

## OAKBROOK SUMMER 2017 READING ASSIGNMENTS: AP ENGLISH LANGUAGE (11<sup>th</sup>)

AP English Language and Composition students must read the texts below and complete the accompanying assignments. Read and follow the assigned directions carefully.

### I. *Nineteen Eighty-Four (1984)*, by George Orwell.

Annotate your copy of the text thoroughly while you read. Make note of imagery, symbolism, and use of rhetoric (especially in part III!) Texts should be purchased so you can annotate them. Purchase new copies or used books with little to no writing in them. Annotations will be graded. Be prepared to take a test in response to the text on the first full day of class.

### II. Journalism Reading

To provide a foundation of examples and ideas to support the arguments you will write about in AP Language, this summer you will read a number of reputable journalistic articles (magazines, newspapers, etc.) Read long-form journalistic articles and essays\* from *The New York Times*, *The Washington Post*, *The New Yorker*, etc., either online or in print.

Recommended high-quality, non-partisan publications (all below are available online. Most are in print at a local library):

<i>The New York Times</i>	<i>National Geographic</i>
<i>The Atlantic / theatlantic.com</i>	<i>Slate</i>
<i>The Economist</i>	<i>The Wall Street Journal</i>
<i>The New Yorker</i>	<i>Newsweek</i>
<i>Christian Science Monitor</i>	<i>Forbes</i>
<i>TIME</i> (Time magazine)	<i>Longreads.com</i>

Other publications may be acceptable but exercise good judgment in choosing what to read. You are responsible for choosing quality content. When in doubt, do preliminary research of your own about the publication to determine its reputation and reliability.

**Read a total of 10 articles** (1-2 a week?) throughout the summer. Choose articles of at least 1,000 words each that relate to current local, national, or global subjects of civic concern such as health, technology, economics, public policy, etc. (Sports articles are acceptable but must be long-form reporting on issues of concern beyond just the scope of sports.) Vary the content and source of your articles—don't just read the same subjects from the same publications\*\*. Also, you don't just have to read about politics or the War on Terror. Those subjects tend to dominate front pages, but there's plenty elsewhere to read about. *Dig* for good content.

Keep up with this assignment on a regular basis. Articles must be published throughout the summer (or earlier). Do not read all 10 the week before you return to school.

Here is an example of timely long-form journalism from *The Atlantic*, a well-known magazine that reports on public affairs: <https://www.theatlantic.com/business/archive/2017/05/men-women-rust-belt/525888/>

**For each article you read, do the following:**

- Print out and annotate each online article (for actual print publications, annotate a hard copy.)
- Hole-punch the article and place it in a 3-pronged pocket folder.
- Complete the following in pen on a sheet of paper and place in the folder after each article:

A works cited MLA citation (7<sup>th</sup> or 8<sup>th</sup>, consult MLA Handbook or Purdue's OWL website)

A 5-8 sentence summary of the article

List of 2-3 main points

"SOAPStone" (see below)

Your response/evaluation of the subject

Example entry:

**Citation:**

Begley, Sharon. "How Quickly We Forget." *Newsweek*. 7 May 2010: NP. Web.

**Summary:** As oil transportation worldwide continues to increase, many communities are at risk of oil spill disasters and must anticipate and prepare for them. Factors that influence oil spill consequences range from the biological and physical to the social. The author of this article points out that economic factors prevent stronger measures that would prevent future disasters. Regulations on the transportation of crude oil could prevent such spills in the future but may also lead to higher oil prices. This increase in cost, the author suggests, would lead to an increase in the price of gasoline. That is why, she argues, many elected officials are reluctant to take the necessary steps to prevent such oil spills in the future. Public outcry is heightened after such disasters but quickly wanes shortly thereafter.

**Main point #1:** The author cited previous oil spills like the Exxon Valdez near Alaska in 1989, but notes that after a period of public outrage, the public goes back to normal life with no changes.

**Main Point #2:** Previous public apathy is shown by the quick return to normalcy after pandemic warnings about avian and swine flu.

**SUBJECT:** Oil spills and their effects

**OCCASION (time and place):** The [then-recent] 2010 spill in the Gulf of Mexico

**AUDIENCE:** American public, generally well-educated readers

**SPEAKER/AUTHOR:** Reporter with knowledge of environmental affairs

**TOPE (attitude of writer):** indignantly pessimistic: Oil spills have become far too common; American citizens have been desensitized to the risks of energy production.

**MY RESPONSE/CONCLUSION:** I agree that oil spills and other natural disasters draw public attentions and sympathy for a time, but that public attention is quickly drawn to the next sensational story without much real action.

\* Long-form journalism is a branch of journalism dedicated to longer-content articles typically between 1,000 and 10,000 words. Long-form articles often take the form of creative nonfiction or narrative journalism and typically do not include work published by news websites (cnn.com, foxnews.com, etc.) and they are typically not editorial (conveying an opinion) in nature.

\*\*Some online publications use a "paywall," which requires readers to purchase a subscription after reading 5-10 articles in order to pay for content. Purchasing a subscription is not required for this assignment. Read articles from more than one publication, so you don't have to purchase a subscription (Some publications, such as theatlantic.com, do not use a paywall. *The Wall Street Journal* usually requires a subscription before reading any articles.) Paper copies of publications are available at all branches of the Spartanburg library. Electronic resources are also available through [www.scdiscus.org](http://www.scdiscus.org).

### III. Nonfiction Argument Analysis

**AP Language Independent Reading Assignment:** Choose a book from the list below to read. Take time to read a little about several before choosing one to read. Texts vary greatly in style, time periods, and subject matter (cultural commentary, biography, historical and political writing, etc.) It is YOUR responsibility to make an informed choice about the book's content, length, and subject matter. Then complete the writing assignment below.

