

2018 Summer Assignment AP Language and Composition

Due Date: Written assignments for Fall and Spring students **will be due on the first day of school.** You MUST leave a hard copy with Mr. Ritchey in room 2103.

Contact Information:

Alan Ritchey - AP Language and Composition Teacher, Dunwoody High School

Cell Phone: (404) 402-2347 **Email:** alan_ritchey@dekalbschoolsga.org

In order to prepare for the AP Language course, you will need to do **three** assignments over the summer. Much of the emphasis of AP Language is on nonfiction material. (We will look closely at fiction as we study American Literature.) The assignments are: 1. Summary essay from *In Cold Blood*; 2. Five SoapStone Charts completed for five essays; 3. AP Language Vocabulary definitions.

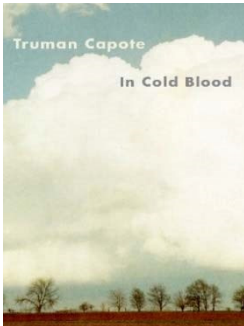
To prepare for AP English Language, I have selected a novel and five essays for you to read. The reading of these texts must be completed by the first day of school (all students). Summer reading is very important to the AP Language program. Please read all of the information carefully. Ask questions if you do not understand. Have a parent or guardian read the information also.

If questions or concerns arise during the summer, you may email me.

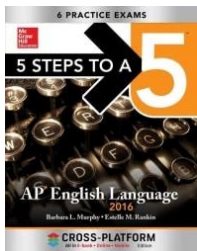
Enjoy,

Mr. Alan Ritchey

Purchase the following texts for the course:



In Cold Blood is a non-fiction novel by American author Truman Capote, first published in 1966; it details the 1959 murders of four members of the Herbert Clutter family in the small farming community of Holcomb, Kansas. Some critics consider Capote's work the original non-fiction novel masterpiece. **This text is for your summer reading and writing assignment.**



5 Steps to a 5 – AP English Language – 2018 is a text that features an effective, 5-step plan to guide your preparation program and help you build the skills, knowledge, and test-taking confidence you need to succeed. This fully revised edition covers the latest course syllabus and matches the latest exam. We will use this text throughout the semester. **Please have this text by the second week of class. You will use this text to practice for the AP exam throughout the semester.**

Writing Prompt Directions for *In Cold Blood*:

Writing Assignment (One):

- *In Cold Blood* is a masterpiece of literary nonfiction. Note the way Capote skillfully employs sentence variety to create vivid imagery and rhetorical effect. Your goals are two-fold: to study the artful **use of language and** to analyze text with the author's **purpose** in mind.
- Please address the following questions when writing your summer essay; they will become springboards for later writings and classroom socratic discussions:
 - A. What is the setting (time and place) of the book?
 - B. How do they put the subject matter into a particular context? How are the people and the landscape "flat" or "sharp"?
 - C. Who was the author's intended audience?
 - D. What rhetorical devices did the author use to persuade the audience? (see your vocabulary list)
 - E. Who are the main characters (protagonists and antagonists)? Why?
 - F. What are two major themes of this work? Can you find any quotes to support your ideas?
 - G. From what perspective is the story told? Why? Does the POV ever shift? Where and why?
 - H. The author claims to have invented the genre of "Nonfiction Novel." What might this mean, and how is this innovation worth noting? Do you agree that this is an important contribution to literature? Why or why not? Can you find any other examples of "Faction" in literature?
 - I. Before reading the book, what are your thoughts about our states' use of the death penalty? (They vary – you may have to do some research, but you may also have ideas on the death penalty in general. Be prepared to justify them.) What are Truman Capote's ideas on the death penalty?
 - J. After reading the book, has this tale about these killers and their victims influenced your ideas? How?
 - K. Is the death penalty just? Why or why not? How would you feel if your family members were victims or perpetrators?
- Write an essay that **explains** the most significant and relevant **claims** presented by Capote. Support your explanation with **textual evidence** — quotes and paraphrasing. Essays should be concise but also express a comprehensive reading of the text. Use MLA format to structure your paper and cite page numbers for your supporting evidence. You can find guides for MLA format at: <http://owl.english.purdue.edu/owl/>
- Assignment length: 3-4 pages (750-1000 words Maximum)
- **See the rubric** to understand how you will be evaluated.

WRITING ASSIGNMENT (Two):

Read the following five essays listed below. For each essay, type an ORIGINAL analysis chart using the attached worksheet (as your guide). If the links do not work, you may have to copy and paste the URL.

