



## Thomas A. Edison Career & Technical Education H.S.

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### **AP Language and Composition: Summer Reading 2018\***

Read TWO of the literary nonfiction texts below. Use the Journal Entries below to break down your selections rhetorically. Your Journal Entries will serve as your 1<sup>st</sup> Marking Period Project. Follow the format given (below) for work submitted to your AP Language and Composition instructor.

The Evangelicals by Frances FitzGerald  
The Future is History by Masha Gassen  
China Lake by Barret Baumgart  
Fallen Glory by James Crawford  
Killers of the Flower Moon by David Grann  
Homo Deus by Yuval Noah Harari  
Istanbul by Bettany Hughes  
The Inheritance by Niki Kapsambelis  
No One Cares About Crazy People by Ron Powers  
Anatomy of Terror by Ali H. Soufen  
Astrophysics for People in a Hurry by Neil deGrasse Tyson  
Life in Code by Ellen Ullman  
Convergence by Peter Watson

Before committing to any of these selections, take time to review each text online. You will find that some of these texts approach the same, or similar, issue from different angles and thus complement each other. That may serve to broaden your understanding about that particular issue. If, for some reason, none of the texts above meet your standards, you may pick any text from the Kirkus Review of Best Nonfiction Books for 2017. Here is the link:

<https://www.kirkusreviews.com/issue/best-of-2017/section/nonfiction/>

Invest in a college-level dictionary or dictionary app on your cell phone. In AP Language and Composition, we do not assign vocabulary to be studied—every word we come across is fair game for assessment. If you cannot define an unfamiliar word, add that word to your Vocabulary Section, identify its part of speech, and define that word within the context in which you encountered it. This goes for both of your Summer Reading selections and everything we cover in 2018-2019. Be diligent.

Familiarize yourself with the terms and techniques on the Vocabulary page. Pick up your copy in Room 234 ASAP.

Finally, join our Google Classroom. The code is: zjclki

**Journal Entries: This will be a TYPED response. Follow the format given below.**

As you read your book, complete the following journal entries. Be ready to turn them in at the beginning of the school year. They will help you start to understand rhetorical analysis. Your journal entries should be thoughtfully completed, in full sentences. Use specific details to support any assertions that you make. Cite all quotations with page numbers. Your responses should be so thorough that another person reading your response by itself could give you the original prompt.

**Journal Entry #1:** What is the main argument of this book? Literary nonfiction writers seldom get book deals just to ramble on for pages and pages. There is a purpose to their writing. They are trying to convey some message to an audience. If you are reading a memoir, how is the speaker trying to convey his or her life? What is the speaker trying to say about life? If the speaker is writing about a political or historical event, how does the speaker interpret that issue? How do you know? Look for emphatic declarations, moments of reflection, and themes as you read. You might need to start this journal entry at the beginning of the book, start to read, and then go back and add details later.

**Journal Entry #2:** Who is the speaker of this book? What do you know about the author? Where is he or she from? Why is he or she writing this book? Is he or she trusted? Some of this information might be from the text of the book or book jacket. Also, consult reliable sources online. If you do find information from additional sources, be sure to note which sites you consulted using proper MLA citations (see the OWL at Purdue for help with MLA. Hint: Wikipedia is a *tertiary* source. It should NEVER be referenced as a definitive source in this class).

**Journal Entry #3:** Who is the primary audience of this book? Who is going to read this book? Why would someone read this book? How do you know? Some books are for broad audiences, some books are for narrow audiences. Focus on demographics and interests. Try to be as objective as possible in your assessment of the audience.

**Journal Entry #4:** What evidence/sources does the speaker use? How does the speaker support his or her information? Did this speaker use interviews? Memories? Recollections? Data? Think about his or her sources, and evaluate them critically--especially where memories are concerned. Do you trust his or her sources?

**Journal Entry #5:** Who might disagree with this book? If a book has an argument (and all of these books do!), then there is going to be someone who disagrees with it. You might say, "This book is a memoir. Who could disagree with it?" The point of disagreement might be with how that speaker looks at life. If it's political or research-based, there will be obvious detractors. Think also about why someone would disagree with this book.

**Journal Entry #6:** What is the tone of this book? For tone, think about voice and word choice. Find a few examples that prove your point. How does your speaker treat his or her topic? What attitude does he or she have towards the audience?

**Journal Entry #7:** What has been the impact of this book? This might require a bit of research on your part. If a book was a New York Times bestseller, it made an impact on people. Find out why. You might look at reviews. You might think about what people might learn from your book. You might even ask people who have read this book what they learned from it.

**Journal Entry #8:** How do you, as a reader, respond to this book? Your personal reactions to books still matter--just make sure that you are supporting your opinions with carefully thought out details. Do you like this book? What's your favorite part of this book? What's your least favorite part of this book?

**Journal Entry #9:** What would you say about this book to a friend? Feel free to write this in the form of a note to a friend. You might write it to a friend with a particular interest. You might write it to a friend looking for a book recommendation. Be honest. Feel free to use somewhat informal language, but be specific in your evaluation of the book.

**Journal Entry #10:** Should this book be kept as a possible read on the AP Language summer reading list? Why or why not? I do value student input--if a book is a true dud, I might take it off the list. If it's a great book, then I'll make sure that we keep it.

**Format for Submitted Work**

- clean, wrinkle-free paper
- 12 point
- Book Antiqua, Courier New font (or some font as clear)
- double-spaced
- use the school heading
- identify your work with an appropriate title

**Here is the school heading:**

Name	Date
Official Class	Class Section
(skip a line)	
Title of Submitted Work	
(centered)	
(skip a line)	

**Here is an example of the school heading in practice:**

John Smith	9/8/18
7M1	EES85X-01
What I Did Over My Summer Vacation	

*\*Many thanks to Parviainen, Wall, and Walsh for ideas, assignments, and guidance.*

