

AP English Language and Composition Summer Assignments
(Medical & University)

Palm Harbor University High School 2016

Dear Incoming AP Students,

Welcome to AP Language and Composition! You have chosen to spend a year working hard to become a better reader, writer, and thinker. Registering to take an AP course in high school proves that you are a dedicated learner and eager for a challenge. Because AP classes are designed to simulate college-level courses, the expectations and work load are heavier than in the traditional English classes you have experienced so far. Diligence and hard work in this course will lead you toward earning college credit on the AP exam in May.

You have been given **three** summer assignments that will help introduce you to the type of work you will be completing throughout the year. This is an opportunity to prove your commitment to the course, front load new information, and provide your teachers with a pre-assessment of your skills. Start early and give yourself enough time. It is strongly recommended that you do not wait until the last minute. All assignments will be collected on the first day of school. In addition, testing on the novels will begin the first week of school. Successful completion of each assignment will prepare you for class discussions. If you have any questions, you may visit our classrooms or reach us by email.

Have a relaxing and safe summer vacation; we are looking forward to working with you in the fall!

Ms. Pollack Room 4101

Mrs. McAuliffe 4121

Please be aware that students will be held responsible for the assignments on the first day of the fall semester. If a student chooses to change the level of course or class or program over the summer, the student will be held responsible for the summer assignments for the courses reflected on the schedule for the first day of school. If you have questions regarding which course your student is enrolled in for the fall, please contact the appropriate guidance counselor.

Assignment 1 - Read *The Glass Castle* by Jeannette Walls and complete the assignment below.

For your first summer reading selection, you will choose and analyze 2 different passages from the novel for each of the rhetorical style elements listed below. In the end, you will have chosen 10 total passages to analyze. Copy down each passage (including page numbers) prior to providing your explanations. Your commentary should address why you chose the passage, noting how you see the style element in action and the effect it has on the reader. For the purposes of this assignment, a “passage” is anywhere between 5 to 8 sentences.

Diction: Diction refers to word choice. The vocabulary of the English language is the most extensive of any language on Earth, offering shades of nuance and connotation that help authors create mood and tone in their writing. Consider, for instance, the word *ask*. Other words can be substituted for the word *ask* to emotionally color or create tone in the writing: *blubber, beg, implore, request, demand, order*. Look for a passage that contains words that are particularly emotional or specific in their meanings. You will especially notice these passages because of their strong verbs and modifiers (adjectives and adverbs). Choose 2 passages from the book that demonstrate a unique use of diction – how would you characterize the word choice? What is the speaker trying to accomplish?

Imagery: Imagery refers to the creation of sensory experience for the reader. Whenever a writer appeals to the reader’s senses of smell, taste, sight, touch, hearing, or physical sensation, he wants to evoke an emotional response. Choose 2 passages that are especially evocative.

Details: In this case, the word details refer to the level of specificity a writer offers about the situation. This is different from imagery in that it does not necessary appeal to the senses to make its point. Details are an integral part of the author’s explanation. Choose 2 passages that are heavy in detail.

Figurative Language: Figurative language refers to figures of speech. The most familiar to you at this time are simile, metaphor, personification, analogy, paradox, and hyperbole. Look for 2 passages that use figure(s) of speech to achieve a purpose. Consider the relevance of the comparisons they make.

Syntax: Syntax refers to sentence structure. Consider how the length and structure of sentences help to achieve a purpose. Look for sentence fragments or short sentences, extra-long sentences, lists, sentences that reserve the main point until the end, or sentences that are structured to reveal comparisons. Choose 2 passages and discuss these ideas.

Assignment 2 - Read *The Tipping Point* by Malcom Gladwell and complete the assignment below.

For your 2nd summer reading assignment, use post-it's to note/mark passages as you read. Every time you encounter a particularly important, provocative, dramatic, surprising, stylistic, or even disturbing passage, mark it with a post-it note. Choose 5 passages for each half of the book, (10) ten passages total from throughout the novel. Copy the passages down (including page numbers) and then write about each passage in the following ways:

First, in a well-written, single spaced paragraph explain how each passage “fits” into the novel (does the passage add to the character development, the plot line, the details of setting, and so forth?). Discuss the importance of the passage to the book’s message, argument, meaning, or theme.

