

AP Language and Composition Summer Reading

Welcome to AP Language and Composition. The AP English Language course emphasizes a mix of politics, history, social sciences, current events and non-fiction prose. This class is different from most English classes you have taken before; it will ask you to analyze writing, develop sound reasoning and argumentation, as well as examine the power of language. This summer assignment offers you a chance to create a database of information you will use throughout the school year.

You are required to actively engage in reading, writing and viewing prior to taking this class. You will compile a portfolio of writing in a three-ring binder based on your experiences as a reader and a writer, which is due the first day of class and will be a significant portion of your trimester grade. We will be referring to the summer reading texts throughout the entirety of the course, so you are encouraged to annotate the readings and take detailed notes on all of the pieces, which will be valuable for in-class activities, comprehension, and retention. I look forward to working with you next year. If you have any questions regarding this assignment, you can email me at kristina.pittman@farmington.k12.mi.us.

Portfolio Requirements

Required Texts:

102 Minutes: The Untold Story of the Fight to Survive Inside the Twin Towers by Kevin Flynn and Jim Dwyer

Join the Club: How Peer Pressure Can Transform the World by Tina Rosenberg

The Overachievers: The Secret Lives of Driven Kids by Alexandra Robbins

Faster: The Acceleration of Just About Everything by James Gleick

For **EACH** of the texts, complete the following assignments:

Top Five Vocabulary Words

Select five examples of interesting diction in the text. For each word:

1. Write the sentence, complete with page number citation in MLA format.
2. Define the word. Some words have multiple definitions. Be sure to write down the definition that applies to the sentence you have selected.
3. Discuss how the use of this word (in the context of the text) impacts the reader in a specific way. Pay particular attention to words with a specific connotation.
4. Use this word in your own sentence.

Top Five Passages

Select the five most influential passages that illustrate interesting arguments in the text. For each passage:

1. Write the sentence (or sentences), complete with page number citation in MLA format.
2. Discuss the use of this sentence or sentences in the context of the text. Why did you select this passage? How does a thorough understanding of this passage play an important role in understanding the author's purpose?
3. Label the tone of this passage. How does the author use specific strategies to create this tone?

Argument Essay

Defend or challenge an assertion the author makes in the book using applicable evidence and logical reasoning. Avoid summary. You may use outside research material in addition to the text itself to help support your points, but be sure to cite properly using MLA format. Your paper should be 1-2 typed, double-spaced pages, in 12-point font.

Related Article

To begin to create a foundation of examples and ideas to support the arguments you will be asked to make, you need to read a quality news source, such as *The New York Times*, *Time*, *Newsweek*, or *US News & World Report*, throughout the summer. "The Week in Review" section of the Sunday *New York Times* provides an excellent look at the main events and arguments of the week. Any newspapers or magazines written in English will suffice to complete this part of the assignment, but be sure to use a variety of sources.

- For **EACH** summer reading text, collect a current event article that relates to an issue in the text. You may select op-ed (opinion/editorial) pieces or news/feature articles, but you may not select more than one piece by the same author. Be sure to select articles from a variety of newspapers and/or magazines.
- Copy or print out the piece.
- For **EACH** article, complete a Journalist Columnist Response form.

***It is important to note that a thorough understanding of current events gives students a strong advantage in this course, so although you need to collect at least four articles, the more articles you read, the better.

What to do if you are going to be away for the summer and will not have access to a national or international newspaper or magazine written in English:

1. Access articles online.
2. Use the public library before you go and when you get home. They keep back issues for a certain time period.
3. Ask a friend or family member to buy and save several issues of news articles for you to read when you come home.
4. Subscribe to news magazines before you leave and catch up on reading when you get home.

Related Visual

- For **EACH** summer reading text, collect a visual source that relates to an issue in the text. Visuals can be ads, cartoons, posters, photos, tables, graphs, charts, sculptures, paintings, etc.
- Copy or print out the piece.
- For **EACH** visual, complete a Visual Analysis Response form.

Summer Reading Definitions

The following definitions will help you prepare for the writing component of this summer reading portfolio. You are encouraged to mark passages/page numbers that relate to these elements for future reference.

An **assertion** is a statement, claim, contention, allegation, or declaration.

Detail includes facts, observations, and incidents used to develop a subject or make an abstraction concrete. A lack of detail can also be a powerful tool to focus the reader's attention on what isn't said or shown.

Diction refers to the writer's word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author's diction as formal or informal, ornate or plain.

Writers and speakers appeal to **ethos**, or character of a person, to demonstrate that they are credible and trustworthy.

Imagery is the verbal representation of the five senses. On a broader and deeper level, however, images can be used as metaphors or symbols, and one image can represent more than one thing.

Writers and speakers appeal to **logos**, or reason, by offering clear, logical ideas.

Writers and speakers appeal to **pathos**, or emotion, to engage an audience.

Rhetoric is the study of effective, persuasive language use, including thinking, writing, and speaking strategies; rhetoricians analyze and evaluate what works and what does not work in a specific context.

Syntax is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves *groups* of words, while diction refers to the individual words.

Tone describes the author's attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are *pedantic, accusatory, serious, businesslike, sarcastic, humorous, melancholic, dejected, authoritative, ironic, inquisitive, condescending, zealous, reverent, cynical, satirical, facetious, scornful, apathetic, candid, vibrant, whimsical, cryptic, pompous, sardonic, denunciatory, poignant, objective, didactic, nostalgic, zealous, contemptuous, urgent, sentimental, insolent, inflammatory, pensive, incredulous, self-deprecating, benevolent* and *somber*. Of course, don't just limit yourself to these words. Find the best tone word to describe your passage.

Definitions guided by:

Swovelin, Barbara V. English Language and Composition: Preparation Guide. Lincoln: Cliffs, 1993.

Shea, Renee, et al. The Language of Composition. Boston: Bedford / St. Martin's, 2008.

MLA Citations

An excellent resource for MLA citations can be found at <http://owl.english.purdue.edu/owl/resource/557/01/>

AP Language and Composition Optional Book Talks

Although we can discuss all AP Language materials at these informal meetings, we will have two focus texts for each session, so bring your books. We will meet in the NFHS media center.

Friday, July 22nd 9:00 a.m. *102 Minutes: The Untold Story of the Fight to Survive Inside the Twin Towers*
by Kevin Flynn and Jim Dwyer
Join the Club: How Peer Pressure Can Transform the World
by Tina Rosenberg

Monday, Aug 22nd 9:00 a.m. *The Overachievers: The Secret Lives of Driven Kids*
by Alexandra Robbins
Faster: The Acceleration of Just About Everything
by James Gleick

Name:

Journalist Column Response

Name of Journalist _____

Title of Column _____

Name of Newspaper _____ Date column appeared _____

Thesis or main idea of column

Supporting reasons, examples, facts, details:

1.

2.

3.

Defend, challenge, or qualify the writer's thesis:

What is the tone of the article? How does the author convey this tone?

Label three rhetorical devices you find in the article. (Consider techniques that add to the effectiveness of the article).

Quote

Device

1.

2.

3.

Select five specific words to define and add to your vocabulary.

Word

Definition

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Visual Analysis Response

Name of Artist _____

Title of Piece _____

Name of Source _____ Date _____

Artist's Topic:

Artist's Stance on the Topic:

Supporting Evidence:

1.

2.

3.

Defend, challenge, or qualify the artist's stance:

Select five specific techniques that the artist employs. For each technique, explain how this device impacts the viewer.

Technique

Impact on the Viewer

1. _____

2. _____

3. _____

4. _____

5. _____

What is the tone of the piece? How does the artist create this tone?