

## AP Language and Composition 2019-2020 Summer Assignment

Summer reading provides an early opportunity to be immersed in the type of texts (mostly nonfiction) with which we will be working throughout the school year. It also gives students a chance to become comfortable with and exercise specific skills required throughout the class.

### Assignment Part 1

You have been provided with the complete essay section of a released AP Language and Composition exam (this will also be posted on Google Classroom). Using the timing guidelines provided on the exam (15 minutes to read the sources for Question 1, 40 minutes to write each essay), complete all three essays and submit them to Google Classroom by July 31. These essays will be scored using the AP rubric, then used for diagnostic and analysis purposes in the classroom during the first weeks of school.

You should do each essay as a separate Word document or Google Doc, and they should be named LastName\_Question 1, LastName\_Question 2, LastName\_Question 3 (ex. Richey\_Question 1). Upload each one to the appropriate place on Classroom. Make sure each essay follows MLA format for the body of a paper (see Attachment 2).

### Assignment Part 2

For the reading portion of the AP Language and Composition summer assignment, students will need to read and annotate *One Flew Over the Cuckoo's Nest* by Ken Kesey. All annotations must be numbered. Annotations must be spread throughout the novel. All six different Prolific Characteristics (see Attachment 1) for annotations must be used. Points will be deducted for large areas that are void of annotations or large sections that are only annotated for one characteristic. Additionally, keep in mind that our discussions and work with this book will focus on Kesey's social commentary about mental health and institutionalization in American society. We will also discuss his purpose and the effect of his diction and other rhetorical devices. This work is due on the first day of class and will prove to be beneficial during the first weeks of class as there will be a related writing assignment.

- Methods for annotating:
  - Traditional annotation method - Students who use the traditional annotation method have an advantage on the AP language and composition test over students who use another method since this method most directly translates to annotating passage on the test. Books with larger margins, usually not the mass market paperbacks, work best for this method. Students will highlight in their books. They chose a margin area in the book near the highlighted section, number their annotation, label the annotation, and write out the significance directly on the page.
  - Post-it note method - Students who use the post-it note method use a pencil to mark the passage in the book. Then they either use full adhesive post-it notes on the directly on the page or they use page markers or tabs at the edge of the pages to write out their label and significance. Notes should still be numbered.

### Assignment Part 3

For each of the following words, make a flashcard that has the word and the definition on the unlined side and the example/explanation on the lined side. Use the large note cards (4x6) and leave room below the examples to add more to your cards as the year progresses. We will be adding to this vocabulary list throughout the year.

<b>Terms</b>	<b>Definition</b>	<b>Example/Explanation</b>
Analogy	Explaining something complex by comparing it to something more simple.	"An amateur playing in a professional game is like an ibex stepping into a lion's den."
Argument	The combination of reasons, evidence, etc that an author uses to convince an audience of their position.	Too comprehensive a concept for a single example! In effective rhetoric, every phrase serves to further build the argument.
Aristotelian appeals	Three different methods of appealing to an audience to convince them—ethos, logos, and pathos.	See ethos, logos and pathos.
Attitude	The writer's personal views or feelings about the subject at hand.	Difficult to convey in a short example, but something like "the deplorable state of this school" would convey that the author has a negative attitude towards the school.
Audience	Who the author is directing his or her message towards	When you create a resume, your audience is potential employers.
Compare and contrast	Discussing the similarities and differences between two things to some persuasive or illustrative purpose.	"Hybrid cars have a much smaller carbon footprint than traditional midsize vehicles."
Connotation	The implied meaning of a word; words can broadly have positive, negative, or neutral connotations.	conscientious = positive connotation fussy = negative connotation
Context	The extra-textual environment in which the text is being delivered.	If I am delivering a congratulatory speech to awards recipients, the immediate context might be the awards presentation ceremony; the broader context might be the

		purpose or significance of the awards themselves.
Counterargument	The argument(s) against the author's position.	If I want to eliminate the dress code, a counterargument might be that this will place a burden on students of a lower socioeconomic status, who must now afford an entire school wardrobe or risk unwanted attention.
Deductive reasoning	A form of logical reasoning wherein a general principle is applied to a specific case.	If all planets orbit a star, and Theta II is a planet, then it must orbit a star.
Denotation	The literal, dictionary-definition meaning of a word.	The denotation of "chair" is "a place to sit."
Diction	The style of language used; generally tailored to be appropriate to the audience and situation.	You might say "What's up, loser?" to your little brother, but you would probably say "How are you doing today?" to your principal.
Ethos	Setting up a source as credible and trustworthy.	"Given my PhD in the subject and years of experience in the field" is an appeal to ethos.
Evidence	The information presented meant to persuade the audience of the author's position.	If I were arguing that Anne is a good student, I might reference her straight-A report card and her 1500 SAT score as pieces of evidence.
Figurative language	The use of language in a non-literal way; i.e. metaphor, simile, etc.	"The sky's like a jewel box tonight!"
Genre	The specific type of work being presented.	Broader categories include "novel" and "play," while more specific genres would be things like "personal essay" or "haiku."
Imagery	Any descriptive language used to evoke a vivid sense or image of something; includes figurative language.	"The water was a pearl-studded sea of azure tipped with turquoise."
Implication	When something is suggested without being concretely stated.	"Watch your wallet around Paul," implies that Paul is a thief without

