May 2023

Dear Prospective Student,

We are pleased to welcome you to AP Language Arts III and look forward to a challenging and rewarding year for all of us. So, what is AP Language Arts III going to be showing you? Although your course schedule may read AP Language Arts III, the official title of the course is AP Language and Composition. In AP Language and Composition, you will be identifying, analyzing, and synthesizing text for the purpose of studying rhetorical composition and style in writing, speech, and visual media. As you study such concepts you will become more aware of your own compositional style and how to fine tune it, in order to be a master of rhetoric. Your journey to being such a master begins now.

This assignment has many purposes. First, we want your brains working over the summer. Also, given the time constraints of our course and the amount of material that we have to cover in order to prepare you for the AP Exam for college credit, time is of the essence. In addition, by enabling you to motivate yourself independently outside of the confines of school, you get the opportunity to practice time management skills and show your prowess as an academic who is motivated to acquire new knowledge and perspectives of the world around you.

This assignment is due **August 7th,** and you will be required to complete the following:

* Read two books (1 from the given list for you to obtain on your own; 1 from the syllabus reading list, which you may get a copy from us or obtain your own)
* Complete Exam/Study Note Cards for each book

See the attached documents for further information and scoring rubric for the exam/study notecards. The total worth of this summer assignment is **100 points**.

The assignment is designed to help in ensuring you get the most out of your education, not to ruin your summer. Each title is a work of non-fiction, selected based on its insight, content, as well as for the author’s use of different rhetorical strategies in composition and style.

Have a great summer. We’re looking forward to meeting you in August!

Respectfully,

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* Novel Study Note Cards

\*\*Select and obtain a novel from the AP Language & Composition Additional Reading List and from the Syllabus Reading List. The DHA English Dept. does have copies of the books on the Syllabus Reading List, but it is a first come first serve basis—which you will then be fiscally responsible for if lost, damaged, or not returned. The novels on the “Additional Reading List,” the DHS English Dept. does not hold copies of them. Look for them in libraries (DHS Library offers E-Books online), used book stores, Amazon, etc. to check out or purchase the title you selected. I strongly recommend you purchase your own copy to help build your personal library, not to mention you can take notes and mark/highlight the pages, if it is your own copy. Your selection must be from the list of books provided, nothing off list will be permitted or accepted. Each book was identified and selected for its merit, relevance, and rhetorical contributions to the genre of non-fiction, it changes yearly.

Directions

1. Use only 3x5 index cards
2. Use only one side of each card
3. Affix cards for each novel, together with a book ring (if you laminate the cards you can also use a large key chain ring)

*\*\*Be sure to include the study cards you created during your Pre-AP classes from 9th and 10th grade, for extra credit points*

1. Type each card
   1. If unable to type, write in print hand writing with black ink ONLY, but you must still only use one 3x5 index card for each item of novel information, and it must be readable.

1st Index Card: Identification

The ID card, which is the first card for your note cards, should include:

1. Your name
2. Title of Course
3. Your sophomore teacher and program
4. Your freshman teacher and program

Other Index Cards (You must make a separate card for each bullet point, unless otherwise noted.)

* Bibliographic entry (Title, Author, and Publisher)
* Date of authorship and era
* Genre (Is it Non-Fiction, Creative Non-Fiction, Autobiographical?)
* Setting
* Important people and identifying comments\*\*Create a card for each person of significance in the book, some will have one and others may have multiple
* Two sentence complete plot summary (beginning, middle, end)
* Three claims being made, in order of importance
* Three documented universal quotations, including identification of the speaker, and why it is significant to the text. \*\*Create a card for each quote.

Your Grade Will Reflect

1. Your understanding of the claim being made in the novel
2. Your understanding of the nature of universality
3. Accuracy of information
4. Your command of sentence structure
5. Your ability to follow directions
6. The legibility of your card for future reference
7. Your use of conventions
8. Your stylistic maturity and vocabulary
9. The inclusion of study cards created during Pre-AP LA I and II

\*\*You MUST do your own work. Do not share notes; do not rely on internet sources; do not rely on published study guides. ***Worth 100 points total, per set.***

***AP Language & Composition Additional Reading List***

**General Nonfiction**

Ambrose, Stephen *Undaunted Courage*

Barry, John M. *The Great Influenza*

Capote, Truman *In Cold Blood*

Collins, Larry and Dominique Lapierre *Is Paris Burning*

Foer, Franklin *How Soccer Explains the World*

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

*Difference*

Gladwell, Malcolm *Outliers: The Story of Success*

Gladwell, Malcolm *What the Dog Saw*

Krakauer, Jon *Into Thin Air*

Larson, Erik *The Devil in the White City*

Levitt, Steven D. and Stephen J. Dubner *Freakonomics*

Manchester, William *A World Lit Only by Fire: The Medieval Mind and the*

*Renaissance*

[Show More](http://www.amazon.com/American-Caesar-Douglas-MacArthur-1880/dp/0316024740/ref=pd_sim_b_5##)

[Show Less](http://www.amazon.com/American-Caesar-Douglas-MacArthur-1880/dp/0316024740/ref=pd_sim_b_5##)

