

AP LANGUAGE AND COMPOSITION

SUMMER READING ASSIGNMENT 2022

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 several short essays and one novel to read and annotate. You will also define rhetorical terms and apply them to the texts. See assignments 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 second day of class. If you have any questions, please email me at 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' 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. (See pgs. 3 & 4 for terms)

Part II – Summer Reading

You will read one book 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. You will also need to find a copy of each of the following essays on the internet. Please print each and 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 annotated essays with you and be ready to participate in a class discussion on them on the second day of class.
 - a. (Example) "Black Men and Public Space" - Brent Staples
 - 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
 - e. (Definition) "I Want A Wife" -Judy Brady
 - f. (Cause and Effect Analysis) "Cultural Baggage" - Barbara Ehrenreich
 - g. (Argument and Persuasion) "A Modest Proposal" -Jonathan Swift
2. Read the below listed novel. Please purchase a hard or paperback copy of the novel as you will be annotating it.
 - *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

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.**

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 (ethical), pathos (emotional) logos (logic), and kairos (continued relevance)
- Argument
- Defend, refute or qualify
- Discourse
- Style
- Rhetoric
- Thesis
- Anecdote

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

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

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

- Allegory
- Alliteration
- Allusion
- Analogy
- Hyperbole
- Irony
- Imagery
- Metaphor
- Motif
- Oxymoron
- Paradox
- Parody
- Personification
- Pun
- Satire
- Simile