

AP Language and Composition 2021 Summer Reading Assignment / Mrs. Laura R. Scott

Welcome to Advanced Placement English Language and Composition! I am looking forward to meeting you and working with you toward the goal of improving your reading, writing, and test-taking skills as part of the AP English Language curricular trek toward success on the national exam in May. AP English Language focuses on nonfiction readings (speeches, diaries, letters, essays, memoirs, autobiographies, biographies, etc.) and analytical - expository, argumentative, and synthesis (document-based) writings. At the end of this course — hopefully — you will be glad you took the class and very pleased with your academic growth. You are invited to contact me by email at laurascott@pickens.k12.sc.us during the summer to address questions you might have. Identify yourself in the subject line of the email as AP Language Student and your last name. The email is checked sporadically, but I will try to check it at least once a week.

Be on the lookout for summer WebEx dates and times, as well as in-person meet-ups, for help with the summer reading assignment.

Please note: I will *not* be checking email from July 16th until the morning of July 26th.

DO NOT WAIT UNTIL THE LAST WEEK OF SUMMER TO DO THIS ASSIGNMENT.

Attached is the AP Language and Composition Summer Assignment. Please follow instructions. You will turn in your annotated books and assignment on the **first** day of class. Should our school year begin online, then the assignment will need to be shared with me in an email via a Google doc before that class meets. For each class period the assignment is late, there will be a 25% deduction.

Overview of AP Language Course Requirements:

- Successful completion of the Summer Reading/Writing assignments listed below is a requirement for enrollment in AP English Language.
- Quarterly parallel reading and writing assignments.
- Quarterly writing assignments including free writes, assigned responses, SAT/ACT practice essays, previous AP Exam question essays, and personal essays (including description, narration, persuasion, argument, cause and effect, comparison/contrast, etc.).
- Vocabulary development through frequent vocabulary study and testing.
- Students must complete every exam practice multiple choice and essay exercise and work toward skill improvement.
- Students must take the AP English Language Practice Exams (given during class and after school on announced dates close to the national exam).
- Students must take the National Exam in May.
- ***Students must realize and recognize that AP Language and Composition is not AP Lite! You must dedicate about 3-5 hours each week outside of class to reading and writing assignments in order to be successful***

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Summer Assignments:

Both texts will be available for purchase at the locally owned Poor Richard's in Downtown Easley. Poor Richard's is kind enough to order our required reading texts and offer a discount to students. Please tell Poor Richard's that you are purchasing these books for Mrs. Scott's AP Language class at Easley High School. *Please Shop Local! Support Local Businesses!*

Part I - Reading #1 of 2:

You will be reading ***Killers of the Flower Moon*** by David Grann. You will need to purchase your own copy of the text so that you can mark up the text as you read. Below is a mini-description of ***Killers of the Flower Moon*** from davidgrann.com:

In the 1920s, the richest people per capita in the world were members of the Osage Indian nation in Oklahoma. After oil was discovered beneath their land, they rode in chauffeured automobiles, built mansions, and sent their children to study in Europe.

Then, one by one, the Osage began to be killed off. The family of an Osage woman, Mollie Burkhart, became a prime target. Her relatives were shot and poisoned. And it was just the beginning, as more and more members of the tribe began to die under mysterious circumstances.

In this last remnant of the Wild West—where oilmen like J. P. Getty made their fortunes and where desperadoes like Al Spencer, the “Phantom Terror,” roamed—many of those who dared to investigate the killings were themselves murdered. As the death toll climbed to more than twenty-four, the FBI took up the case. It was one of the organization's first major homicide investigations and the bureau badly bungled the case. In desperation, the young director, J. Edgar Hoover, turned to a former Texas Ranger named Tom White to unravel the mystery. White put together an undercover team, including one of the only American Indian agents in the bureau. The agents infiltrated the region, struggling to adopt the latest techniques of detection. Together with the Osage they began to expose one of the most chilling conspiracies in American history.

In *Killers of the Flower Moon*, David Grann revisits a shocking series of crimes in which dozens of people were murdered in cold blood. Based on years of research and startling new evidence, the book is a masterpiece of narrative nonfiction, as each step in the investigation reveals a series of sinister secrets and reversals. But more than that, it is a searing indictment of the callousness and prejudice toward American Indians that allowed the murderers to operate with impunity for so long. *Killers of the Flower Moon* is utterly compelling, but also emotionally devastating.

As you actively read this text, mark up the text - using highlighters/pens/ or Post-Its (or whatever brand you prefer) to mark the pages of the text that evoke a response - a significant thought or question, a personal comment, a literary-historical connection, a word study - a new word to learn (look up and write down the appropriate definition for that context) or identification and explanation of a language term (see second page of basic terms and definitions). I do all three things - mark, highlight, and attach a Post-It note to flag a section for journal entries and discussions.

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The **ENTIRE** novel must be marked-up and annotated. The novel will be turned in on the first day of class. Points will be deducted for not marking up the entire novel and/or for vague or general comments in the annotations. **I cannot stress this enough: Read. The. Novel.**

Writing # 1 for Assigned Reading #1:

Annotate the text: You need to annotate using the 5/5/5 Method.

At the end of each chapter, you must type the following in MLA format:

Five statements that summarize the events of the chapter:

These must be in complete sentences with correct names, places and dates. These will come in handy during discussions and when studying for tests. Incorporating direct quotes with cited page numbers from the text is required.

