

**AP LANGUAGE AND COMPOSITION**  
**SUMMER READING ASSIGNMENT 2020**

**(Revised June 26, 2020)**

Dear AP Language and Composition Students,

Congratulations on assuming and embracing the challenge of a college level course. I look forward to guiding you in this endeavor and to assisting you in developing the necessary skills to become critical readers and effective writers.

The AP Language and Composition class is designed to nurture critical thinking and communication skills through identification, analysis, and application of rhetorical language. This is accomplished by learning how language can be used to influence the reader/writer to achieve a particular goal or purpose. You will read both fiction and nonfiction literary works including novels, essays, letters, speeches; and study visual media (i.e. photographs, films, etc.) to evaluate how masters of their craft conveyed their objectives. Based on these analyses, you will model the rhetorical devices used in order to improve your own writing. You must participate in class discussions, turn in work in a timely manner, work closely with peers as needed, and, above all, ask questions to insure your success in this course. By doing so, you will learn how to work both independently and cooperatively; communicate effectively; and demonstrate and support your ideas, perceptions, and beliefs with clear, logical evidence. In keeping with the expectations of a college level course, AP Language and Composition will require dedication, focus, and a significant investment of time and effort as you engage in a substantial amount of reading, writing, and classwork over the next school year.

In order to prepare you for the challenges ahead in the study of rhetoric, this summer you will be assigned short essays, chapters in the textbook, and two novels. You will also write a five paragraph essay on the nonfiction novel. Assignments are detailed below. Please read the directions carefully. Remember to spread the summer work out over the next eight to ten weeks in order to avoid cramming at the last minute. These assignments are rigorous. Please give yourself adequate time to do an effective job on each assignment. When you return to school in August, remember that a **hard copy** of all summer assignments will be due on the first day of class. If you have any questions, please email me at [lbehrens@colemancarroll.org](mailto:lbehrens@colemancarroll.org).

Have a fun, relaxing summer, enjoy your reading selections, and I'll see you in August!

Many blessings,

Ms. Laura Behrens  
Archbishop Coleman Carroll High School  
English Department Chair

## Part I - Terminology

You are responsible for knowing, defining, and writing examples of all of the summer vocabulary terms and devices (rhetorical, literary, and stylistic) on the attached sheet. Some of these may be familiar from previous years of English classes, and some may be new to you. **Expect a quiz on these terms within the first few classes.** Practice using any of these terms by including them in any of the essays that you write this summer, providing that they are appropriate to your argument/analysis.

## Part II – Summer Reading

You will read two books this summer and several short essays. Approach them in any order you wish, but be sure to read the instructions for each and complete the assignments accordingly. Your reading list is as follows:

1. Required reading for all AP Language students: Chapters 1-3 of your text book, *The Language of Composition* by Shea, Scanlon, and Aufses. You can find a PDF version at this website for the 2<sup>nd</sup> edition of this textbook:  
[https://www.tcoeb.org/site/handlers/filedownload.ashx?moduleinstanceid=8178&dataid=3176&FileName=the-language-of-composition\\_r-renee-h-shea-lawrence-scanlon\\_8197.pdf](https://www.tcoeb.org/site/handlers/filedownload.ashx?moduleinstanceid=8178&dataid=3176&FileName=the-language-of-composition_r-renee-h-shea-lawrence-scanlon_8197.pdf)
2. You will also need to print and read the following essays. Annotate them carefully, especially taking note of elements such as theme, tone, purpose, etc. (Analyze for rhetorical, literary, and stylistic terms - see summer vocabulary). Please bring these essays with you, annotated and ready for discussion, on the first day of class. Please download from internet if not in textbook.
  - a. (Narrative) “Shooting an Elephant” - George Orwell –**see p. 1100 in textbook**
  - b. (Example) “Black Men and Public Space” - Brent Staples
  - c. (Classification) “The Plot Against People” - Russell Baker
  - d. (Process Analysis) “Dumpster Diving” - Lars Eigner - **see p. 421 in textbook**
  - e. (Comparison and Contrast) “Neat People vs. Sloppy People” -Suzanne Britt
  - f. (Definition) “I Want A Wife” -Judy Brady – **see p. 539 in textbook**
  - g. (Cause and Effect Analysis) “Cultural Baggage” - Barbara Ehrenreich
  - h. (Argument and Persuasion) “A Modest Proposal” -Jonathan Swift – **see p. 404 in textbook**

3. Read the below listed novel. You can purchase a hard or paperback copy of the novel as you will be annotating it, or you can access a copy from the following website, but please, no ebooks!  
<http://www.varela-apah.com/resources/Ethan%20Frome%20pdf.pdf>

- *Ethan Frome* by Edith Wharton. This novel, while short, has a plethora of relevant topics that address doing what is morally right, and the effects of being pulled in many different directions by pressures of family, society, and responsibilities. The topic of suicide is also explored and how the choices we make and our inability to communicate what is really important to us is slowly becoming a lost art.
- I recommend that you look into the author's life as a prerequisite to reading this novel in order to understand the author's perspective on life and death
- Make sure to also locate literary criticism on this author to seek information on her work.