Angelou, Maya  
*I Know Why the Caged Bird Sings*

Baldwin, James  
*Notes of a Native Son*

Bauby, Jean-Dominique  
*The Diving Bell and the Butterfly*

Bernstein, Carl and Bob Woodward  
*All the President's Men*

Beah, Ishmael  
*A Long Way Gone: Memoirs of a Boy Soldier*

Bragg, Rick  
*Ava's Man*

Cain, Susan  
*Quiet: The Power of Introverts in a World That Can't Stop Talking*

Campbell, Joseph  
*The Hero With a Thousand Faces*

Capote, Truman  
*In Cold Blood*

Carson, Rachel  
*Silent Spring*

Conroy, Pat  
*The Water Is Wide*

Cullen, Jim  
*The American Dream: A Short History of an Idea that Shaped a Nation*

Dillard, Annie  
*For the Time Being*

Dillard, Annie  
*Pilgrim at Tinker Creek*

Dillard, Annie  
*An American Childhood*

Doig, Ivan  
*This House of Sky*

Douglass, Frederick  
*Narrative of the Life of Frederick Douglass, an American Slave*

Ehrenreich, Barbara  
*Nickel and Dimed: on Not Getting by in America*

Einstein, Albert  
*Ideas and Opinions*

Emerson, Ralph Waldo

*The Essential Writings of Ralph Waldo Emerson*

Foer, Franklin  
*How Soccer Explains the World*

Friedan, Betty, and Anna Quindlen  
*The Feminine Mystique*

Friedman, Milton  
*Capitalism and Freedom*

Gawande, Atul  
*Complications: A Surgeon's Notes on an Imperfect Science*

Gladwell, Malcolm  
*Outliers: The Story of Success or Blink*

Gladwell, Malcolm  
*The Tipping Point: How Little Things Can Make a Big Difference*

Gladwell, Malcolm  
*Blink*

Gould, Stephen Jay  
*The Mismeasure of Man*

Guthman, Edwin O.  
*RFK: Collected Speeches*

Hillenbrand, Laura  
*Seabiscuit: An American Legend*

Keller, Helen  
*The World I Live In and Optimism*

Kidder, Tracy  
*Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*

King, Jr., Martin Luther  
*Why We Can't Wait*

Kingsolver, Barbara  
*Animal, Vegetable, Miracle*

Krakauer, Jon  
*Into the Wild*

Krakauer, Jon  
*Into Thin Air*

Malcolm X  
*The Autobiography of Malcolm X*

Mencken, H.L.  
*The American Language*

McCullough, David , 1776

McCullough, David, *John Adams*

Mokyr, Joel <i>A Culture of Growth: The Origins of the Modern Economy</i>	Schlosser, Eric <i>Fast Food Nation</i>
Lansing, Alfred <i>Endurance: Shackleton's Incredible Voyage</i>	Thomas, Lewis <i>The Medusa and the Snail</i>
Nabakov, Vladimir <i>Speak, Memory</i>	Thomas, Lewis <i>The Lives of a Cell</i>
Nafisi, Azar <i>Reading Lolita in Tehran</i>	Thoreau, Henry David <i>Walden</i>
Nichols, Tom <i>The Death of Expertise: The Campaign Against Established Knowledge and Why it Matters</i>	Twain, Mark <i>The Autobiography of Mark Twain</i>
Paine, Thomas <i>Common Sense</i>	Tuchman, Barbara <i>The Guns of August</i>
Pausch, Randy <i>The Last Lecture</i>	Venkatesh, Sudir <i>Gang Leader for a Day: A Rogue Socialist Takes to the Streets</i>
Postman, Neil <i>Amusing Ourselves to Death</i>	Weinman, Sam <i>Win at Losing: How Our Biggest Setbacks Can Lead to Our Greatest Gains</i>
Postman, Neil <i>Technopoly: The Surrender of Culture to Technology</i>	Washington, Booker T. <i>Up from Slavery</i>
Postman, Neil <i>The End of Education: Redefining the Value of School</i>	Wells, Jeanette <i>The Glass Castle</i>
Postman, Neil <i>Building a Bridge to the 18th Century: How the Past Can Improve Our Future</i>	Wolfe, Tom <i>The Right Stuff</i>
Postman, Neil <i>The Disappearance of Childhood</i>	Wollstonecraft, Mary <i>A Vindication of the Rights of Woman</i>
Rand, Ayn <i>The Virtue in Selfishness</i>	Woolf, Virginia <i>A Room of One's Own</i>
Rhodes, Richard <i>The Making of the Atomic Bomb</i>	Woolf, Virginia <i>Moments of Being</i>
Rawls, John <i>A Theory of Justice</i>	Wright, Richard <i>Black Boy</i>
Rousseau, Jean-Jacques <i>The Social Contract</i>	Zinn, Howard <i>A People's History of the United States: 1942 to Present</i>

**Essay assignment:** Write a well-developed essay, analyzing the main ideas/claims conveyed by the author (implied or explicit). Analyze the major claims of the text and the strategies that the author uses to develop them. Rhetorical strategies include personal anecdotes, surveys, research studies, or interviews with experts.

**Requirements:**

12-point, Times New Roman font, typed, double-spaced, no extra spacing, stapled.

MLA format

Works cited page for source text (book)

Correct parenthetical citations (see MLA Handbook for guidelines)

3-page minimum typed, **due first day of class.**

**Suggestion for organization:**

Paragraph 1: introduction to and brief biography of author, historical context

Paragraph 2: Brief summary of book and situational / historical context

Next 3-5 paragraphs: Analysis of claims and rhetorical strategies

