

Summer Reading and Writing 2011

“How do I know what I think until I see what I say?” –E. M. Forster

Welcome to AP English Language and Composition, a course which, according to the College Board, “engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.”

(http://apcentral.collegeboard.com/repository/52272_apenglocked5_30_4309.pdf)

Exercise 1

Rhetorical Analysis: Reading and Writing and the Précis

Select any five opinion pieces from the OP/ED section of *The New York Times*, *The Washington Post*, or *The Wall Street Journal*. Respond to these five with the following prompt. Your responses should be typed and edited. You may seek my feedback on one précis over the summer if you wish.

Prompt

- Read each opinion piece two or more times to get beyond the cursory.
- Clip or print the piece and save it in a plastic sheet protector.
- Cite the source using correct MLA format; you may use the Purdue University Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/557/01/>
- Write a précis (pray-see). This form of the word functions as both singular and plural. The précis is a four-sentence paragraph requiring analysis of the essential elements of a unit of spoken or written discourse, including
 1. Name of author with a phrase describing author, genre and title of work, a rhetorically accurate verb (such as "assert," "argue," "suggest," "imply," "claim," etc.), and a THAT clause containing the thesis of the work.
 2. An explanation of how the author develops and/or supports the thesis, usually in chronological order.
 3. A statement of the author's purpose (may be explicit or implicit).
 4. A description of the intended audience and/or the relationship the author establishes with the audience.
- In addition to the précis, define two new vocabulary words from each opinion piece you select.
 - Highlight how the word was used in the article by copying the sentence.
 - Identify the part of speech this word functions as in this context.
 - Define the word using an unabridged, college-level dictionary.
 - Write a sentence using the word showing insight and clarity, and then try to use it in your speaking and other writing this summer.

Exercise II

Developing Style with William Zinsser

Acquire, read, and annotate *On Writing Well: The Classic Guide to Writing Nonfiction*, 30th Anniversary Edition by William Zinsser. Apply the principles, methods, and attitudes from Parts I, II, and IV to forms from Part III. Write two of your own pieces in any two of the forms Zinsser describes in Part III. Each of your written pieces should be 500 words or more, formatted in MLA style. Your work is edited for clarity and correctness. These are due the first day of class, August 24.

Summer Work Assessment 2011

Exercise 1

Rhetorical Analysis: Reading and Writing and the Précis

writer	1	2	3	4	5
Précis Sentence 1: Name of author with a phrase describing author, genre and title of work, a rhetorically accurate verb (such as "assert," "argue," "suggest," "imply," "claim," etc.); and a THAT clause containing the thesis of the work					
Précis Sentence 2: An explanation of how the author develops and/or supports the thesis, usually in chronological order					
Précis Sentence 3: A statement of the author's purpose (may be implicit or explicit)					
Précis Sentence 4: A description of the intended audience and/or the relationship the author establishes with the audience					
Correct MLA citation					
Two vocabulary words: Highlight how the word was used in the article. Identify the part of speech this word functions as in this context. Define the word using a credible, college-level dictionary. Write a sentence using the word showing insight and clarity.					
Edited, revised for clear, correct language					
Typed					
Piece in sheet protector					
	/10	/10	/10	/10	/10

Total earned /50

Exercise II

Developing Style with William Zinsser

You applied the principles, methods, and attitudes from Parts I, II, and IV to forms from Part III. You wrote two of your own pieces in any two of the forms Zinsser describes in Part III. Each of your written pieces is 500 words or more, formatted in MLA style. Your work is edited for clarity and correctness.

Total earned /50