

## AP LANGUAGE AND COMPOSITION

### SUMMER READING ASSIGNMENT 2021

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 and one nonfiction novel. 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 full 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 J. Behrens  
Archbishop Coleman Carroll High School  
AP Language and Composition  
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) – see below. 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 the essay that you write this summer, providing that they are appropriate to your argument/analysis.

### 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:
  - Ethos
  - Pathos
  - Logos
  - kairos
- Argument
- Defend, challenge or qualify
- Discourse
- Rhetoric
- Semantics
- Style
- Thesis

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

- Connotation
- Denotation
- Diction
- Ellipsis
- Euphemism
- Hyperbole
- Juxtaposition
- Mood
- 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)
- Pun
- Satire
- Simile

## Part II – Summer Reading

You will read several short essays and one book this summer. 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. Please download the following from the internet to work on the assignments.

You will 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 full day of class.

- a. (Narrative) “Shooting an Elephant” - George Orwell
- b. (Classification) “The Plot Against People” - Russell Baker
- c. (Process Analysis) “Dumpster Diving” - Lars Eigner
- d. (Comparison and Contrast) “Neat People vs. Sloppy People” -Suzanne Britt

2. Please read the nonfiction novel 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. Please purchase a hard or paperback copy of the novel as you will be annotating in it. No ebooks please!

- *Overachievers: The Secret Lives of Driven Kids* by Alexandra Robbins

## Part III- Essay

You will write a five paragraph essay responding to the prompt below, basing your response on the **nonfiction book** listed above. Your essay will be graded according to the attached AP Language rubric and will be due as a **hard copy** (printed) on the first day of class. Set up your essay according to MLA format (double-spaced, 1 inch margins, heading on the top left (name, date), Times New Roman font size 12, etc.). Do not arrive in 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. 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 (direct quotes) as evidence/support for your ideas. Finally, in the conclusion, evaluate the work as a whole. Were those techniques and strategies effective ways for the author to make her 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.

### 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.