**Advanced Placement English Language and Composition**

Signal Mountain Middle High School  
Ms. Laura Tatum Lachance, Lachance\_L@hcde.org

2016-2017 Summer Assignment

AP Language and Composition Summer Reading Project

2016-2017

I understand that I have chosen to be enrolled in Advanced Placement English Language and Composition for the 2016-2017 school year.

\_\_\_\_\_\_\_ Student Initials \_\_\_\_\_\_\_\_\_\_\_ Parents Initials

I understand that I am to complete the attached summer assignment as a requirement for the class and for a grade on the first day of school.

\_\_\_\_\_\_\_ Student Initials \_\_\_\_\_\_\_\_\_\_\_ Parents Initials

In addition to reading the assigned book, I also understand that I may be tested on the information included in the book (s) and/or the rhetorical terms vocabulary upon return to school.

\_\_\_\_\_\_\_ Student Initials \_\_\_\_\_\_\_\_\_\_\_ Parents Initials

Failure to complete summer assignments **on time** will affect student’s participation in elected AP Language and Composition.

\_\_\_\_\_\_\_ Student Initials \_\_\_\_\_\_\_\_\_\_\_ Parents Initials

*I understand that all work on the summer project should be my own individual work. I should not use outside sources such as the Internet, parents, classmates or other books to complete the assignments. The copying of work or use of other sources will result in plagiarism; which will earn a grade of zero on the assignment.* If you have any questions concerning your work, please e-mail Mrs. Lachance (Lachance\_L@hcde.org) prior to turning the work in to clarify.

Student Name (Printed) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (Signature) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (Printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name (Signature) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* In order to participate in AP language in the Fall of 2016, please return a copy of this form to Ms. Lachance prior to leaving for the summer of 2016. Please keep a copy for yourself as reference.

In order to prepare for rigors of AP Language and Composition, you will need to continue practicing your critical reading and writing skills throughout the summer. These assignments are to help keep your brains working over the lazy, hazy days of summer.

You are welcome and encouraged to purchase copies of the assigned readings, download them to your reading device (annotate); however, you may also check out copies from a public library. This summer’s reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and types of analysis that will be required of that reading.

**Plagiarism**:

The school’s plagiarism policy will be applied to any plagiarism for the summer assignment and any work in AP during the academic year. From the SMMHS student handbook: “ Plagiarism - submitting another person’s published words or ideas as one’s own. This includes not just verbatim copying of an author’s work, but also paraphrasing from that work without giving appropriate reference to the original source.”

You will not receive credit for plagiarism because you did not do the work. Furthermore, you may not make up the assignment. You may not use SparkNotes, GradeSaver, CliffNotes or any other supporting materials to replace reading an actual book. This also means you may not use information from these websites for your paper (i.e. direct quotes, paraphrasing, or use of ideas that are not your own).

**You may not use materials from another student. Do not work collaboratively on any summer assignment. Collaboration has its place. However, I am working to prepare you for the AP Exam where no collaboration is allowed.** If you are having difficulty comprehending the readings, writing the assignments, or completing the assignments, please contact me at Lachance\_L@hcde.org. This is the best way to avoid panicking and resorting to cheating.

**Summer Assignments:**

**Part I: Terminology for AP Language and Composition  
Directions:** Familiarize yourself with these terms by creating flashcards using 3x5 index cards. Place the term on one side and the definition, phonetic spelling, and your OWN example on the other side of the card. You may reference the website http://literarydevices.net/ but do not simply use a provided example. If you use the website for reference, please include an MLA formatted citation at the bottom of your flashcard. The purpose is for you to create your own individual example from the definition.

**Alliteration*:*** The repetition of the same sound or letter at the beginning of consecutive words or syllables.  
**Allusion:** An indirect reference, often to another text, an historic event, or a piece of well-known art or music.

**Ambiguity:** The multiple meanings, either intentional or unintentional, of a word, phrase, sentence, or passage.   
**Analogy**: A comparison between two different things or the relationship between them.

