

June 2018

Dear AP Lang student,

Congratulations on your selection to take part in the Advanced Placement English Language and Composition Course next year. The following is the layout of your required summer work, expected to be completed by the FIRST DAY of school. Please pay attention to the details of the requirements. I will add you to my classroom page as soon as I get my rosters (before the first day of school). If for some reason you cannot access our classroom page, please email me.

1. Read and complete the grade-level-based analysis on the graphic organizer for ONE of the four summer reading texts like all other BHS students. You will participate in a book discussion group when you return, so if you wish to delay this reading until August, fine.
2. Read *Angela's Ashes* by Frank McCourt OR *A Long Way Gone: Memoirs of Boy Soldier* by Ishmael Beah. As you read, keep a reading journal (you may do this by hand or on a computer). Write one entry for every 40-50 pages you read (the math isn't exact, but please have want six journal entries per book). These entries can be whatever you wish to make of them. You may respond directly to the reading, noting aspects of character and plot that appeal to you; you may criticize or praise the book and its characters; you may wish to write creative pieces that the chapter inspires. Anything goes. Each entry should be at least six sentences. I will collect them when you return to school, and this will constitute your first major grade. You may hand write or type these responses; please do whatever will garner your most organic, authentic responses. Let your voice and views shine through.
3. Write an op/ed opinion piece for a local professional paper. To do this, read over a few issues in the paper and see what you find there. Is there an issue you would like to bring up? Great: write 300 to 500 words and share your thoughts. Otherwise, pick an editorial you find in the paper and write a response to it. (E)Mail one copy of your writing to your paper. Submit your paper to my classroom page before the first day of school (please include a copy of the original editorial in your letter if you've written a response). If by chance your letter is published in the paper, you start the year with an "A." (You are much more likely to achieve publication if you aim at a small-circulation local paper). THIS ASSIGNMENT IS TO BE COMPLETED DURING THE SUMMER. Thus, if it gets published it would have to be in an edition of the paper that comes out *before* the first day of school.
4. For this part of your summer work, I am asking you to do some listening and then some writing. A wonderful narrative resource is to be found in the radio program This American Life, typically aired weekly at National Public Radio (NPR). Go to [www.thisamericanlife.org](http://www.thisamericanlife.org) and find the tab marked "Search Archive." Your task is to listen to TWO different programs (they are all an hour long) and then write (double space type) a 1 to 1.5 page reflection on each story. ONE of the stories should come from among this list: story #325 "Call For Help," story #75 "Kindness of Strangers," story #517 "Day at the Beach," story #514 "Thought that Counts," story # 510 "Fiasco," story # 199 "House on Loon Lake," story # 220 "Testosterone," story # 339 "Break-up," or story 399 "Contents Unknown." Obviously you have some choice here. The second is up to you completely—it can come from within the list or from some other story you find on the site. There are usually 3-4 segments for each "episode" of TAL; be sure you respond to *all* of the segments. Submit your responses to my classroom page by the first day of school.
5. Finally, watch and respond to a TED talk of your choosing. Your response should be more analytical in nature. What seems to be the speaker's PURPOSE and how does s/he achieve that purpose? What tone and structural patterns does s/he use? What rhetorical appeals (logical, emotional, ethical) and techniques (parallelism, reiteration, repetition, analogy, rhetorical questions) does the speaker employ. This is the kind of rhetorical analysis we will be honing throughout the year, so I want you to just take a stab at it. Your response should be about 1½-2 pages long, double-spaced, submitted to my classroom page.

Any questions? No, really, any questions whatsoever – I do love hearing from students over the summer. Email me at [smonroe@shsd.org](mailto:smonroe@shsd.org)

Sincerely,

Sky Monroe