

AP COMPOSITION SUMMER ASSIGNMENT

June 2017

Dear AP Composition Student:

Welcome to Advanced Placement English Language and Composition! This assignment is to keep your reading and writing skills sharp. As a member of a writing group, you owe it to yourself to read and to write as often and as much as possible. To start you on your way, your teachers ask that you complete these activities before the beginning of the school year. Both entail reading books and taking notes. *These notes are for your personal reference and will be used for graded assessments at the start of the school year.*

1) **Read *Bird by Bird: Some Instructions on Writing and Life*** by Anne Lamott. It's a real treat for those who like to write as well as for those who want to learn to write. As you read, take copious notes from *at least ten chapters* from the book that offer good advice about writing or provide a discussion of writing. These notes should be typed and should not exceed three pages. *In addition, create a question for class discussion and write it on the check list.* You will be expected to use these notes and your question for class discussion within the first few weeks of school.

2) **Participate in the Eighth Annual *New York Times* Summer Reading Contest** posted on the following site: <https://www.nytimes.com/2017/04/27/learning/the-eighth-annual-new-york-times-summer-reading-contest.html>.

Click on this link above to access the site.

This assignment requires you to activate your free digital subscription to the *New York Times*. Registration is simple. You should use your Jericho Gmail address as a user name and create your own password here: <https://myaccount.nytimes.com/verification/edupass>

The contest runs over the course of ten weeks, from June 16 –August 25. We request that you submit responses for **5 of the 10 weeks** during this period. We recommend that you read the paper every week for articles and various multimedia that are meaningful to you.

In order to prove your participation in this contest, you must check the box that asks if you would like to be emailed when your comment is published.

In addition to digitally submitting each of your entries, **you must print out the email confirmations from the *New York Times* and submit this to your teacher on the first day of class.**

We would also like you to digitally save the articles, images, or videos that you responded to throughout the summer.

****Suggested Reading Assignment and Reflection:** learn more about current issues and debatable topics by reading a work of non-fiction. Select one listed below or discover another on your own and read to learn its writer's perspective on a particular topic.

Suggested Summer Reading List
(with descriptions from BarnesandNoble.com)

Chua, Amy *Battle Hymn of the Tiger Mother*

All parents want to do what's best for their children. What *Battle Hymn of the Tiger Mother* reveals is that the Chinese just have a totally different idea of how to do that.

Diamond, Jared *Guns, Germs and Steel: The Fates of Human Societies*

Jared Diamond argues that geographical and environmental factors shaped the modern world. Societies that had a head start in food production advanced beyond the hunter-gatherer stage, and then developed religion —as well as nasty germs and potent weapons of war —and adventured on sea and land to conquer and decimate preliterate cultures.

Dyer, Geoff *The Ongoing Moment*

Cultural critic Dyer explores the way the visual image affects our understanding of the world.

Ehrenreich, Barbara *Nickel and Dimed: On (Not) Getting By in America*

Ehrenreich went undercover to show the “dark side of American Prosperity.” She left her home and traveled to various states such as Maine, Minnesota, and Florida, taking whatever jobs should could get, such as a nursing-home maid or a Wal-Mart sales clerk. She also tried to get lodging in the cheapest areas, such as trailer parks and residential motels. Read this book to discover Ehrenreich's “rare view of how ‘prosperity’ looks from the bottom.”

Gardner, Howard *Multiple Intelligences*

Explores the practical implications and applications of Multiple Intelligences theory--the powerful notion that there are separate human capacities, ranging from musical intelligence to the intelligence involved in self-understanding.

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

The tipping point is that magic moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire. Just as a single sick person can start an epidemic of the flu, so too can a small but precisely targeted push cause a fashion trend, the popularity of a new product, or a drop in the crime rate.

Hirsch, E.D. *Cultural Literacy: What Every American Needs to Know*

Hirsch argues that children in the U.S. are being deprived of the basic knowledge that would enable them to function in contemporary society. Includes 5,000 essential facts to know.

Ifill, Gwenn *The Breakthrough*

Ifill explores how politics and race and identity played out in the 2008 Presidential campaign.

Kristof, Nicholas and Sheryl WuDunn *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*

Through inspiring stories of extraordinary women, Kristof and WuDunn show that the most effective way to fight global poverty is to unleash the potential of women. They also offer an uplifting do-it-yourself tool kit for those who want to help.

Levitt, Steven D. and Dubner, Stephen J. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*

Through storytelling and wry insight, Levitt and co-author Stephen J. Dubner show that economics is, at root, the study of incentives -- how people get what they want, or need, especially when other people want or need the same thing.

Paul, Ron *Liberty Defined: 50 Essential Issues That Affect Our Freedom*

Dr. Paul writes that to believe in liberty is not to believe in any particular social and economic outcome. It is to trust in the spontaneous order that emerges when the state does not intervene in human volition and human cooperation.

Wilson, Edward O. *The Future of Life*

An impassioned call for quick and decisive action to save Earth's biological heritage, and a plan to achieve that rescue.

Remember that **all work must be brought to school on the first day of class**. All responses should be highly introspective and detailed, reflecting work on an AP level. If you have any questions or concerns, please feel free to find us in the English workroom or telephone us at 203-3600, ext. 3231 before the end of the school year.

We look forward to working with you this coming school year in this very engaging course.

Sincerely,

Ms. Gulitti, Mr. Kramer, Ms. McGee, Mr. Romano

Name _____

Date _____

AP COMPOSITION SUMMER ASSIGNMENT

Your teachers ask that you bring all of your summer work on the first day of class.

SUMMER CHECKLIST

BIRD BY BIRD by Anne Lamott

****typed personal notes** (can be in bulleted form) **that respond to at least ten chapters that do not exceed three pages in length.**

Question for discussion: _____

EIGHTH ANNUAL NEW YORK TIMES SUMMER READING CONTEST

****printed confirmation emails from the *New York Times* to show that 5 entries were submitted to the contest**

****collection of *New York Times* sources**

Question for discussion: _____