

First Semester List of Texts - Pust AP English Lang and Composition, Fall 2015

Competition and Winning:

Bowen, Jack. "Winning Isn't Everything, But Don't Tell Anyone." *Santa Clara Law*. 17 Dec. 2015. Web. 11 Sept. 2015.

Ripley, Amanda. "The Case Against High School Sports." *The Atlantic*. Oct. 2013. Web. 15 Sept. 2015.

Roosevelt, Theodore. "Proper Place for Sports." Letter. *Theodore Roosevelt's Letters to His Children*, Joseph Bucklin Bishop, ed. New York: Scribner and Sons, 1919; *Bartleby.com*, 1998. Web. 8 Sept. 2015.

Schwartz, Tony. "Our Unhealthy Obsession with Winning." *Harvard Business Review*. 1 Aug. 2012. Web. 11 Sept. 2015.

Beauty, Gender, and Advertising:

Carr, David. "On Covers of Many Magazines, A Full Racial Palette Is Still Rare." *The New York Times*. 18 Nov. 2002. Web. 20 Oct. 2015.

Forbes, Jihan. "Diversity Report: Fashion Magazine Covers Still Pretty White in 2014." *The Fashion Spot*. 12 Dec. 2014. Web. 15 Oct. 2015.

Kilbourne, Jean, perf. *Killing Us Softly 4: Advertising's Image of Women*. Filmed Lecture. *Media Education Foundation*, 2010. DVD.

Russell, Cameron. "Looks Aren't Everything." TED Talk. *TED.com*. Oct. 2012. Web. 8 Oct. 2015.

Race and Gentrification:

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 2004. Print.

Jennings, Angel. "'Black Beverly Hills' Debates Historic Status vs. White Gentrification." *Los Angeles Times*. 18 Jul. 2015. Web. 2 Nov. 2015.

Norris, Bruce. *Clybourne Park*. Barraza, Kate, dir. Santa Monica High School, 7 Nov. 2015.

Sutton, Stacey. "What We Don't Understand about Gentrification." TED Talk. *TedXNewYork*. *TED.com*. 16 Jan. 2015. Web. 2 Nov. 2015.

Wilkerson, Isabel. *The Warmth of Other Suns*. New York: Vintage Books, 4 Oct. 2011. Print.

Transcendentalism, Nonviolent Protests, and the Power of Nature:

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Dover Publications, 2 May 1994. Print.

Schaefer, Kayleen. "The Sit-In at the Altar." *The New York Times*. 3 Dec. 2006. Web. 4 Dec. 2015.

Thoreau, Henry David. "Where I Lived and What I Lived For." *50 Essays: A Portable Anthology*. Samuel Cohen, ed. New York: Bedford/St. Martin's, 17 Sept. 2010. Print.

Thoreau, Henry David. "from *Civil Disobedience*." "Agenda 2/21." *Past AP English Language and Composition*. Weblog. 21 Feb. 2008. Web. 2 Dec. 2015. PDF file.

Watanabe, Teresa. "Loyal to Country or Conscience?" *The Los Angeles Times*. 16 Oct. 2006. Web. 4 Dec. 2015.

Prison Reform:

Benson, Etienne. "Rehabilitate or Punish?" *Monitor on Psychology*, vol. 34, no. 7. American Psychological Association, 2015. Web. 7 Dec. 2015.

Boudin, Chesa. "Making Time Count." *The Little, Brown Reader*, 10th ed. Marcia Stubbs, Sylvan Barnet, William E Cain, eds. New York: Pearson/Longman, 2006. 560-565. Print.

Nadkarni, Nalini. "Life Science in Prison." TED Talk. TED.com, Feb. 2010. Web. 9 Dec. 2015.

Pacholke, Dan. "How Prisons Can Help Inmates Live Meaningful Lives." TED Talk. *TEDxMonroeCorrectionalComplex*. TED.com, Mar. 2014. Web. 8 Dec. 2015.

Rideau, Wilbert. "Why Prisons Don't Work." *TIME*. 21 Mar. 1994. Web. 8 Dec. 2015.

Argument Essays: Culminating Assignment Part #2- Body Paragraphs

Now, select TWO of the introductory paragraphs you wrote, and develop a body paragraph for each, using specific evidence from your personal experience or at least one of the other texts of the unit. Due Monday, typed or handwritten neatly in ink. In your well-developed paragraphs, you should:

- 1) Open with a claim statement that advances one of your reasons from your position.
- 2) Introduce your evidence with specific names, dates, and details (consider FATT claim structure if writing about a text). Please note--your evidence should be explained as
- 3) Analyze and comment on the evidence, explaining how the evidence supports your idea and what the evidence reveals or suggests.
- 4) Write a "clincher" sentence that affirms the urgency or importance of this issue and your position.

Remember, if using personal experience or fictional/literary evidence, acknowledge the "weakness" of that type of evidence and affirm its value anyways (e.g., Though this happened to me and might not be everyone's experience, it is universal in that.... or Although this is a fictional story, it resonates with audiences/readers because it speaks to the truth of...)

Sample:

Reconnecting inmates with nature and giving purpose through programs that include science and sustainability education will help incarcerated people to develop useful skills and teamwork that will help them reintegrate back into society upon their release. Etienne Benson, in her essay "Rehabilitate or Punish?" that she wrote for the American Psychological Association, explains that before the 1970s, prisons focused on rehabilitative programs and education, and that courts often mandated mental-health care and treatment as part of the convicted person's sentence. Benson explains, however, that as the "tough-on-crime" movement gained popularity in the early 1980s, these mental-health and education programs were phased out, leading to prisons where people have grown increasingly more violent and isolated. More recently, supermax facilities for the most violent offenders and for those who have instigated violence in prison have further isolated and disconnected inmates from each other--and not always with the desired results. People who are isolated and cut off from others and from nature will understandably have a more difficult time relating to others. Giving inmates the opportunity to be rehabilitated and to experience collaborative work, and better yet, the satisfaction of seeing the seeds they planted sprout, or the frogs they helped hatch grow, will