**Anaphora:** The repetition of words at the beginning of successive lines, clauses, or sentences.

**Anecdote:** A short account of an interesting event.  
**Antecedent:** The noun to which a later pronoun refers.  
**Antithesis:** Figure of balance in which two contrasting idea are intentionally juxtaposed, usually through parallel structure. A contrast of opposing ideas in adjacent phrases, clauses, or sentences.  
**Aphorism:** A short, astute statement of a general truth or moral principle.   
**Archaic diction:** The use of words common to an earlier time period; antiquated language.  
**Asyndeton:** Leaving out conjunctions between words, phrases, clauses.  
**Audience:** One’s listener or readership; those to whom a speech or piece of writing  
is addressed.  
**Bias:** Prejudice or predisposition toward one side of a subject or issue.  
**Clause:** Define both independent or dependent clause.   
**Colloquial/ism:** An informal or conversational use of language.  
**Common ground:** Shared beliefs, values, or positions.  
**Connotation:** That which is implied by a word, as opposed to the word’s literal meaning (see denotation).  
**Context:** Words, events, or circumstances that help determine meaning. **Coordination:** Grammatical equivalence between parts of a sentence, often  
through a coordinating conjunction such as *and*, or *but.***Counterargument:** A challenge to a claim; an opposing argument.  
**Cumulative sentence:** An independent clause followed by subordinate clauses or phrases that supply additional detail.  
**Declarative sentence:** A sentence that makes a statement.  
**Deduction:** Reasoning from general to specific.  
**Denotation:** The literal meaning of a word - dictionary definition that is devoid of any emotion.  
**Diction:** Word choice. High, Middle, or Low diction. Formal or Informal.  
**Didactic:** The purpose of didactic works is to teach or instruct.   
**Elegiac:** Mournful over what has passed or been lost - often used to describe tone.   
**Ethos:** A Greek term referring to the character of a person; one of Aristotle’s  
three rhetorical appeals (see logos and pathos).  
**Figurative language:** The use of tropes or figures of speech; going beyond literal; usually meant to be imaginative and vivid.  
**Hyperbole:** Exaggeration for the purpose of emphasis.  
**Imagery:** Vivid use of language that evokes a reader’s senses (sight, smell, taste, touch, hearing).  
**Induction:** Reasoning from specific to general.

**Inversion:** A sentence in which the verb precedes the subject. (The way Yoda speaks.)  
**Irony:** A contradiction between what is said and what is meant; incongruity between action and result. Three types: verbal, dramatic, and situational.  
**Juxtaposition:** Placement of two things side by side for emphasis/contrast.  
**Logos:** A Greek term that means “word”; an appeal to logic; one of Aristotle’s  
three rhetorical appeals (see ethos and pathos).   
**Metaphor:** A figure of speech which one thing is spoken of as  
though it were something else, thus making a suggestion of similarity.  
**Metonymy:** Use of an aspect of something to represent the whole.  
**Occasion:** An aspect of context; the cause or reason for writing.  
**Oxymoron:** A figure of speech that combines two contradictory terms to suggest a paradox.  
**Paradox:** A statement that seems contradictory but is actually true.  
**Parallelism:** The repetition of similar grammatical or syntactical patterns.  
**Parody:** A piece that imitates and exaggerates the prominent features of another;  
used for comic effect or ridicule.  
**Pathos:** A Greek term that refers to suffering but has come to be associated with broader appeals to emotion; one of Aristotle’s three rhetorical appeals (see  
ethos and logos).

