

A.P. Language and Composition Summer Assignment and Letter for School year 2017-2018

The goal of AP English Language and Composition is to “enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP® English Course Description*, May 2007, May 2008, p. 6) Students will study and write in expository, analytical, narrative, and argumentative modes. This course requires students to use primary and secondary sources in their writing. Students will also write in informal contexts throughout the course in journals and other formats. Students will write a research paper using MLA format. Students are expected to take the A.P. test in the spring.

Students in AP English Language and Composition will review the writing process with a major focus on invention, arrangement, drafting and revision through peer editing and conferencing with the instructor. Students will be expected to take formal writing assignments through several revisions before turning them in for a grade. Students will turn in all pre-writing and first and second drafts with the final draft.

Writing for this course will require students to acquire and use the following skills:

A wide-ranging vocabulary used appropriately and effectively and reinforced through study of roots, suffixes and prefixes, rhetorical terms, and student-chosen words from their reading;

A variety of sentence structures, including appropriate use of subordination and coordination;

Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;

A balance of generalization and specific, illustrative detail;

An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

(College Board *AP® English Course Description*, May 2007, May 2008, p. 8)

Student Evaluation

A- Work goes beyond the superficial – it is reflective and analytical. The assignment is turned in on time. Work is original and shows that students have gone well beyond the requirements of the assignment. Work is superior and shows impressive command of language.

B- Work shows that students attempted to go beyond the superficial. It shows a growing awareness of reflection and analysis. Work is original and turned in on time. Work is above average and shows command of language.

C-Work is of acceptable quality, but does not demonstrate that the students have challenged themselves beyond organizational and mechanical competence. Work is average or may show a less mature command of language.

D-Work is superficial and has not challenged the students. Work is below average or shows poor command of language.

F-Work is incomplete, of poor quality, or does not meet the requirements. Work is unacceptable.

Some assignment may receive a grade of NY (not yet). Assignments with this grade show potential, but need to go through further revision.

Summer Assignment

Part I:

During our time together, we will be using some literary terms you may not have used. Using any resources available (the Internet or a book on literary terms would be likely sources), define each of these words. Then find at least three examples of each term from literature or famous speeches. Include the title, the author or speaker, and the quote in which the term is used. Americanrhetoric.com is a good starting point. If you do not have Internet in your home, it is available at any public library. Be sure to document your sources of information. There will be a test on these words during the first week of class, so come in on the first day of class with your definitions, examples, and any questions that you have about the terms.

allegory
alliteration
allusion
analogy
anaphora
antithesis

hyperbole
invective
logos
metaphor
metonymy
onomatopoeia

oxymoron
parallel structure

pathos
personification
rhetoric
satire
synecdoche
understatement
t
zeugma

Each term and its examples should be on a piece of paper that goes into a three-ring binder in alphabetical order. Pages may be handwritten in dark blue or black ink or done on the computer. I suggest you make flashcards and study these words so that you will be successful on your quiz.

Part II:

Go to americanrhetoric.com, click on Top 100 Speeches. Choose one, read it, and watch the video if available. Make dialectical notes as you read – on the left side of the page, choose and write down at least five quotes. On the right side of the page, make comments, write down questions, note anything you need to look up, and connect the quotes to real life, your life, or the world. There will be an example on thegrumpyteacher.com, and you can always look the term up. Do research as necessary to answer the following questions: What is the purpose of the speech? Who is the speaker (not just name – where he/she fits into history, etc.)? What is the occasion? What is the significance of this speech? Who is the intended audience; how does the speaker fit his/her speech to the audience and occasion? What is the tone of the speech? Was the speaker successful in his/her purpose? Give evidence from the speech and from your research to back up your answers. Document all sources.

The summer assignment is due on the first day you walk into my class.

There will be an example of dialectical notes and some helpful information on thegrumpyteacher.com. I have just begun this site, so it will not be personalized until the middle of June.

On the first day of class you will be expected to bring a three-ring binder, paper, and a pen or pencil. If this causes a financial difficulty for your family, please contact me through my email so I can arrange these items for you. I look forward to meeting you, and I promise to work hard to make your A.P. experience worthwhile.