Please annotate your novel for rhetoric terms/devices used and define any vocabulary words you do not know. **You will be assigned a project in class on your novel when you return.**

4. Additionally, you will need to choose **one nonfiction novel** to read from those listed below. Since much of what we focus on next year (though not all), will be nonfiction, it will be a great opportunity for you to get familiarized with this genre. I encourage you to preview these books by reading reviews so you could make a selection that falls in line with your interests. Please purchase a hard or paperback copy of the novels as you will be annotating in it. No ebooks please!

- *Overachievers: The Secret Lives of Driven Kids* by Alexandra Robbins
- *How Starbucks Saved My Life* by Michael Gill

### Part III- Essay

You will write a five paragraph essay responding to the prompt below, basing your response on the **nonfiction** book you have chosen. Your essay will be graded according to the attached AP Language rubric and will be due as a **hard copy** on the first day of class. Set up your essay according to MLA format (double-spaced, 1 inch margins, heading on the top left, Times New Roman font, etc.). Do not arrive to class asking to print - part of this class includes thinking ahead and being responsible.

**Essay Prompt:** Works of nonfiction, whether implicitly or explicitly, present an argument to the reader and support that argument with different types of evidence and rhetorical techniques. Think about the nonfiction book you selected from the list above, and briefly identify the work's central argument. Then, analyze the evidence and techniques the author uses to support his or her argument. Use the AP Summer Vocabulary Sheet at the end of this packet to help you identify some of those techniques or strategies. Provide examples from the book as evidence/support of your ideas. Finally, in the conclusion, evaluate the work as a whole. Were those techniques and strategies effective ways for the author to make their point? **Avoid summarizing the text**, and focus on analyzing and evaluating the evidence!

\*\*See rhetorical analysis rubric attached so you know how your essay will be graded.

## AP Language and Composition: Summer Vocabulary

In a notebook, please define the following terms. You will be tested on these when you return to school.

### Rhetorical Terms (concepts and terminology related to rhetoric and argument)

- Appeals (ethical, emotional and logical)
- Argument
- Defend, challenge or qualify
- Discourse
- Rhetoric
- Rhetorical devices
- Rhetorical modes
- Semantics
- Style
- Thesis

### Literary and Stylistic Terms (useful for a discussion of style)

- Connotation
- Denotation
- Diction
- Ellipsis
- Equivocation
- Euphemism
- Hyperbole
- Juxtaposition
- Malapropism
- Mood
- Non sequitur
- Pedantic
- Platitude
- Polemic
- Sarcasm
- Syntax
- Tone
- Transition
- Understatement
- Voice

### Literary and Rhetorical Devices (useful for a discussion of a writer's craft or tools a writer may employ)

- Allegory
- Alliteration
- Allusion
- Analogy
- Anecdote
- Irony
- Metaphor
- Motif
- Oxymoron
- Paradox
- Parallel Syntax (parallelism)
- Parody
- Pun
- Satire
- Simile

### Assessment Rubric for Rhetorical Analysis

<b>CATEGORY</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Analysis</b>  <b>30 pts.</b>	Specific, developed analysis and insightful observations.	Analysis is generally sound but could be more specific or insightful in some areas.	General and/or undeveloped analysis.	Analysis is sparse and lacks insight	No relevant analysis and insightful observations made
<b>Supporting Details</b>  <b>20 pts.</b>	Support information is related to analysis and supportive of the topic/subject.	Support information has minor weaknesses relative to analysis and/or support of the topic/subject.	Support information has major weaknesses relative to analysis and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.	No support information found or irrelevant.
<b>Focus</b>  <b>20 pts.</b>	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	No analytical focus found.
<b>Writing Fluency: Clear, Concise, Correct</b>  <b>15 pts.</b>	Demonstrates skillful writing fluency, exhibits few or no mechanical errors.	Demonstrates reasonable writing fluency, exhibits few mechanical errors.	Writing fluency is lacking, exhibits several mechanical errors.	Demonstrates minimal writing fluency, exhibits numerous mechanical errors.	Writing is not fluent--unreadable.
<b>MLA and Documentation</b>  <b>15 pts.</b>	Sources are cited correctly in the document and on the reference page.	Sources are cited, but there are a few errors in the format.	Sources are cited, but there are several errors in the format.	Some of the sources are not cited and/or the format is not correct.	Sources are not cited at all.