the reforms of the early-twentieth century and describe the legal status of women after the revolution. Use Nafisi as one of your sources.

Literary: After her discussion with the magician, Nafisi admits that: “Fiction was not a panacea, but it did offer us a critical way of appraising and grasping the world—not just our world but that other world that had become the object of our desires” (282). Explain this quotation by directly utilizing texts of your own choosing.

Expository: In this section, Nafisi and her husband finally decide to leave Iran and immigrate to the United States. Explain their feelings about this and the steps leading up to the decision.
**Develop 3 claims for each section of the memoir.** That’s 12 claims overall. A claim is a debatable or controversial statement created to promote an argument. Claims, or assertions, should:

- Allow for multiple interpretations of the text
- Help to clarify confusion or misunderstandings in your mind
- Focus on the author’s word choice, language, and the connotative meanings of words
- Promote thematic or character discussion
- Engage in the author’s purpose, audience, and situation

Be prepared to discuss any one of these claims upon returning to school.

***All assignments are to be completed for the first day of school.***