Then, in a second well-written, single spaced paragraph, react to the passage as a reader. Make me understand **WHY** you have selected this passage. To generate responses, you can consider the following as suggested prompts or questions:

- Why does the passage impress, intrigue, horrify, or puzzle you?
- Do you find the author’s use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- Does it prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, and graphic?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a situation you have lived as well?
- Does the passage make you laugh out loud or make you melancholy or make you something else?
- Does the author or the character raise intriguing questions or issues?
- Does the passage challenge or expand your thinking?

You are not limited to the above list, nor do I expect you to answer all of the above. But your responses to the passages should clearly explain to me **WHY** these passages mean something to you, **WHY** these passages caught your attention.

Important Guidelines for both reading assignments

1. All work for these assignments must be typed. Single spaced is okay, 12 point font, Times New Roman.
2. Passages chosen must be at least 5-8 sentences long.
3. All passages must be in quotation marks and include the page number. Be sure to copy the passages exactly as they appear in your novels.

Assignment 3 - Rhetorical Devices Flash Cards

Create flashcards for each of the terms and definitions listed on the final pages of this document on 4x6 index cards. You may use larger index cards for more room if you’d like. These terms will be utilized throughout the duration of the school year and are an important component on the AP exam. Leave enough room on each card to cite examples in the future. Be prepared for a test on these terms in the future.

1. **Thesis:** The central claim and overall purpose of a work
2. **Bias:** a predisposition or subjective opinion
3. **Call to action:** Writing that urges readers to action or promote a change.
4. **Anecdote:** A short account of an interesting or humorous incident, intended to illustrate or support a point.
5. **Analogy:** A comparison to a directly parallel case; the process of drawing a comparison between two things based on a partial similarity of like features.
6. **Idiom:** An expression that means something other than the literal meanings of its individual words.
7. **Tone:** the voice and attitude the writer has chosen to project.
8. **Mood:** The overall atmosphere of a work and the mood is how that atmosphere makes a reader feel.
9. **Antithesis:** A contrast in language to bring out a contrast in ideas.
10. **Allusion:** a brief reference to a person, event, or place - real or fictitious - or to a work of art.
11. **Generalization:** When a writer bases a claim upon an isolated example or asserts that a claim is certain rather than probable.
12. **Juxtaposition:** Placing two ideas side by side or close together.
13. **Anticipating Audience Response:** The rhetorical technique of anticipating counterarguments and offering a refutation.
14. **Euphemism:** Substitutions of an inoffensive, indirect, or agreeable expression for a word or phrase perceived as socially unacceptable or harsh.
15. **Paradox:** a phrase or statement that while seeming contradictory or absurd may actually be well founded or true. Used to attract attention or to secure emphasis
16. **Motif:** recurrent images, words, objects, phrases, or actions that tend to unify the work.
17. **Persona:** the character that the speaker portrays.
18. **Cliche:** A timeworn expression that through overuse has lost its power to evoke concrete images.
19. **Irony:** The discrepancy between appearance and reality: verbal, situational, dramatic.
20. **Oxymoron:** a self contradictory combination of words.
21. **Logos:** Appealing to logical reasoning and sound evidence
22. **Ethos:** appealing to the audience's shared values
23. **Pathos:** Evoking and manipulating emotions
24. **Aphorism:** A concise or tersely phrased statement in principle, truth, or opinion. Often found in fields like law, politics, and art
25. **Lending Credence:** In arguing a point, a speaker should always lend his opponent some credit for his/her ideas. In this way, the speaker persuades the audience that he is fair and has done the research, thereby strengthening the argument.
26. **Rhetorical Question:** A question asked solely to produce an effect and not to elicit a reply.
27. **Refutation:** When a writer delivers relevant opposing arguments.
28. **Allegory:** A narrative in which character, action, and setting represent abstract concepts apart from the literal meaning of a story. The underlying meaning usually has a moral, social, religious, or political significance
29. **Syllogism:** A formula for presenting an argument logically. In its simplest form, it consists of three divisions: a major premise, a minor premise, and a conclusion.
30. **Metonymy:** The substitution of a term naming an object closely associated with the word in mind for the word itself.
31. **Claim of Value:** Claims involving opinions, attitudes, and subjective evaluation about quality.
32. **Claim of policy:** claims advocating courses of action that should or should not be undertaken
33. **Claim of Cause:** Claims attesting to the relationship between origin and outcome.
34. **Claim of definition:** claims exploring what something means or what something is made up of
35. **Grounds:** the evidence offered in support of a claim
36. **Warrant:** the assumption the speaker makes about the audience
37. **Qualifier:** a statement that indicates the force of the argument
38. **Declarative Sentence:** makes a statement (sentence type)
39. **Interrogative Sentence:** asks a question (sentence type)
40. **Imperative sentence:** gives a command (sentence type)
41. **Exclamatory sentence:** makes an interjection (Sentence type)
42. **Narration:** A story presenting events in an orderly, logical sequence.
43. **Description:** Using sensory language and physical characteristics of a person, place, or thing to communicate to readers.
44. **Classification and Division:** Division is the process of breaking down a whole into smaller parts; Classification is the process of sorting individual items into categories.
45. **Definition:** Explaining what something, or even someone, is - that is, its essential nature.
46. **Exemplification:** Writing that provides a series of facts, specific cases, or instances that relate to a general idea.
47. **Compare/Contrast:** Writing that highlights the similarities and differences between 2 or more topics
48. **Process Analysis:** Text that explains how to do something or how something occurs.