**Periodic Sentence:** A sentence that presents its central meaning in the main clause at the end. Dependent Clause followed by an Independent Clause.  
**Persona:** The speaker, voice, or character assumed by the author of a piece of  
writing.  
**Personification:** Assigning lifelike characteristics to inanimate objects.  
**Polysyndeton:** The deliberate use of a series of conjunctions.  
**Propaganda:** A negative term for writing designed to sway opinion rather than  
present information.  
**Purpose:** One’s intention or objective in a speech or piece of writing.  
**Rhetoric:** From the Greek for “orator,” this term describes the principles governing the art of writing effectively, eloquently, and persuasively.  
**Rhetorical modes:** Patterns of organization developed to achieve a specific purpose; modes include but are not limited to narration, description, comparison  
and contrast, cause and effect, definition, exemplification, classification and  
division, process analysis, and argumentation.  
**Rhetorical question:** A question asked more to produce an effect than to summon  
an answer.  
**Rhetorical triangle:** A diagram that represents a rhetorical situation as the relationship among the speaker, the subject, and the audience (see Aristotelian  
triangle).  
**Satire:** An ironic, sarcastic, or witty composition that claims to argue for something, but actually argues against it.  
**Sentence patterns:** The arrangement of independent and dependent clauses  
into known sentence constructions—such as simple, compound, complex, or compound-complex.  
**Simile:** A figure of speech that uses “like” or “as” to compare two things.

**Speaker:** A term used for the author, speaker, or the person whose perspective (real or imagined) is being advanced in a speech or piece of writing.   
**Style:** The distinctive quality of speech or writing created by the selection and arrangement of words and figures of speech.

**Subject:** In rhetoric, the topic addressed in a piece of writing.  
**Subordinate clause:** Created by a subordinating conjunction, a clause that modifies an independent clause.  
**Syllogism:** A form of deductive reasoning in which the conclusion is supported  
by a major and minor premise (see premise; major, and minor).  
**Syntax:** Sentence structure.  
**Synthesize:** Combining or bringing together two or more elements to produce something more complex.  
**Thesis statement:** A statement of the central idea in a work - may be explicit or implicit.  
**Tone:** The speaker’s attitude toward the subject or audience.  
**Topic sentence:** A sentence, most often appearing at the beginning of a paragraph that announces the paragraph’s idea and often unites it with the work’s  
thesis.  
**Understatement:** Lack of emphasis in a statement or point; restraint in language often used for ironic effect.  
**Voice:** In grammar, a term for the relationship between a verb and a noun (active  
or passive voice). In rhetoric voice refers to a distinctive quality in the style and tone of writing.

**Due date: August 11th, First Day of School**

**Part II: Reading and Responses for AP Language and Composition**

**Assignment One:**

**Opinion/Current Events Readings**

Success in AP Language depends on your knowledge of current issues and events. To be successful in this course, you must read widely and continuously about current events, local, national and international issues, topics of interest in other fields (science, sociology, psychology, economics, education, etc.)—your own interests should guide summer readings.

The Assignment

1. Read from a wide variety of reputable sources (see below) and collect ten (10) editorial articles and ten (10) news/current event articles. They may be taken from print or online sources but you should use at least five different reputable sources. The date that the sources were originally published should be over a period of time during the summer– not just the week before the due date. This will be evident and checked in your MLA citation. Manipulation of the dates or lack of a variety of dates over the summer will affect your grade.
2. All articles must be printed directly from the publishers website (do not copy and paste the article into a Word document), collected in a binder (see below), and the article must be annotated. These annotations should be detailed and insightful, not labels. Your annotations must be handwritten clearly in blue or black ink.

C. Additionally, all unfamiliar words should be underlined and defined.

Examples of suggested newspapers/magazines:

*The Washington Post, The Wall Street Journal, The Economist, Harper’s, The New Republic, The New York Times, Time Magazine, Newsweek, National Review, The Nation, Los Angeles Times, The New Yorker, Foreign Affairs and Foreign Policy, The Guardian, Slate.com, The Atlantic, Arts and Letters Daily, Psychology Today, Nature, BBC, The Guardian.*

Fashion, lifestyle, or popular culture/entertainment magazines are NOT appropriate.

Opinion/Current Events Readings Response Binder:

A complete Opinion/Current Event Reading Response should have the following:

1. MLA Format

* 12 point font, Times New Roman/Arial, MLA formatted paper and page header, appropriate title for your summary.

1. Summarize the information in the article or opinion/editorial using the included summary checklist (included at the end of the packet).
2. The response should include information about the impact
   * Who/What/Where was directly or indirectly affected by what took place?
   * What makes this article news worthy?
3. The response should include a connection that you made to the topic.