		coming out and saying "Paul is a thief."
Inductive reasoning	Making a generalization based on specific evidence at hand.	All of the planets in this solar system orbit a star, so all planets probably orbit stars.
Irony	At the most basic sense, saying the opposite of what you mean; also used to describe situations in which the results of an action are dramatically different than intended.	"I do so hope there are more papers to sign," is something that might be said ironically.
Juxtaposition	Placing two very different things together for effect.	"There they stood together, the beggars and the lords, the princesses and the washerwoman, all crowding into the square."
Logos	Appealing to someone's sense of concrete facts and logic.	Citing peer-reviewed scientific studies is an appeal to logos.
Occasion	The reason or moment for writing or speaking.	When giving a graduation speech, the occasion is graduation.
Organization	How the different parts of an argument are arranged in a piece of writing or speech.	Think about the outlines you write in preparation for drafting an argumentative essay and you'll have an idea of what organization is.
Pathos	An Aristotelian appeal. Involves appealing to someone's emotions.	Animal shelters ads with pictures of cute sad animals and dramatic music are using pathos.
Purpose	The author's persuasive intention.	If you are trying to convince your mother you should get a dog, your purpose in addressing an essay on the subject to her would be to

		convince her that you should get a dog.
Repetition	Re-using a word or phrase repeatedly for effect or emphasis.	"We run, and we run, and we run, like rats on a wheel."
Rhetoric	The use of spoken or written word (or a visual medium) to convey your ideas and convince an audience.	Almost everything is an example of rhetoric!
Rhetorical triangle	The relationship between the author, the audience, the text/message, and the context.	The author communicates to the reader via the text; and the reader and text are surrounded by context.
Speaker	The persona adopted by the author to deliver his or her message; may or may not actually be the same person as the author.	Similar to the difference between author and narrator in a work of fiction.
Style	The author's own personal approach to rhetoric in the piece; similar to voice.	We might say the Taylor Swift's songwriting style is straightforward and emotive.
Symbolism	Using a symbol to refer to an idea or concept.	"Fire" is commonly used a symbol for passion and/or anger.
Syntax	The way sentences are grammatically constructed.	"She likes pie," is syntactically simple. On the other hand, "As it so happened, when Barbara got out of class early she liked to have a piece of pie—key lime or pecan, always—at the corner diner; while she was there she watched the people passing by the window and imagined herself inside each of their lives, riding in their heads for moments and moments until the

		afternoon was whiled away and she'd become fifty people," is syntactically complicated.
Synthesis	Combining sources or ideas in a coherent way in the purpose of a larger point.	A typical research paper involves synthesizing sources to make a broader point about the topic.
Themes	Overarching ideas or driving premises of a work.	Some themes you will probably hear in your high school graduation speech include leaving behind a legacy, moving into the great unknown, becoming an adult, and changing the world.
Tone	The use of stylistic devices to reveal an author's attitude toward a subject.	Only a narrow distinction from attitude. The phrase "the deplorable state of this school" reveals a negative attitude, but the word choice of "deplorable" is part of the author's tone.
Voice	An author's unique sound. Similar to style.	Think of the way that you can recognize a pop singer on the radio without hearing who it is first.

<b>Terms</b>	<b>Definition</b>	<b>Example/Explanation</b>
Alliteration	Using words with the same first letter repeatedly close together in a phrase or sentence.	"She purchased the pretty purple parka."
Allusion	Making a brief reference to the cultural canon—e.g. the Bible, Shakespeare, classical mythology, etc.	"Like Eve in the Garden of Eden, George was not good at resisting temptation."
Anecdote	Offering a brief narrative episode. This device can serve many functions in a text—for example, introducing an issue, serving as evidence, to illustrate a point, and so on.	"When I went to buy my morning coffee, I ran into an old friend. He told me he had won the lottery and he was about to buy a yacht. Two months later I heard he had declared bankruptcy."

