



AP Program – AP Language and Composition

Summer Reading Assignment 2020-2021

Directions: As required summer reading for AP Language and Composition, you are to complete three tasks.

Task #1: Join Google Classroom - 15 points

You will need to join the classroom for additional resources and communication about summer reading.

1. Go to classroom.google.com
2. Click on the plus sign and choose join class.
3. Enter the class code: **ytqrfxi**

Task #2: Nonfiction Analysis - 25 points

Read closely **ONE** of the following nonfiction books and complete a SOAPStone (in Google Classroom) text analysis:

1. Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time by Greg Mortenson and David Oliver Relin
2. Freakonomics: A Rogue Economist Explores the Hidden Side of Everything by Steven D. Levitt and Stephen J. Dubner
3. The Gatekeepers: Inside the Admissions Process of a Premier College by Jacques Steinberg
4. The Great Influenza: The Epic Story of the Deadliest Plague in History by John M. Barry
5. I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai with Christina Lamb
6. Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

In addition to the CHS library, the local library, and book stores, used texts may also be purchased on-line (for example, on Amazon.com). As you read, remember that good readers read closely and interact with their texts by annotating. Follow the attached guidelines in the annotation rubric to aid in your annotations. If you do not literally mark up your text, then please use Post-It notes. Remember, good readers are active readers, and annotation is a requirement for all texts read in the AP Program.

Task #3: Argument Analysis - 25 points

The New York Times: Room for Debate

1. You will be reading, annotating, and responding to five editorial groupings based on current events (detailed instructions attached below).
2. The documents you will choose can be found on the New York Times' ["Room for Debate"](http://roomfordebate.blogs.nytimes.com/) site (<http://roomfordebate.blogs.nytimes.com/>).
3. You should organize your responses and New York Times annotations in a 3-ring binder for work to be collected during the first week of school or in a Google Doc to be turned into the Google Classroom.



Follow these steps for Task #3:

1. Go to <http://roomfordebate.blogs.nytimes.com/>
2. The left-hand side of the page has the week's featured topics for discussion, labeled "Recent Discussions."
 - You will need to scroll down the page to see the different topics.
3. When you click on a topic title, a list of debaters and their essay titles will appear. Click on "Read the Discussion" to access the first article in the grouping.
4. Click on each of the essay titles to read the other essays in the grouping.
5. You must read all of the articles in the grouping. Be sure to read the entire article, not just the excerpt!
6. Print or save the full-text articles in the grouping to your Google Drive, read and annotate the articles, and complete the journal assignment (outlined below).
7. Repeat this procedure for four other topic groupings (You will read five different topics in all). For each article grouping, you must do the following:
 - Create an MLA citation (works cited entry): use the entry information for an article from an online newswire or newspaper (see the Purdue OWL)
 - In one typed page, under the MLA citation:
 - ↗ Identify the different issues presented regarding this topic.
 - ↗ Discuss how each side presents its argument.
 - ↗ Discuss which side you feel is more convincing in its argument and why.
 - ↗ Utilize at least 2 quotes from the articles for support.
 - ↗ Print and annotate each article (see the annotation rubric in the Google Classroom for information on annotating). Keep a digital copy of your work in your Google Drive! These projects will be turned in during the first week of school, and you must submit your writing as one file.