

## A.P. Language and Composition—Summer Reading

Welcome to A.P. Lang and Comp! Hopefully you all are up and ready for the challenge, because it's going to be a challenge. It's going to be a journey where you will become a better writer than you ever thought possible. But to get there you are expected to be dedicated and self-disciplined, teachable and self-motivated. I want to have fun with this class but in order to have fun, you need to put in the work. No hard work = no fun. No fun = sad Ms. Larson. Don't make a sad Ms. Larson.

Here's a brief list of expectations for this course:

- ❖ Focus on nonfiction (personal essays, autobiographies/biographies, newspaper articles, non-fiction novels, etc.)
  - This means not as much work with novels and short stories. If studying fiction was your expectation...please change that expectation.
- ❖ You will write (and write and write and write).
  - Did I mention you are going to write?
- ❖ You will analyze other author's pieces and be the author of your own.
- ❖ You will study grammar.
  - Yes, the dreaded grammar. You will hopefully become one of those "annoying" (aka super smart and awesome) grammar aficionados.
- ❖ This is considered a college-level course, therefore, you will be treated like the mature, honest, responsible, self-motivated people you are.
- ❖ You MUST be able to trust yourself to keep up with the workload.
  - This class will rely heavily on personal responsibility. Your grade, and eventual A.P. score, is completely reliant on you and the amount of work you put into the class.
    - This class and the A.P. test is mostly skill based. So, while we will learn content, most of the class will be working on building the necessary reading and writing skills to be successful. Be prepared for a "there is not one right answer, but there can be better answers" kind of class.

Your first test, summer reading and writing!

## 1. Summer Vocabulary

- a. A.P. Language and Composition will consist of the use of many technical terms in order to successfully analyze the rhetoric of writing. Some of these terms may be familiar and some will be completely new. To get a head start on some of the technical vocabulary, you will be required to learn and know the attached vocabulary words. I suggest also looking up examples of these devices and strategies and being prepared to identify them in texts. *Be prepared for a quiz on the terms one of the first couple days back to school.* Vocabulary will continue to be a big part of the course so don't think this is all you will encounter.

## 2. Reading Assignment: Non-Fiction Book

- a. You will be required to read one non-fiction book from the list of books given. Most of these books should be very easy to purchase or find at a library. If you are proactive, I might also have some of the books in my bookcase or in the English "library" room (no guarantees though).
- b. With the book you pick, you will type a formal essay that will be graded according to the attached AP Language rubric and will be due **IN PRINTED FORM** on the first day of school. Use proper MLA formatting when writing your essay. Do not arrive to class on the first day asking to go print. I will say no and the assignment will be considered late. Part of the assignment is **planning ahead** and **not procrastinating**. In addition, you will be submitting your essay to turnitin.com within the first day or two back.
- c. **Essay Prompt:**
  - i. Works of non-fiction, whether implicitly or explicitly, present an argument to the reader and support this argument with different types of evidence and rhetorical techniques. Using the non-fiction book you chose, briefly identify the work's central argument. Then, analyze the evidence and techniques the author uses to support his or her argument. Finally, evaluate the effectiveness of the argument as a whole. Avoid summarizing the text and focus on analyzing and evaluating the evidence.

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**It will be helpful to use some of the rhetorical strategies from the summer vocabulary when you analyze your book.**

### **Non-Fiction Books Choices**

- ❖ *Amazing Grace* by Jonathon Kazol
- ❖ *The Right Stuff* by Tom Wolfe
- ❖ *Black Like Me* by John Howard Griffin
- ❖ *Nickel and Dime: On (Not) Getting by in America* by Barbara Ehrenreich
- ❖ *Overachievers: The Secret Lives of Driven Kids* by Alexandra Robbins
- ❖ *There are No Children Here* by Alex Kotlowitz
- ❖ *Battle Hymn of a Tiger Mother* by Amy Chua
- ❖ *Kabul Beauty School: An American Woman Goes Behind the Veil* by Deborah Rodriguez
- ❖ *Black Hawk Down* by Mark Bowden
- ❖ *She Said Yes: The Unlikely Martyrdom of Cassie Bernall* by Misty Bernall
- ❖ *Catch Me if You Can* by Frank Abagnale
- ❖ *The Zookeeper's Wife: A War Story* by Diane Ackerman
- ❖ *Reading Lolita in Tehran* by Azar Nafisi
- ❖ *Making the Grades: My Misadventures in the Standardized Testing Industry* by Todd Farley
- ❖ *Dress Your Family in Corduroy and Denim* by David Sedaris
- ❖ *How Starbucks Saved my Life: A Son of Privilege Learns to Live Like Everyone Else* by Michael Gates Gill
- ❖ *Escape* by Carolyn Jessop
- ❖ *The Glass Castle* by Jeannette Walls
- ❖ *Beautiful Boy: A Father's Journey Through His Son's Addiction* by David Sheff
- ❖ *Prozac Nation* by Elizabeth Wurtzel
- ❖ *The Innocent Man* by John Grisham
- ❖ *The Perfect Storm* by Sebastian Junger

## Generic AP English Language and Composition Rubric

**9** Essays earning a score of 9 meet the criteria for a score of 8 and, in addition, are especially sophisticated in their argument, thorough in their development or impressive in their control of language.

**8** Effective Essays earning a score of 8 effectively analyze\* how [Author] uses rhetorical strategies to [present message to audience]. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

**7** Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.

**6** Adequate Essays earning a score of 6 adequately analyze\* how [Author] uses rhetorical strategies to [present message to audience]. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

**5** Essays earning a score of 5 analyze\* how [Author] uses rhetorical strategies to [present message to audience]. The evidence or explanations used may be uneven, inconsistent or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas.

**4** Inadequate Essays earning a score of 4 inadequately analyze\* how [Author] uses rhetorical strategies to [present message to audience]. These essays may misunderstand the passage, misrepresent the strategies [Author] uses or analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient or less convincing. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

**3** Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing\* [Author's] use of rhetorical strategies to [present message to audience]. They are less perceptive in their understanding of the passage or [Author's] strategies, or the explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

**2** Little Success Essays earning a score of 2 demonstrate little success in analyzing\* how [Author] uses rhetorical strategies to [present message to audience]. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies [Author] uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

**1** Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation or weak in their control of language.

**0** Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt, or presents an open letter to the readers about testing in general.

\_\_\_ Indicates a blank response or one that is completely off topic.

\*For the purposes of scoring, analysis refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose

## A.P. Language and Composition: Summer Vocabulary

### Rhetorical terms (concepts and terminology related to rhetoric and argument)

- Appeals (ethical, emotional, logical)—logos, pathos, ethos
- Argument
- Defend, challenge, or qualify
- Discourse
- Rhetoric
- Rhetorical devices
- Rhetorical modes
- Semantics
- Style
- Thesis
- Inductive and Deductive Argument

### Rhetorical Devices and Strategies

- Active Voice
- Aphorism
- Connotation
- Denotation
- Diction
- Ellipsis
- Equivocation
- Euphemism
- Hyperbole
- Juxtaposition
- Malapropism
- Mood
- Allegory
- Alliteration
- Allusion
- Analogy
- Anecdote
- Antithesis
- Concession
- Didactic
- Idiom
- Irony
- Metaphor
- Motif
- Oxymoron
- Paradox
- Parallel syntax (parallelism)
- Parody
- Polysyndeton
- Pun
- Satire
- Synecdoche
- Simile
- Non sequitur
- Pedantic
- Platitude
- Polemic
- Sarcasm
- Syntax
- Tone
- Transition
- Understatement
- Voice