

Advanced Placement Language and Composition Summer Assignment, 2009

Welcome to AP Language and Composition. If I am correct, you signed up for this class because you love to write (and want to improve your writing!), have a passion for reading and hunger for high-level, stimulating classroom discussion.

I. Four (4) Formal Writing Assignments

Every two weeks you will write an essay responding to *one* of the following prompts. E-mail these essays to me (writergwl@yahoo.com) on or before the date indicated. Please attach these essays to your e-mail as long as they are word-processed in Microsoft Word. If you have some other software or work on a Mac, please copy and paste your essay into the body of the e-mail. These essays will be used during our writing workshops throughout first semester.

A. June 12: Narration/Description

- ✚ Describe your ideal place: an apartment, bookstore, classroom, restaurant, convenience store, or garden. Use concrete details; try to make the ideal seem real.
- ✚ Write a narrative (first-person memoir or third person) detailing one of the following: a lesson you learned, or a trip into unfamiliar territory, or a trip into familiar territory that became unfamiliar.

B. June 26: Example.

- ✚ Select one of the following general statements. Making it your central idea or thesis, support it in an essay full of examples. Draw your example from your reading, your studies, your conversation, or your own experience.
 - People one comes to admire don't always at first seem likable.
 - Some people I know are born winners (or losers).
 - Certain machines *do* have personalities.

C. July 10: Compare and Contrast.

- ✚ Television when you were a child and television today.
- ✚ Female consumers vs. male consumers

D. July 24: Cause and Effect.

- ✚ Explain *either* the causes *or* the effects of one of the following:
 - Some quirk in your personality or a friend's
 - The need for more than one breadwinner per family

II. Reading and Journal Writing Part 1, due August 20, 2009

Read *The Elements of Style*, the classic book on writing by William Strunk, Jr. and his more famous student, E. B. White (with an introduction by White's stepson, another famous essayist, Roger Angell). For over 100 years, writers have read and referred to this text (it was extant in the classroom well before it was published) for answers to their writing problems. After reading the entire book (including the Foreword by Angell and the introduction by White), write journal entries that address the following questions and prompts:

- Summarize the basic message of this book, synthesizing the work from all three authors – Angell (Forward), White (Introduction), and Strunk (main text). Be sure to cite specific examples from each writer.
- Why do you think that Strunk is so insistent on the mechanics of proper punctuation (Chapters 1 and 3) and on the use of exact words (or diction – Chapter 4) as part of a book on style?
- What use can you make of the advice in Chapters 2 and 5 in your own writing?
- Please integrate quotes (properly cited) from the chapters into your journal entries.

SEE BACK OF THIS PAGE FOR LENGTH AND STYLE REQUIREMENTS.

III. Reading and Journal Writing Part 2, due August 20, 2009

The authors below are some of the most respected essay writers. Over the summer, please read a variety of writings by the author assigned to you. You should read at least **100 pages** by your author. Come talk to me or email me if you are looking for recommendations. Also, feel free to contact your classmate who shares your author to trade sources and discuss what you have read. After you have read a number of essays by your author, write a journal entry for your favorite two essays. Each entry should

- provide background on the reading and/or author;
- discuss the work’s significance;
- ask questions and explore what’s known/unknown about the reading,
- identify the big questions the author raises in the reading, and
- describe the stylistic qualities, idiosyncrasies and nuances of the author/writing.

You will be our resident expert on that author for the entire school year. You will be expected to lead a class discussion on your author, to assign particularly good essays by your author to the rest of the class, and to write AP-like essay prompts and multiple-choice questions about your author for the class to use.

Find Your Author

Author	Student #1	Student #2 & #3
Angell, Roger	Abdellatif, Rana	Graves, Megan
Barry, Dave	Amador, Julia	Strauch, Michaele
Buckley, William F., Jr.	Babic, Nancy	Bilonic, Elena
Cofer, Judith Ortiz	Boyle, Emily	Falletti, Natalie
Daum, Meghan	Boyer, Magdala	Lopez, Ana
Didion, Joan	Campione, Gianna	Plante, Alexis
Dillard, Annie	Cunanan, Connie	Kurowski, Kaitlyn
Elder, Larry	Dachota, Ann	Frederick, Nicole
Hitchens, Christopher	Dron, Anna	Kaczynski, Kristen
Quindlen, Anna	Figuroa, Aracelis	Malan, Sarah
Mairs, Nancy	Flavin, Kelly	Gutschewsky, Chelsea & Kirwan, Allison
Paglia, Camille	Gierman, Kelly	Kwasny, Jaclyn
Pollitt, Katha	Guerrero, Caitlin	Llamas, Alexis
Sanders, Scott Russell	Kosiewicz, Kelly	Perez, Marcella
Sedaris, David	Majewski, Sara	Seweryn, Sara
Selzer, Richard	Munoz, Lorraine	Sarantopulos, Markella
Steele, Shelby	Nichols, Ashley	Roeback, Angela
Steyn, Mark	Russell, Colleen	Maloney, Katherine & O’Dwyer, Kristen
Trillin, Calvin	Olvera, Michelle	Statkus, Theresa
Vowell, Sarah	Rodriguez, Diana	Ryszkiewicz, Katherine
White, E. B.	Giblin, Meghan	Knapczyk, Michelle & Kierzek, Heather

All papers are to be typed in regular (i.e., no italics) Times New Roman, 12-point font with one-inch margins. I cannot imagine completing any of the mode essays or reading journals in less than two pages.