- Annie Dillard, "This is the Life" <http://www.billemory.com/dillard/dillard.html>
- Jonathan Swift, "A Modest Proposal" <http://art-bin.com/art/omodest.html>
- "How to Mark a Book" by Mortimer J. Adler, Ph.D. (URL to paste into browser in case the link does not work) <http://www.tnellen.com/cybereng/adler.html>
- "The Rhetorical Situation" by Lloyd Bitzer (URL to paste into browser in case the link does not work) [http://www.arts.uwaterloo.ca/~raha/309CWeb/Bitzer\(1968\).pdf](http://www.arts.uwaterloo.ca/~raha/309CWeb/Bitzer(1968).pdf)

- “Me Talk Pretty One Day” by David Sedaris (URL to paste into browser in case the link does not work)
<http://www.esquire.com/lifestyle/a1419/talk-pretty-0399/>

(For each essay, answer this question: What stylistic techniques does the author use to describe the difficulties of learning to use language correctly?)

WRITING ASSIGNMENT (Three):

Terminology for AP Language and Composition

Directions: Familiarize yourself with these terms by creating a definition and example chart for each term. When you come to class, please **be prepared to take a quiz over these terms during the first few weeks**.

Anaphora: The repetition of words at the beginning of successive clauses.

Antimetabole: The repetition of words in an inverted order to sharpen a contrast.

Antithesis: Parallel structure that juxtaposes contrasting ideas.

Appositive: A word or phrase that renames a nearby noun or pronoun.

Archaic diction: The use of words common to an earlier time period; antiquated language.

Assertion: An emphatic statement; declaration. An assertion supported by evidence becomes an argument.

Assumption: A belief or statement taken for granted without proof.

Asyndeton: Leaving out conjunctions between words, phrases, clauses.

Authority: A reliable, respected source—someone with knowledge.

Chiasmus: a rhetorical device in which certain words, sounds, concepts, or syntactic structures are reversed or repeated in reverse order.

Close reading: A careful reading that is attentive to organization, figurative language, sentence structure, vocabulary, and other literary and structural elements of a text.

Colloquialism: An informal or conversational use of language.

Complex sentence: A sentence that includes one independent clause and at least one dependent clause.

Counterargument: A challenge to a position; 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.

Idiom: a word or phrase that is not taken literally, like “bought the farm” has nothing to do with purchasing real estate, but refers to dying. Avoid idioms in your writing.

Imperative sentence: A sentence that requests or commands.

Inversion: A sentence in which the verb precedes the subject.

Juxtaposition: Placement of two things side by side for emphasis.

Metonymy: Use of an aspect of something to represent the whole.

Occasion: An aspect of context; the cause or reason for writing.

Polemic: An argument against an idea, usually regarding philosophy, politics, or religion.

Polysyndeton: The deliberate use of a series of conjunctions.

Premise: major, minor Two parts of a syllogism. The concluding sentence of a syllogism takes its predicate from the major premise and its subject from the minor premise.

Major premise: All mammals are warm-blooded.

Minor premise: All horses are mammals.

Conclusion: All horses are warm-blooded (see syllogism).

Refute: To discredit an argument, particularly a counterargument. **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.

Scheme: A pattern of words or sentence construction used for rhetorical effect.

Sentence patterns: The arrangement of independent and dependent clauses into known sentence constructions—such as simple, compound, complex, or compound-complex.

Simple sentence: A statement containing a subject and predicate; an independent clause.

Style: The distinctive quality of speech or writing created by the selection and arrangement of words and figures of speech.

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.

Understatement: Lack of emphasis in a statement or point; restraint in language often used for ironic effect. **Zeugma:** A construction in which one word (usually a verb) modifies or governs—often in different, sometimes incongruent ways—two or more words in a sentence.

MISCELLANEOUS

The following words are vocabulary that you should already know. While these words are not required for your definition assignment, please make sure that you are familiar with them as well. This list is words that you covered in the 9th and 10th grade and that you will be expected to define and use within your writings.

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 or an historic event.

Analogy: An extended comparison between two seemingly dissimilar things.

Anecdote: A short account of an interesting event.

Antecedent: The noun to which a later pronoun refers.

Argument: A statement put forth and supported by evidence.

Attitude: The speaker's position on a subject as revealed through his or her tone.

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.

Cite: Identifying a part of a piece of writing as being derived from a source.

Claim: An assertion, usually supported by evidence.

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.

Denotation: The literal meaning of a word; its dictionary definition.

Diction: Word choice.

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 meaning to achieve literary effect.

Hyperbole: Exaggeration for the purpose of emphasis.

Imagery: Vivid use of language that evokes a reader's senses (sight, smell, taste, touch, hearing).

Irony: A contradiction between what is said and what is meant; incongruity between action and result.

