



Islamic School of Irving Summer Homework Students Entering into Tenth Grade (AP English III)

AsSalamualaikum Wa Ramathu lillahi Wa Barakathahu Dearest ISI Families,

If you are enrolled in **Pre-AP English III**, a junior year class for the upcoming school year. The purpose of this course is to offer promising students challenging work that will prepare them for Advanced Placement courses.

At the Islamic School of Irving, Advanced Placement English courses are offered to eleventh and twelfth grade students. Upon successful completion of course work, students may take AP examinations administered each year in May, and if successful, they will be awarded college English credit accepted by most universities.

ISI assigns summer reading to begin the year with a common dialogue, to expose students to high-quality authors and texts, to inspire critical thinking, and to maintain the standard of an advanced curriculum.

For the summer of 2019, the reading assignment comes from the following text:

- *50 Essays: A Portable Anthology* by Samuel Cohen (ISBN: 0-312-45402-3)

* As your child will need to annotate the essays, he/she will either need to purchase this book or find each essay on the internet and print it out.

Please encourage your child to complete this reading assignment in order to be prepared for an assessment at the beginning of the school year.

Thank you for your cooperation and continuing interest in your student's education.



11th Grade Summer Reading Assignment **2019-2020**

Objectives

For this assignment, the student should strive to:

- Understand the author's claim
 - Take a position on the author's claim
 - Analyze the author's style and use of appeals
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Assignment Directions:

•Read **one essay of your choice** in each rhetorical mode category and annotate it as you read.

There are nine modes, so you will read and annotate **nine essays**.

•The categories and author/titles are listed below:

- After reading each essay, you will need to compose an analytical paragraph which includes the following:
 1. What is the author's claim?
 - *A claim is the author's main point.
 - *A claim must be argumentative. When you make a claim, you are arguing for a certain interpretation or understanding of your subject.
 - *A good claim is specific. It makes a focused argument (MTV's popularity is waning because it no longer plays music videos) rather than a general one (MTV stinks).
 - *A claim can be substantiated with research, evidence, testimony, and academic reasoning.
 2. How does he/she support this claim? (rhetorical technique, rhetorical appeal, style, etc.)
 3. Is the author's claim still valid today? (Prove or disprove by connecting it to a modern issue, practice, institution, or current event)
- Though the paragraph should be detailed, it should be answered concisely, in no more than 100 words.
- Create a Word document containing all nine essay responses, and clearly label each one.



Narration

Maya Angelou, <i>Graduation</i>	9	
Langston Hughes, <i>Salvation</i>	155	
Maxine Hong Kingston, <i>No Name Woman</i>	190	
N. Scott Momaday, <i>The Way to Rainy Mountain</i>	265	
George Orwell, <i>Shooting an Elephant</i>	276	
David Sedaris, <i>Me Talk Pretty One Day</i>	340	

Description

Annie Dillard, <i>The Stunt Pilot</i>	87	
Linda Hogan, <i>Dwellings</i>	149	
Zora Neale Hurston, <i>How It Feels to Be Colored Me</i>	158	
Eudora Welty, <i>Listening</i>	436	
E. B. White, <i>Once More to the Lake</i>	444	
Virginia Woolf, <i>The Death of the Moth</i>	475	

Process Analysis

Joan Didion, <i>On Keeping a Notebook</i>	79	
Frederick Douglass, <i>Learning to Read and Write</i>	100	
Lars Eighner, <i>On Dumpster Diving</i>	107	
Malcolm X, <i>Learning to Read</i>	245	
Jessica Mitford, <i>Behind the Formaldehyde Curtain</i>	255	

Example

Barbara Lazear Ascher, <i>On Compassion</i>	35	
Thomas Jefferson, <i>The Declaration of Independence</i>	163	
Scott Russell Sanders, <i>The Inheritance of Tools</i>	331	
Sojourner Truth, <i>Aren't I a Woman?</i>	423	
James Q. Wilson, <i>Cars and Their Enemies</i>	451	

Definition

Gloria Anzaldúa, <i>How to Tame a Wild Tongue</i>	22	
Eric Liu, <i>Notes of a Native Speaker</i>	205	



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Nancy Mairs, <i>On Being a Cripple</i>	231
Shelby Steele, <i>On Being Black and Middle Class</i>	366
Alice Walker, <i>In Search of Our Mothers' Gardens</i>	425

Classification

Judith Ortiz Cofer, <i>The Myth of the Latin Woman: I Just Met a Girl Named Maria</i>	71
Stephanie Ericsson, <i>The Ways We Lie</i>	120
Mike Rose, "I Just Wanna Be Average"	316
Leslie Marmon Silko, <i>Language and Literature from a Pueblo Indian Perspective</i>	346
Amy Tan, <i>Mother Tongue</i>	402
Deborah Tannen, <i>There Is No Unmarked Woman</i>	409

Comparison/Contrast

James Baldwin, <i>Notes of a Native Son</i>	39
Dave Barry, <i>Lost in the Kitchen</i>	61
Bharati Mukherjee, <i>Two Ways to Belong in America</i>	272
Plato, <i>The Allegory of the Cave</i>	284
Richard Rodriguez, <i>Aria: Memoir of a Bilingual Childhood</i>	292
Henry David Thoreau, <i>Where I Lived, and What I Lived For</i>	416

Cause/Effect

William F. Buckley Jr., <i>Why Don't We Complain?</i>	64
Niccolò Machiavelli, <i>The Morals of the Prince</i>	221
Brent Staples, <i>Just Walk on By: Black Men and Public Space</i>	362
Marie Winn, <i>Television: The Plug-In Drug</i>	465

Argument/Persuasion

Stephen Jay Gould, <i>Women's Brains</i>	130
Vicki Hearne, <i>What's Wrong with Animal Rights?</i>	138
Martin Luther King Jr., <i>Letter from Birmingham Jail</i>	172
Abraham Lincoln, <i>The Gettysburg Address</i>	203
Elizabeth Cady Stanton, <i>Declaration of Sentiments and Resolutions</i>	358
Andrew Sullivan, <i>What Are Homosexuals For?</i>	380
Jonathan Swift, <i>A Modest Proposal</i>	393