



**AP English Language and Composition (11th grade)
Summer Reading Assignment**

The schedule below will help you stay on target for completion of the assignment by the start of school. Regardless of your summer plans, you are expected to have complete, original responses, typed and ready to turn in on the first full day of class. Students who do not complete the assignment on time may jeopardize their enrollment in the class.

IMPORTANT!!! This summer unit provides a foundation for the entire course. Students who do not take the assignment seriously inevitably struggle more during the year and generally do more poorly. Please do your best work and prove you're ready for college level work!

Required reading:

- *Everything's an Argument*, by Andrea Lunsford, John Ruszkiewicz, and Keith Walters. Bedford/St. Martin's, Boston, 2010. **ISBN: 9780312538613 This edition, only.**
- *The Autobiography of Malcolm X*, by Alex Haley as told by Malcolm (any complete edition)

Choose **ONE** of the following for summer reading:

- *Nickel and Dimed: On Not Getting by in America*, by Barbara Ehrenreich
- *Outliers: The Story of Success*, by Malcolm Gladwell
- *Scratch Beginnings: Me, \$25, and the Search for the American Dream*, by Adam Shepard
- *Superfreakonomics*, by Steven Levitt and Stephen Dubner

Respond to the following questions. Include support from *The Autobiography of Malcolm X* and *Everything's an Argument*. Be thoughtful and engaging in your response. While this is an informal assignment, your writing should be correct. Type everything.

By June 24th:

Based on what you have read in chapters 1-5 of *Malcolm X* and chapter 1 in *Everything's an Argument*...

1. Make a claim for the purpose of the work. What is the possible argument made?
2. Address the "occasion" of the argument. Consider the date of publication and historical context.
3. Address the "kind of argument" made. This is similar to the purpose of the work.
4. Who do you believe is the audience of this work and why?

By July 1st:

Read chapter 2 of *Everything's an Argument*, and chapters 6-10 in *Malcolm X*. Respond to the following question. Your support must be from these chapters.

5. How does Malcolm X use pathos (emotion) to persuade his audience? Why? To what extent is this effective? Consider the occasion, his purpose, and audience.



By July 8th:

Read chapter 3 of *Everything's an Argument*, and chapters 11-14 in Malcolm X. Respond to the following question. Your support must be from these chapters.

6. How does Malcolm X use ethos (authority) to persuade his audience? Why? To what extent is this effective? Consider the occasion, his purpose, and audience.

By July 15th:

Read chapter 4 of *Everything's an Argument*, and chapters 15-17 in Malcolm X. Respond to the following question. Your support must be from these chapters.

7. How does Malcolm X use logos (reason) to persuade his audience? Why? To what extent is this effective? Consider the occasion, his purpose, and audience.

By July 22nd

Finish Malcolm X and chapter 5 of *Everything's an Argument*. Address the following question. You do not need to read the Epilogue, though you may find it interesting.

8. Evaluate the rhetorical success of Malcolm X's argument. Support your claim with examples from the work. There is no right answer in terms of whether the work is rhetorically successful or not, but you need to make the strongest case possible.

Remember, evaluating the success of the argument is not the same as whether you agree or disagree with his message. You are objectively evaluating the rhetoric, not personally responding to it.

By July 29th:

Begin reading your self-selected nonfiction book. Address the following questions when you finish it.

9. Author's purpose? Support.

10. Persuasive techniques? Support.

11. Overall rhetorical success (effectiveness of language/writing for achieving the author's purpose)? Support.

By the first full day of class, you must have typed, original responses to each question ready to turn in.

Enjoy your learning!