Concession	Agreeing with the opposing viewpoint on a certain smaller point (but not in the larger argument).	"While I admit that hybrid cars have higher carbon production costs than conventional automobiles, this is dramatically offset by the much-smaller lifetime carbon footprint of the vehicles."
Didactic	A text with an instructive purpose, often moral.	Aesop's fables are an example of a didactic work.
Euphemism	Referring to something with a veiled phrase instead of saying it directly	"She let Bob go," is a euphemism for "she fired Bob."
Exemplification	Providing examples in service of a point.	"The Town Beautification Funds are being sorely misused; the streets are full of litter, the parks are full of broken equipment, and City Hall's facade is drab and crumbling."
Hyperbole	Overstating a situation for humorous or dramatic effect.	"My backpack weighs tons!"
Idiom	A commonly used phrase that signifies something very different than its literal meaning.	"This costs an arm and a leg!" is an idiom which means "This is very expensive."
Onomatopoeia	Using "sound-effect" words (e.g. "clap," "buzz).	"We heard an ominous hiss from the kitchen."
Paradox	A phrase or assertion that appears to contradict itself (but the contradiction itself may have its own meaning).	Paradoxical phrases include "dark angel," "fresh rot," "blissful hell," etc.
Parallelism	Repeated structural elements in a sentence.	"We went to sea; we went to war; we went to bed."
Parody	Using the form of something to mimic and make fun of it.	Weird Al is the master of the musical parody genre.
Personification	Giving human characteristics to a nonhuman object or idea.	"The sun was shining happily today."
Sarcasm	Mockingly stating the opposite of what you mean. Easier to convey in the spoken word than via writing.	"Did you come up with that all by yourself?" might be delivered sarcastically after someone delivers a poorly-thought out idea.
Satire	A genre of humorous and mocking criticism to expose the ignorance and/or ills of society.	Stephen Colbert is a popular modern satirist.

Synecdoche	Referring to one part of something as a way to refer to the whole.	"Ask for her hand" is a synecdoche for marriage; the "hand" stands in for the whole woman.
Understatement	Deliberately minimizing something, usually for humorous effect.	"My mom's a little bit irritated I crashed the car—I'm grounded for the next twenty-four months."

\*Vocabulary cards **MUST** be **HANDWRITTEN**.

**Length/Time of Assignments:** Summer work is not created to take away your summer. However, it is meant to give you a realistic idea of the amount of time and work that will be required for this AP (aka college-level) course. With that in mind, please make note of the anticipated time required to complete the three parts of this summer assignment and plan accordingly. Remember, you have two months to complete Assignment 1 and just over three months to complete Assignments 2 and 3.

- Assignment 1 (essays): 2 hours, 15 minutes
  - These are the times assigned by College Board for the AP exam
- Assignment 2 (*One Flew Over the Cuckoo's Nest*): 10-15 hours
  - The *average reader* will take 8 hours and 22 minutes to read the book. The overall estimated time also accounts for annotations.
- Assignment 3 (vocabulary): 60-90 minutes
  - There are 55 terms, and the definitions and examples are provided for you. All you must do is create the cards.

**Google Classroom:** You *must* join Google Classroom for this class. The practice essays must be turned in to classroom by July 31. The code for the Summer Work Classroom is **fh232w**.

**Remind:** You are *strongly encouraged* to join Remind for this class using the code **lang19pfs**. I will share information regarding summer help sessions and answer questions via Remind.

**Statement on Plagiarism:** You will not receive credit for any work that is plagiarized because you did not do the work. This includes using materials from another student. ***Do not work collaboratively on this assignment.*** (Collaboration has its place. However, in this instance, we are working to prepare you for the AP Exam where no collaboration is allowed.) Furthermore, you may not make up the assignment. You may not use SparkNotes, MonkeyNotes, or any other materials to replace reading the actual book. This also means you may not use information from these websites for the paper you will write in class (i.e. direct quotes or paraphrasing).

**Assignment Part 1 is due to Google Classroom by July 31. All other assignments are due on the first day of school.**

## Attachment 1: Prolific Characteristics to Note in Annotations

**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
- Logos - the author's appeal to reason. Examine how the author makes the reader believe in that purpose

**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

**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.

**Tone:** Think about the author's tone, or attitude, toward his or her subject.

MAKE NOTE OF:

- The author's word choice; do the words have more positive or negative connotations
- Whether the author seems to be genuine in his or her presentation of the information
- How the author's feelings factor into the point he or she is trying to make

**Author's Perspective or Bias:** Think about who the writer is a 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

**Authorial Devices and Structure 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

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Attachment 2

When writing a paper in MLA format, there are a few things to remember. To start with, make sure you are using Times New Roman 12 pt font. Additionally, make sure you have your paper double-spaced and set to have 1-inch margins for the top, bottom, left, and right. Start by putting your running header with your last name and the page number at the top. Make sure you do this by adding a header and using the page number function on Word or Docs, NOT by typing your name and a number in the top right of each page. Then, at the top left of the page, create your paper header. This should consist of your name, the course name, the teacher's name (you can leave this off for summer work), and the due date of the paper (please take note of this - you are NOT putting the date that you are writing the paper).

Please make sure you are never hitting the "Enter" key more than once. There is always only one space after the header, after the title, or between paragraphs. Finally, make sure you are using the "Tab" key to indent at the beginning of each paragraph.