

AP Language and Composition
Summer Reading Assignment

AP Language is different than many of your previous English classes because we focus primarily on non-fiction. There will be no poetry. There won't be much fiction. We read several essays. We analyze essays. And we write. Therefore, it is important that you begin preparing for this coursework during the summer. It's an adjustment in many ways, but an enjoyable one.

There are two parts to your summer reading assignment. Hopefully, you will grow from this experience.

1. Read all of *Into the Wild* by Jon Krakauer (ISBN: 0385486804) by the first day of class. Yes. I know that this book was recently made into the movie; however, there is much more to the story than that adaptation captured, and you need to read the entire book. As you read, interact with the text in one or more of the following ways, identifying important aspects of the **author's purpose and style** as well as your own reaction to the work:

- Post-it Notes
- Highlights **with notations**
- Margin Notes

I will be looking for evidence that you read the text and that you had purposeful/meaningful thoughts **BOTH about the content** (your reaction to what the author writes) and **the style** (your awareness of the author's skill and craft with writing) while you were reading.

2. Answer the following questions in relationship to *The Tipping Point* by Malcom Gladwell (ISBN: 0316316962). Each answer MUST be a **typed, fully developed, and textually supported (that means direct quotes) paragraph**. Use the components of good paragraph writing you should already be familiar with as an incoming AP student.

The AP language course emphasizes analysis of writer, audience, rhetorical purpose, and the strategic tailoring of word choice, argumentative structure, and support to the writer's situation. The following questions are a beginning point to becoming astute at rhetorical analysis.

1. What is the writer's purpose? If the author is making an argument, what problems does he/she identify and what solutions does he/she suggest, in view of this purpose?
2. What different **forms** of evidence does the author use to develop and support his/her purpose? Categorize the forms and provide examples of each.

3. Who is the intended audience of this piece? Is your author trying to engage:
- a general audience (ordinary people without much background) through popular appeals and simplified explanations?
 - a specialist audience (social scientists, educational policy thinkers, politicians) through a scholarly approach?
 - a skeptical audience? a supportive audience? liberals? conservatives?

Provide support for your answer.

4. What techniques does the author use to make the book appeal to the audience?
5. What is the author's tone? (for example: impartial? whimsical? academic? angry?) How does he/she establish this tone through his/her language?