Five rhetorical “moves” the author makes:

Rhetorical and/or literary moves are when the author uses figurative language in a way that supports their purpose. Finding these moves is all about asking yourself “What is the author doing?” instead of “What is the author saying?” For the assignment, write the passage where the move appears, identify the move, then write a brief explanation (one to two sentences) as to what the intended effect of that move is. You will find a list of common rhetorical devices attached to this assignment.

For example:

“Stepson’s final hours would have been a hideous torment: his muscles convulsing, as if he were being jolted with electricity; his neck craning and his jaw tightening; his lungs constricting as he tried to breathe, until at last he suffocated” (73). The author uses vivid imagery and gruesome detail to describe William Stepson’s death, leaving no doubt in the reader’s mind that Stepson was murdered and clearly a victim of a greater conspiracy.

When looking for rhetorical “moves”, consider elements such as imagery, tone, metaphor, strong word choice (diction - formal or informal), allusion, appeal to ethos, descriptive detail, metaphor, and others. When in doubt, if you are unaware of the name of a rhetorical or literary device, it’s best to just describe it.

Five questions you have about the characters, events, or plot from the chapter:

Think ahead - what questions do you have about the next few chapters that weren’t answered in the one you finished? Ask questions about people’s motivations, the author’s intent, interesting plot twists, foreshadowing, etc.

Use sticky notes for library books. E-books are not permitted for this assignment.

Writing # 2 for Assigned Reading #1:

In 400-425 words, answer **ONE** of the following prompts. Response must be typed, printed, and in MLA format. If you use quoted or paraphrased evidence from the text, cite your sources and include a works cited page.

- a. Aside from the formation and enduring legacy of the FBI, what important insights about criminal justice in America can be gained from reading this text?
- b. What are some parallels between events in the book and events of the last decade? Why should it be considered relevant in 2021?
- c. What do you think was Grann's purpose behind writing the book? What lesson does he want his audience to take away from it?
- d. After reading this book, what new (or different) perspective do you have regarding the American justice system?

Part II - Reading #2 of 2: *An Illustrated Book of Bad Arguments: Learn the Lost Art of Making Sense* by Ali Almosawi. This book is available for free online; however, copies are available at bookstores and it is a nice book to have around the house. If you use the online version (pdf or electronic), be sure that you have it readily available. Read it and think about how we find these "bad arguments" all around us. Plus – this book has cute furry animals teaching us lessons! Imagine an "Aesop's Fables" but real life and for AP Lang students!

Writing for Assigned Reading #2:

As you read *An Illustrated Book of Bad Arguments*, you will want to begin collecting examples of "bad arguments" in today's society. Remember: **do not** just choose one side of the political aisle to pick on . . . they (politicians) all do it . . . all of the time (okay . . . that was a bit hyperbolic, but you get the point).

1. You will read the entire book. **Do not even think** of not reading the book.
2. You will take notes on each chapter in a journal. See below for a chart as an example.
3. Make sure you take notes on each chapter individually, labeling your notes clearly with the chapter number. You do not need to go all out; just a few sentences will do.
4. You will choose eight (8) logical fallacies and find examples in modern culture / society. This can be an op-ed piece from a newspaper, from a political speech or daily briefing, from a newspaper or magazine article, from a news report from a major or minor news source (visual), or it can be from anywhere you can find it! You will explain the context of when the logical fallacy was used and you will link the article, op-ed, press release, what-have-you in your journal.
5. This chart must be typed, MLA format, and Times New Roman 12 point font. Any other sized font will result in a 25% deduction.

Chapter Summaries	
1. "Who is this book for?"	2. "Logical Fallacies"
3. "Argument from Consequences"	4. "Straw Man"
5. "Appeal to Irrelevant Authority"	6. "Equivocation"
7. "False Dilemma"	8. "Show You Care"
9. "Control the Mood"	10. "Not a Cause for a Cause"
11. "Appeal to Fear"	12. "Hasty Generalizations"
13. "Appeal to Ignorance"	14. "No True Scotsman"
15. "Genetic Fallacy"	16. "Guilt by Association"
17. "Affirming the Consequent"	18. "Appeal to Hypocrisy"
19. "Slippery Slope"	20. "Appeal to the Bandwagon"

21. "Ad Hominem"	22. "Circular Reasoning"
23. "Composition and Division"	

Part III - Honesty Statement:

You must type the following statement, print it out, sign and date it, and attach it to the front of your assignment:

I have honestly completed this assignment in its entirety. All responses are mine, and mine alone. I have not plagiarized any part of this assignment. This is truly my work.

*Good luck! I know you will do great! **Killers of the Flower Moon** ranks up there with the "all time disturbing novels I have ever read." I will be re-reading this novel and taking notes as well. And if you know me, you know I love rhetoric --- I am looking forward to having lively rhetorical filled conversations about various topics — from politics to society to literature to life. I am so excited to have a classroom discussion with you that will be full of engaging and insightful commentary. Please contact me with any and all questions.*

And if you have time, do not read just Killers of the Flower Moon . . .

READ! READ! READ!

Need suggestions? Ask me! Ask your former English teachers!

My personal goal is to read five novels this summer!

If you have social media, feel free to follow me on Instagram @ehsmrsscott to see what I am reading this summer! Have your parents follow so that they can see the great things the AP Lang Scholars will be doing all year long!

Let me know if you have questions.