

AP Language and Composition
Summer Reading and Activities - Summer 2017

Dear AP students and parents,

First, congratulations on accepting the challenge of taking an AP course. I am looking forward to working with you and helping you achieve your potential as writers and thinkers between now and next May.

Here is a very brief introduction to the course. According to the College Board's course description, AP English Language and Composition "engages students in becoming skilled readers of prose written in a variety of contexts and in becoming skilled writers who compose for a variety of purposes." Sounds like what you've done in English class the past two or three years, right? While we will go deeper and explore different areas than you have before, everything comes back to growing as critical readers and effective writers.

To help prepare you for our exploration of rhetoric in the fall (and, ultimately, the AP English Language and Composition Exam in May), you will be reading and writing this summer.

In addition, I will have materials available in our online digital Google Classroom, to help you select texts, familiarize yourself with the key terms, and approach the reading and writing required of you. I will be inviting you to the online classroom before the end of the school year. *In case you enroll into the class after school lets out, you can join the class with your SPSD Google account using the following class code: **1brwn0v**.*

I want to make myself available to you now, over the summer, and throughout the following school year. Come chat with me or email me at dsposato@spsd.us if you wish to between now and the end of the school year. I will check my email periodically over the summer as well. In the fall, know that my door will always be open to you. I also encourage you to consult your classmates; as an AP student, I know that intellectual honesty is as important to you as it is to me, but also keep in mind that your peers are excellent brainstorming partners, peer editors, and supportive friends: don't hesitate to post to the Google Classroom to get an informal discussion started.

Finally, I encourage you to enjoy your summer. There is work to be done, and undoubtedly you're looking ahead to the fall as well, but I encourage you to have fun this summer, too. Seize these opportunities to enjoy the company of friend and family, pursue your passions, and (perhaps most importantly) relax so that you can come back to school ready for all of the challenges that await you as an upperclassman and beyond.

I look forward to meeting you, first online this summer, and in person this fall.

Sincerely,



Mr. Sposato
Room 501
dsposato@spsd.us

Part 1 - Terminology

You are responsible for knowing all of the terms on the attached sheet. Many of these terms you know and have used in past years, but many may be new. You should know these terms, be prepared for a quiz on these terms online at the online classroom during the summer, and/or within the first few classes, and use any appropriate terms in your summer reading essay. Resources helping you define and understand these terms will be available to you on our Google Classroom by June 30.

Part 2 - Summer Reading

You will read four works this summer. Approach them in the order that you wish, but this is my suggested order:

Book #1: *How to Read Literature Like a Professor* by Thomas C. Foster (Selected Chapters)

I recommend starting here to give you suggestions while reading your other books, particularly, your Fiction books. While reading Foster's book, annotate the text by marking anything interesting, important, or otherwise noteworthy. *You will complete a group assignment on this text assigned during the first few classes in the fall.* **You may purchase this book, or use the free online text that I will make available on our Google Classroom on or before June 30.**

Please read the following chapters:

- **Chapter 2 -- "Nice to Eat with You: Acts of Communion"**
- **Chapter 3 -- "Nice to Eat You: Acts of Vampires"**
- **Chapter 8 -- "Hanseldee and Greteldum"**
- **Chapter 12 -- "Is That a Symbol?"**
- **Chapter 13 -- "It's All Political"**
- **Chapter 20 -- "...So Does Season"**

Books #2 & 3: Your Nonfiction Selections

Much (but not all of our reading next year will focus on different types of nonfiction texts. Over the summer, read **any two (2)** of the following.

- ***The Grand Design* by Stephen Hawking and Leonard Mlodinow**
- ***The Beauty Myth: How Images of Beauty Are Used Against Women* by Naomi Wolf**
- ***Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven D. Levitt and Stephen J. Dubner**
- ***Alone Together: Why We Expect More from Technology and Less from Each Other* by Sherry Turkle**

I encourage you to preview these books, either by reading reviews, finding them at the library, or talking with me, either in person or via email or the Google Classroom. Depending on your interests, certain books may be far more accessible, relevant, or engaging than others. **I will put information on these books, including summaries and links to affordable copies, on our Google Classroom during the week beginning June 12.** If possible, bring your books to class with you over the first couple of weeks of the fall.

Part 3 - Summer Essay

You will write a five paragraph essay based on one of the non-fiction books you read over the summer. Your essay will be graded according to the AP Language rubric (see attached) and will be due **IN PRINTED FORM** on the first day of school. Format your paper according to MLA guidelines (heading in the top left corner, unique title, double-spaced 12-point font). Do not arrive to class asking to print in the library - part of the assignment is **planning ahead**. There will be resources provided mid-summer to help you with this assignment.

Prompt:

Works of nonfiction, whether implicitly or explicitly, present an argument to the reader and support this argument with different types of evidence and rhetorical techniques.

Select one of the two works of nonfiction that you read and briefly identify the work's central argument. Then, analyze the evidence and techniques the author uses to support his or her argument. Finally, in the conclusion, evaluate the argument as a whole.

Avoid summarizing the text and focus on analyzing and evaluating the evidence.

AP Language and Composition: Summer Vocabulary

Rhetorical Terms (concepts and terminology related to rhetoric and argument – may be new terminology)

- appeals (ethical, emotional, logical) (related: “rhetorical triangle”)
- argument
- defend, challenge, or qualify
- discourse
- rhetoric
- rhetorical devices
- rhetorical modes
- semantics
- style
- thesis

Literary and stylistic terms (useful for a discussion of style – many you know already)

- 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 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

Reminder: resources will be available on my webpage no later than June 25. Also, there are many internet sources that will help you define and understand these terms.