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 or trope through which one thing is spoken of as though it were something else, thus making an implicit comparison.

Oxymoron: A figure of speech that combines two contradictory terms.

Paradox: A statement that seems contradictory but is actually true.

Parallelism: The repetition of similar grammatical or syntactical patterns.

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).

Personification: Assigning lifelike characteristics to inanimate objects.

Purpose: One's intention or objective in a speech or piece of writing.

Rhetoric: The study of effective, persuasive language use; according to Aristotle, use of the "available means of persuasion."

Rhetorical question: A question asked more to produce an effect than to summon an answer.

Satire: An ironic, sarcastic, or witty composition that claims to argue for something, but actually argues against it.

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.

Subject: In rhetoric, the topic addressed in a piece of writing.

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.

Voice: In grammar, a term for the relationship between a verb and a noun (active or passive voice). In rhetoric, a distinctive quality in the style and tone of writing.

Summer AP Language and Composition Writing Rubric

- **9 (95 -100 percent)** The completed assignment demonstrates sophisticated thinking and dedicated effort. The student's skill, knowledge, and effort are immediately apparent. It is well written, thoughtful, and insightful using a word count between 900-1000 words. Impressive "A" level work all around that demonstrates a command of the conventions of Standard English grammar, usage, and ALL MLA conventions.
- **8 (90 - 95 percent)** The completed assignment demonstrates understanding and effort. It lacks the consistency and sophistication of those graded as a 9, but is still well written, thoughtful, and obviously shows that the student took the time to present quality work and follow the conventions of Standard English grammar, usage, and MLA conventions. The word count is 900 words.
- **7 (85 - 90 percent)** The assignment is complete, yet lacks full understanding or effort. It is accurate yet fails to provide consistent and thoughtful analysis and may present some minor slips in Standard English grammar, usage, and MLA conventions. The word count is 800-900 words.
- **6 (80 - 85 percent)** The submitted assignment reflects some understanding, comprehension, and skill, but it is too brief to demonstrate insightful thinking. The assignment represents a passable level of grade-level knowledge and skill and may present some slips in Standard English grammar, usage, and MLA conventions. The word count is 750-800 words.
- **5 (75 - 80 percent)** The submitted assignment demonstrates that some areas are not written at grade level knowledge or skill, or the assignment is missing a key aspect of the assigned work. Although this assignment reflects some level of understanding and skill, it is not consistent enough to represent grade-level work and may present slips in Standard English grammar, usage and MLA. The word count is 750 words.
- **4 (70 - 75 percent)** The submitted assignment demonstrates more inconsistencies than a 5 assignment, and/or it demonstrates a questionable student effort, which means that the student occasionally performs at grade-appropriate knowledge or skill with questionable effort and presents slips in Standard English grammar, usage, and MLA conventions. The word count is just below 750 words.
- **3 (65 - 70 percent)** The submitted assignment demonstrates that the student did not fully comprehend the assignment directions. The assignment is incomplete in some areas, even though it does demonstrate some effort towards completion. The assignment is below expectations, and it demonstrates a lack of knowledge and skills and presents slips in Standard English grammar, usage, and MLA conventions. The word count is close to 700 words.
- **2 (60 - 65 percent)** The submitted assignment demonstrates that the student *tried*. It is significantly below expectations and has numerous errors, although *something* stands out to score the assignment higher than a 1. The word count is under 700 words.
- **1 (50-60)** The student attempted the assignment.
- **0 (not submitted)** A Zero is assigned when no work is submitted or the student did not complete a majority of the assignment.

<p>What is the Subject? The general topic, content, and ideas contained in the text. State the subject in a few words or a short phrase.</p>	
<p>What is the Occasion? The time and place of the piece; the current situations. It is particularly important that you understand and explain the context that encouraged the writing to happen.</p>	
<p>Who is the Audience? Audience is the group of readers to whom the piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or people.</p>	
<p>What is the purpose? Purpose is the reason behind the text. (ie: to inform, persuade, entertain, gain sympathy, encourage, gain support)</p>	
<p>Who is the speaker? The speaker is the voice that tells the story. The narrator and author are usually not the same.</p>	
<p>What is the tone? To pinpoint the tone, infer the way the author feels toward the subject or characters, or events, or audience. Does the narrator or author shift tone? Some examples of tone: proud, bold, sarcastic, mocking, joyful, affectionate, admiration, compassion, happiness, disgusted, fearful, anxious,, ironic, intimated, shallow, confident, insecure, innocent, playful, anguished, enraged, repulsed, appalled.)</p>	
<p>List 5 significant points made in this essay. Quote the text line (first word...last word) that caused you to see each point as significant and list the page number at the end of the quote.</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.