* Personal connection
* Literature connection
* School connection
* Other news connection

1. All articles must be followed by an appropriate typed MLA citation for each source. (https://owl.english.purdue.edu/owl/resource/747/08/)

Order of documents organized neatly in a binder: rubric (included at the end of the packet), printed article directly from source, and your response with MLA citation.

**Due date: August 11th, First Day of School.**

**Assignment #2:**

You must read the book as outlined below. The selection is included on the approved AP Central College Board list for suggested readings. Read with a critical eye. Be prepared to dissect the author’s argument.

|  |  |  |
| --- | --- | --- |
| **Title and Synopsis** | **ISBN** | **Author** |
| In Cold Blood | 0679745580 | Truman Capote |

**Complete a dialectical journal for the book, type the journal, print and organize the pages in chronological order – these are due on turnitin.com on July 11th.**

**Class ID: 12485762**

**Enrollment Password: APLang**

**Dialectical Journal:** You will complete a series of journal entries for the book that demonstrates engagement with the text, attempts to understand the argument presented, and provides a sampling of your best critical thinking.

For the book, you will complete a chart like the example below. Please be professional—all information must be typed (12 point font, Times New Roman print). In addition, you must:

• Create a **heading** with your name, the book title, and book author. You only need one heading for each book and you must use proper MLA format

• Select 5-7 **meaningful passages** (please do not copy and paste pages of text – limit to sentences or paragraphs) that adequately draw from “The Last to See Them Alive”(5-7), “Persons Unknown” (5-7), “Answer” (5-7), and “The Corner” (5-7) of each text. This would be a total of 20-28 passages that cover the entire book.

• Write out the **entire passage** to which you will refer and include the **page number** from which it came. A correct in-text citation for your passage is provided in the example below.

• **Paraphrase or summarize** the passage. This means create context for the passages importance within the book in your own words. In other words, what is happening before the passage, in the actual passage, and after this passage appears in the text in your own words?

• **Analyze and react** to the passage in full sentences—not notes. Use the *Prolific Characteristics to Note (below)* to identify what you might write about. **This should NOT just be a personal reaction or summary**; rather, you should attempt to analyze the methods that the writer uses to make his or her argument. This is where you will show your engagement and reflection.

**Prolific Characterization to Note in your Dialectical Journal**

1. Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer’s effectiveness. MAKE NOTE OF:

• Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, tension, criticism, confusion, etc.)

• Your questions or lack of understanding or doubts (ask “Why?”)

• Your revelations (when “things” become clear to you, when you create links between ideas)

• Similarities to other works (This reminds me of…)

• Wonderful writing—passages that strike you artistically/aesthetically and why

2. Speaker: Think about who the writer is and what he or she NEEDS to communicate. This should help you determine the author’s credibility.

MAKE NOTE OF:

• Introductory facts (author backgrounds and relationship to the topic, bias, etc.)

• Ethos—how does the author establish credibility and character on the given topic?

• Note words and language that indicate the author’s attitude or tone and where it shifts

• Note when the author directly or indirectly states how he or she feels

• Observe key lines that stand out as crucial to the author’s argument

3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF:

• The author’s reasons for writing—what is the motivation?

• Historical, political, and social issues surrounding the topic

• The author’s personal reasons as well as the greater world influences for the piece

• Evidence of views characteristic of the time period and culture surrounding the work

• Descriptions of class judgments, racism, gender biases, stereotypes, etc.

4. Audience: Think about what kind of person or people the author intended to view the piece. Is the author able to connect with that audience effectively?

MAKE NOTE OF:

• Evidence of who the author is trying to reach

• Where the author directly or indirectly addresses a specific audience

• Any “call to action” that the author is issuing to the reader

• Pathos—does the author appeal to your sense emotion through anecdotes and figurative language

5. Purpose: Think about the author’s purpose in writing this book and whether or not he or she is effective in that purpose.