49. **Deductive reasoning:** Method of reasoning that moves from a general premise to a specific conclusion.
50. **Inductive Reasoning:** Method of reasoning that moves from specific evidence to a general conclusion based on this evidence.
51. **Diction:** choice of words in a work and an important element of style.
52. **Abstract Language:** Language describing ideas and qualities
53. **Concrete Language:** Language describing observable, specific things.
54. **Colloquialism:** words characteristic to familiar conversation
55. **Denotation:** specific, exact meaning of a word as defined
56. **Connotation:** The emotional implications that a word may carry
57. **Polysyndeton:** repetition of conjunctions in close succession
58. **Synecdoche:** part is used for a whole or the whole for a part
59. **Satire:** genre of writing used to critique or ridicule through humor or sarcasm
60. **Parody:** exaggerated imitation of a serious work or subject
61. **Syntax:** how a sentence is constructed
62. **Simple sentence:** a complete sentence that is neither compound, nor complex. (1 subject, 1 predicate.)
63. **Compound sentence:** a sentence that contains 2 independent clauses joined by a coordinating conjunction.
64. **Complex sentence:** An independent clause joined by one or more dependent clauses.
65. **Antecedent:** the word to which a pronoun refers
66. **Parallelism:** when the arrangement of parts of a sentence is similarly phrased or constructed
67. **Loose sentence:** When a sentence is grammatically complete before its end
68. **Periodic sentence:** when a sentence is not grammatically complete before its end
69. **Anaphora:** the same expression is repeated at the beginning of 2 or more consecutive lines
70. **Chiasmus:** second half of an expression is balanced against the first, but with the parts reversed
71. **Anastrophe:** any variation of the normal word order
72. **Freight Train Sentence:** 3 or more very short independent clauses joined by conjunctions
73. **Litotes:** a form of understatement in which a thing is affirmed by stating the negative of its opposite
74. **Either-or reasoning:** reducing an argument to two polar opposites and ignoring any alternatives or middle ground
75. **Ad Hominem:** attacking a person's motives or character instead of his argument or claims
76. **False Analogy:** When 2 cases are not sufficiently parallel
77. **Non Sequitur:** introducing irrelevant evidence to support a claim
78. **Red Herring:** something used to distract the audience's attention from the real issue or argument
79. **Slippery Slope:** failure to provide evidence showing that one event will lead to a chain of events
80. **Straw Man:** misrepresenting opponent's position to make it easier to attack (taking things out of context)