

**Advanced Placement English Language and Composition
Summer Assignment
For Fall 2018**

The English course you have registered to take next year is a challenging one, designed for highly motivated and highly capable students who are interested in pursuing potential college credit for doing college-level work in high school.

The primary purpose of the AP English courses is to give students a complex reading and writing course which prepares them to encounter sophisticated texts with confidence, independence, and creativity. The course centers on the rhetoric of texts, primarily nonfiction.

According to the AP Central website: What makes AP English Language and Composition different from other high school English courses is its focus on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. (AP Central/CollegeBoard.com).

The following assignments are due by the first day of class in the fall, August 13, 2018. If you have any questions or problems over the summer, please feel free to email Dr. Brown at bchronin@pasco.k12.fl.us.

Assignments

All responses should be typed, double-spaced, Arial 12-font.

Submission: Email the assignment in one document with clearly marked sections to the address above BEFORE class meets the first day (August 13).

AP Language Summer Assignment 2

Overview

Part 1

Purchase the following texts:

David and Goliath: Underdogs, Misfits, and The Art of Battling Giants, by
Malcolm Gladwell

The Shallows: What the Internet Is Doing to Our Brains by Nicholas Carr

Write a journal of at least 750 words for each of the novels. See below for instructions on how to write a journal.

Part 2

Read a columnist each week during the summer. See the list below for choices. Annotate and respond to three consecutive columns by the columnist. See the directions below for specifics.

Part 3

Define the terms on the list below and be prepared to take a test the first week of class. You are responsible for only definitions when you return in the fall; however, you will need to be able to identify, ultimately, examples and functions of the rhetorical strategies/devices, so it might be useful for you to include examples and any information on function where appropriate as well.

Be sure to check out the resources at the end of this document.

Part 1

Choose four of the following prompts below and answer with respect to the novels. Be sure to meet the 750 word limit for each novel. You may choose different prompts for each novel.

This journaling process is an important way to understand a piece of literature. By writing about a text, you make your own meaning of the work in order to truly understand it. When you do this yourself, the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks and be honest. DO NOT research answers in secondary sources.

NonFiction Reading Response Prompts

1. Describe the most interesting thing you learned from the book.
2. What is the most important thing the author wanted you to learn or think about after reading the book? Explain.
3. Describe how you can use what you learned from this book in your own life.
4. Describe any text features the author used and how they affected your reading experience.
5. Describe anything or anyone you would like to know more about after reading the book. What about this person/event intrigued you? What more would you like to know?
6. Imagine you are an expert on the subject you are reading. Describe your job and what you would do.
7. A situation in the book reminds me of something that happened to me or someone else because. . .
8. The ideas or events in this book remind me of ideas or events in (another book, movies, news) because. . .
9. I wish the author would change this part because. . .
10. The passage on page(s)_____ is an example of good writing because.
11. Describe how the author captured your interest or pulled you into the book.
12. Describe new insights or understandings you have after reading the book.
13. Does the title of the book have more than one meaning? If so, describe the different meanings.
14. Write a letter to the author of the book with your questions and responses to his/her writing.

Part 2
Editorials/Commentaries

Assignment: Annotation and Analysis

Choose one of the columnists below and follow the columnist through the summer. (The online version of this handout on the Sunlake website should have active links for the writers.) You should plan to read the columnist at least once a week. You must collect three current consecutive columns by your author. Many publications require payment for articles older than one or two weeks; therefore, do not let this go until the last minute.

The assignment has two parts:

- I. Each article must be annotated for the following:
 - A. Speaker's tone, diction, syntax and figurative language
 - B. Rhetorical strategies
 - C. Appeals to logos (logic), ethos (ethics) or pathos (emotion) (See below for information and links on annotating)

Include your annotated text.

- II. After annotating, write a 300-500 word response for one of the columns that includes the following:
 - A. A brief summary of the author's main points
 - B. The most salient strategies employed by the author, especially one or two that he uses frequently and the effect on the reader
 - C. Reflect/react to the topic (this is your opinion about the topic)

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| • Steve Chapman (Chicago Tribune) | • David Ignatius (Washington Post) |
| • Richard Cohen (Washington Post) | • Joe Klein (TIME) |
| • Gail Collins (NY Times) | • Nicholas Kristof (NY Times) |
| • E.J. Dionne Jr. (Washington Post) | • Peggy Noonan (Wall Street Journal) |
| • Maureen Dowd (NY Times) | • Clarence Page (Chicago Tribune) |
| • Thomas Friedman (NY Times) | • Robert J. Samuelson (Washington Post) |
| • Michael Gerson (Washington Post) | • George F. Will (Washington Post) |

Part 3: Vocabulary

Ad hominem	Dialect	Oxymoron
Alliteration	Diction	Paradox
Allusion	Didactic	Pathos
Analogy	Discourse	Pedantic
Anaphora	Ellipsis	Periodic sentence
Anecdote	Either/or Fallacy	Rhetoric
Antecedent	Ethos	Rhetorical Analysis
Antithesis	Euphemism	Rhetorical question
Appositive	Euphony	Sarcasm
Argument	False Analogy	Satire
Audience	Hasty Generalization	Slippery Slope
Backing	Hyperbole	Straw Man Argument
Begging the Question	Inductive Reasoning	Style
Cacophony	Irony	Syllogism
Cliche	Kairos	Syntax
Coherence	Logical fallacy	Synthesis
Colloquial	Logos	Theme
Connotation	Loose sentence	Thesis
Cumulative Sentence	Metaphor	Tone
Denotation	Op-ed Article	Transition

Additional Useful Information

Note: This information will be on the Sunlake High School website. Access it there for active links or copy and paste the link into the browser.

How to Read Critically:

http://www.criticalreading.com/critical_reading.htm

http://www.criticalreading.com/critical_reading_thinking.htm

http://www.criticalreading.com/critical_thinking.htm

How to Read Nonfiction:

Website: <http://www.laspositascollege.edu/RAW/nonfiction.php>

How to annotate a text:

Video: <https://youtu.be/puvXEZ60ZBU>

PDF: <http://www.scasd.org/cms/lib5/PA01000006/Centricity/Domain/1487/Annotating%20non-fiction.pdf>

Rhetoric: <http://rhetoric.byu.edu/>

Examples/Functions of literary devices: <http://literarydevices.net/>