MAKE NOTE OF:

• Specific reasons for writing (informing, persuading, arguing, refuting, exemplifying)

• Logos—the author’s appeal to reason. Examine how the author makes the reader believe in that purpose.

6. Subject: Think about what the book is discussing and whether or not the author shows why this subject matter is important.

MAKE NOTE OF:

• Elements related to the problem or issue

• How the author develops or deepens the aspects of the problem or issue

• How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. Authorial Devices and Structures in the Argument: Think about the author’s techniques in delivery and how effective the author’s methods are for rhetorical purposes.

MAKE NOTE OF:

• Changes in point of view/emphasis

• Crucial language/vocabulary (not just a word that you don’t understand, but one that seems crucial to understanding the

argument)

• Stylistic techniques (irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other

notable literary and rhetorical devices)

• How the author’s structure of the argument/book influence the reader and relate to the subject, audience, and purpose

**Example set-up:**

Student Name: John Doe  
Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

|  |  |  |
| --- | --- | --- |
| Quotation of the passage from the text  With MLA Citation of page number | Paraphrase/Summary | Analyze and React |
| “I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect $200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? (1). | The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture. | By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember— not just the game, but also the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. |

**Due Date: July 11th on turnitin.com. Failure to complete this assignment on time will affect your ability to participate in AP Language for the Fall.**

**We will also have a test over the book within the first few days of school. So, please make sure to annotate as you are reading to enable a quick review prior to school starting!**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Article #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Article Attached** | Article attached | X | X | Article is not attached |
| **Correct MLA Paper Header** | Correct | X | X | Incorrect |
| **MLA Page Header** | Correct | X | X | Incorrect |
| **Newsworthy** | The article is of major news significance | The article is newsworthy. | The article is less than news worthy or is out of date. | The article is trivial or unimportant. |
| **Mechanics** | There are no spelling, grammar, punctuation, etc. errors. | There are minimal spelling, grammar, punctuation, etc. errors. | There are many spelling, grammar, punctuation, etc. errors. | The number of mechanical errors interferes with the reading of the information. |
| **Impact or Connection** | More than one impact or connection are identified and well explained  **OR**  Both one impact and one connection are identified and well explained. | The impact or connection are identified and well explained  **OR**  More than one impact or connection are identified but lack sufficient explanation  **OR**  Both one impact and one connection are identified but lack sufficient explanation. | The impact or a connection is identified, but lacks sufficient explanation. | The impact or a connection was neither identified nor explained. |
| **Cohesive Summary** | Meets all criteria on the provided summary checklist. | Meets the majority of the criteria on the summary checklist. | Meets some of the criteria on the summary checklist. | Meets none of the criteria on the summary checklist. |
| **MLA Citation** | MLA citation is provided for the article and is in correct format. | X | X | MLA citation is not provided for the article or is not in the correct format. |
| **Dates of Selected Articles** | Articles are from a variety of publication dates for the summer assignment. | There is some variety in the publication dates of the articles for the summer assignment. | There is little variety in the publication dates of the articles for the summer assignment. | There is no variety in the publication dates of the articles for the summer assignment. |

**Opinion/Current Events Reading Response Summary Checklist:**

|  |  |
| --- | --- |
| *Check* | *Does your summary include these parts?* |
|  | Follows the prescribed MLA format (paper header, page header, title, spacing) |
|  | Begins with a sentence that includes the article’s title (correctly punctuated for MLA), author’s name if available, and the central idea of the entire article. |
|  | Mentions key points the author uses to support the central idea |
|  | Focuses on the main ideas, rather than the minor points |
|  | Is shorter than the article (approx. 15% the length of the original) |
|  | Is written in your own words only |
|  | Does not include any quotations from the article |
|  | Follows the same sequence and order of the original text |
|  | Helps the reader understand the meaning within the original text |
|  | Ends with a clear concluding statement |
|  | Cites the article with a correct MLA citation that includes: Authors name, Title of the article, Website Title or Publication Title, Name of publisher, Date published, page numbers, medium, Date accessed. |