

2021-2022  
Mount St. Mary Catholic High School  
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Oklahoma City, OK 73109  
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Dear AP Language and Composition Parents and Students,

As you begin summer vacation I want to wish you a happy and restful break and to inform you of the summer reading requirement for English class. A hard copy and an electronic google doc will be due your first day of class. We will refer to summer reading texts throughout the entirety of the course, so you are encouraged to annotate the readings and take notes. These will be valuable for in-class activities, comprehension, and retention.

Thank you for your support! I look forward to working with each of you next year.

*With Rocket Pride,*  
*Ms. Melanie M. Morris*  
**Mount St. Mary Catholic High School**  
Advanced Placement Language and Composition  
Advanced Placement Literature and Composition  
Reading for Pleasure, College Prep.  
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Select one of the following to read and complete the assignment.

*Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think*, Hans Rosling , Anna Rosling Rönnlund , et al.

*How to Read Literature Like a Professor*, Thomas C. Foster

**Please label your response as indicated below.**

**Part One, Page One**

Identify each of the following.

- Author
- Title (correctly punctuated—underline novels)
- Genre
- Publication date (original, not reprinted)
- Important structural elements
- Brief chronological summary

**Part One, Page Two**

Identify and list at least 4 literary techniques and/or devices you consider important to the work as a whole. List the technique/device then quote a passage that demonstrates the technique in MLA form including page number. Some techniques/devices to consider include: diction, imagery, detail, figurative language, characterization, irony, setting, point of view.

**Part Two**

Write a Rhetorical Precis. This type of writing provides a condensed statement of the text's main point (the summary part), followed by brief statements about the text's rhetorical elements: the author's purpose, methods and intended audience (the analysis part).

Structure for the Rhetorical Precis

- **Sentence #1:** Name the author, genre and title of work (date in parentheses)...a rhetorically accurate VERB (such as "claims," "argues," "suggests," "asserts," etc.)...a THAT clause containing the main idea or thesis statement of the work.
- **Sentence #2:** A section-by-section explanation of what the author is doing (verb) and how he/she is doing it (methods).
- **Sentence #3:** A statement of the author's apparent purpose, followed by an "IN ORDER TO" phrase.
- **Sentence #4:** A description of the intended audience and/or the relationship the author establishes with the audience.

Example:

In her online article “Who Cares if Johnny Can’t Read” (1997), Larissa Farquhar asserts that Americans are reading more than ever despite claims to the contrary, and it is time to reconsider why we value reading so much, especially certain kinds of “high culture” reading. Farquhar supports her claims about American reading habits with facts and statistics that compare past and present reading practices, and she challenges common assumptions by raising questions about reading’s intrinsic value. Her purpose is to dispel certain myths in order to raise new and more important questions about the value of reading and other media in our culture. She seems to have a young, hip, somewhat irreverent audience in mind because her tone is sarcastic, and she suggests that the ideas she opposes are old fashioned positions.

#### Four Sentence Rhetorical Précis Template

1. \_\_\_\_\_, \_\_\_\_\_ in his/her  
(author’s credentials) (author’s first and last name) \_\_\_\_\_,  
\_\_\_\_\_, (genre: article, essay, short story, editorial,  
sermon, etc.) (title of text appropriately punctuated underlined or in quotation marks) argues (or suggests,  
implies, claims, notes) that \_\_\_\_\_ (major assertion/thesis statement of  
author’s text)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. He/she supports (or develops) his/her claim by first \_\_\_\_\_

(comparing, narrating, illustrating, defining, etc.) \_\_\_\_\_, then

\_\_\_\_\_  
\_\_\_\_\_

then \_\_\_\_\_

\_\_\_\_\_, and finally \_\_\_\_\_

\_\_\_\_\_.

3. \_\_\_\_\_’s purpose is to \_\_\_\_\_

(author’s last name) (persuade, criticize, explain, entertain, inform, describe ...

\_\_\_\_\_ in order to

(...prove, convince, bring about change, recommend, warn, etc.)

\_\_\_\_\_ (to  
accomplish what? )

4. He/she \_\_\_\_\_ a(n) \_\_\_\_\_ tone for (verb:  
adopts, establishes, creates, etc.) (informative, infuriated, thoughtful, hopeful, serious, sarcastic, etc.)

\_\_\_\_\_  
(intended audience)