Read, Piers Paul *Alive*

Sacks, Oliver *The Man Who Mistook His Wife For a Hat: And Other*

*Clinical Tales*

Schlosser, Eric *Fast Food Nation: The Dark Side of the All-American*

*Meal*

Stanton, Doug *Into Harm's Way:* *The Sinking of the U.S.S.*

*Indianapolis and the Extraordinary Story of Its*

*Survivors*

Soja, Edward *Thirdspace: Journeys to Los Angeles and Other Real-*

*and-Imagined Places*

Twenge, Jean M. *Generation Me: Why Today‘s Young Americans Are*

*More Confident, Assertive, Entitled—And More*

*Miserable Than Ever Before* (2007)

Twenge, Jean M. *The Narcissism Epidemic: Living in the Age of*

*Entitlement* (2009)

Zakaria, Fareed *Post-America World*

Wolff, Michael *Fire and Fury: Inside the Trump White House*

Wollstonecraft, Mary *A Vindication of the Rights of Woman: With Strictures*

*on Political and Moral Subjects*

Woolfe, Virginia *A Room of One’s Own*

**Autobiography, Biography, and Memoir**

Alexander, Caroline. *The Endurance: Shackleton's Legendary Antarctic*

*Expedition*

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

Chen, Da. *Colors of the Mountain*

Dillard, Annie. *An American Childhood*

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*

Frankl, Viktor E. *Man‘s Search for Meaning*

Kaling, Mindy. *Is Everyone Hanging Out Without Me*

Kennedy, Caroline. *Profiles in Courage for our Time*

Manchester, William. *American Caesar: Douglas MacArthur 1880-1964*

Markham, Beryl. *West With the Night*

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*

Sheff, David. *Beautiful Boy*

Trump, Donald and Tony Schwartz *Trump: The Art of the Deal*

***Syllabus Reading List***

\*The following are the list of books to choose from for reading before class begins in August of this year. They are a part of the curriculum and our lessons. Again, they are available for you to check out from Ms. Stimpson (room 900), however we strongly encourage you to consider expanding your personal library with a copy, as each book has its own value to the non-fiction canon.

**Ehrenreich, Barbara *Nickel and Dimed*.**

Nickel and Dimed reveals low-rent America in all its tenacity, anxiety, and surprising generosity -- a land of Big Boxes, fast food, and a thousand desperate stratagems for survival. Ehrenreich's perspective shows a rare view of how "prosperity" looks from the bottom. You will never see anything -- from a motel bathroom to a restaurant meal -- in quite the same way again.

**Fey, Tina *Bossypants***

A memoir by Tina Fey, who is a writer (30 Rock), actress (Baby Mama), comedian (SNL), and mother. From her youthful days as a vicious nerd to her tour of duty on Saturday Night Live; from her passionately halfhearted pursuit of physical beauty to her life as a mother eating things off the floor; from her one-sided college romance to her nearly fatal honeymoon -- from the beginning of this paragraph to this final sentence.

Tina Fey reveals all, and proves what we've all suspected: you're no one until someone calls you bossy.

**Gruwell, Erin *The Freedom Writers Diary***

As an idealistic twenty-three-year-old English teacher at Wilson High School in Long beach, California, Erin Gruwell confronted a room of “unteachable, at-risk” students. One day she intercepted a note with an ugly racial caricature, and angrily declared that this was precisely the sort of thing that led to the Holocaust—only to be met by uncomprehending looks.

So she and her students, using the treasured books Anne Frank: *The Diary of a Young Girl* and *Zlata’s Diary: A Child’s Life in Sarajevo* as their guides, undertook a life-changing, eye-opening, spirit-raising odyssey against intolerance and misunderstanding. They learned to see the parallels in these books to their own lives, recording their thoughts and feelings in diaries and dubbing themselves the “Freedom Writers” in homage to the civil rights activists “The Freedom Riders.”

With powerful entries from the students’ own diaries and a narrative text by Erin Gruwell.

**McCormick, Patricia *Sold***

Lakshmi is a thirteen-year-old girl who lives with her family in a small hut on a mountain in Nepal. Though she is desperately poor, her life is full of simple pleasures, like playing hopscotch with her best friend from school, and having her mother brush her hair by the light of an oil lamp. But when the harsh Himalayan monsoons wash away all that remains of the family's crops, Lakshmi's stepfather says she must leave home and take a job to support her family.

Lakshmi journeys to India and arrives at "Happiness House" full of hope. But she soon learns the unthinkable truth: she has been sold into prostitution. Lakshmi's life becomes a nightmare from which she cannot escape. Still, she lives by her mother's words-Simply to endure is to triumph-and gradually, she forms friendships with the other girls that enable her to survive in this terrifying new world. Then the day comes when she must make a decision-will she risk everything for a chance to reclaim her life?

**Urrea, Luis Alberto *The Devil’s Highway: A True Story***

In May 2001, a group of men attempted to cross the Mexican border into the desert of southern Arizona, through the deadliest region of the continent, the "Devil's Highway." Three years later, Luis Alberto Urrea wrote about what happened to them and gives a different perspective on U.S. border policies.

**Wright, Richard *Black Boy***

Richard Wright grew up in the woods of Mississippi amid poverty, hunger, fear, and hatred. He lied, stole, and raged at those around him; at six he was a "drunkard," hanging about in taverns. Surly, brutal, cold, suspicious, and self-pitying, he was surrounded on one side by whites who were either indifferent to him, pitying, or cruel, and on the other by blacks who resented anyone trying to rise above the common lot.

Black Boy is Richard Wright's powerful account of his journey from innocence to experience in the Jim Crow South. It is at once an unashamed confession and a profound indictment—a poignant and disturbing record of social injustice and human suffering.