

# AP ENGLISH LANGUAGE AND COMPOSITION

## SUMMER READING AND WRITING ASSIGNMENTS

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**JOIN THE GOOGLE CLASSROOM WITH CLASS CODE: 708twaz**

CONGRATULATIONS! You have chosen to take on the challenge that comes with this college-level English course for grade 11. It will be hard work, but it will be worth the effort. Success in AP English Language and Composition will require careful and critical reading, constant writing, and serious dedication. In order to prepare for the course, you need to complete the following summer assignments:

A. Your first assignment is to complete a reading log and response journal for one of the following nonfiction selections:

- \**Me Talk Pretty One Day* (David Sedaris)
- \**The Immortal Life of Henrietta Lacks* (Rebecca Skloot)
- \**The Geeks Shall Inherit the Earth: Popularity, Quirk Theory, and Why Outsiders Thrive After High School* (Alexandra Robbins)
- \**On Writing: a Memoir of the Craft* (Stephen King)
- \**Stiff: The Curious Lives of Human Cadavers* (Mary Roach)
- \**Hidden Figures* (Margot Lee Shetterly)
- \**The Zookeeper's Wife* (Diane Ackerman)

You can find these books at local libraries, at area bookstores, or through websites such as Amazon.

Your log should include the following:

1. Title and author of the novel
2. Vocabulary Log: 5-10 words with which you are unfamiliar and their definitions
3. SOAPSTone analysis for the novel: *Use the guide provided in this packet.* You can write a paragraph response for each section (Speaker, Occasion, Audience, Purpose, Subject, Tone) or answer question by question.
4. Dialectical Journal: At least ten (10) quotations that are examples of the literary terms/devices attached to this assignment. For each example, you should write a paragraph of commentary/reflection that explains how the author's choices affect the purpose of his writing. Why did the author choose a certain technique? Does it help develop the argument? Does it

capture his attitude toward the point he is making? Do these choices create a feeling, image, or relationship for you (as the reader)? How are they persuasive? What is the overall effect of the device, and how does it enable the writer to communicate his purpose?

Upon completion of your reading log, you are to submit the assignment through our Google Classroom site (please use the information at the beginning of this document to join). Your deadline is the first day of school, but you may submit your work at anytime prior to that.

B. Attached is a list of important literary terms and rhetorical devices that you will need for AP English Language. Your second assignment is to create flashcards for these terms; each flashcard should include the term on one side, and its definition and an example on the other side. As you look for and choose definitions and examples, please keep in mind that all of these terms are related to English; they are literary elements, rhetorical fallacies, grammatical terms, etc. Please use 3x5 index cards and bind them with rubber bands or a note card ring. These are due on the first day of school. You will have quizzes on these terms during the first month of school.

C. Your third assignment is to read *Thank You For Arguing, Revised and Updated Edition: What Aristotle, Lincoln, And Homer Simpson Can Teach Us About the Art of Persuasion* (Jay Heinrichs)

1. You will read Chapters 1-17, pp. 1-198.
2. You will take notes on each chapter in your journals. You may keep your notes electronically or written.
3. Make sure you take notes on each chapter individually, labeling your notes clearly with the chapter number.

If you have any major issues with completing the assignments, such as hospitalization, tragedies, etc. please contact me via email right away so that we can discuss your options.

If you simply have questions, please do not hesitate to email so that I can help you. I am looking forward to working with you next year! ☺

## AP TERMS FOR FLASHCARDS

1. Abstract language
2. Ad hominem
3. Allegory
4. Alliteration
5. Allusion
6. Ambiguity
7. Analogy
8. Antecedent
9. Antithesis
10. Aphorism
11. Apostrophe
12. Appeal to tradition
13. Argument
14. Atmosphere
15. Audience
16. Authority
17. Begging the question
18. Caricature
19. Cause and effect
20. Chiasmus
21. Claim
22. Claim of cause
23. Claim of definition
24. Claim of fact
25. Claim of policy
26. Claim of value
27. Clause
28. Cliché
29. Colloquialism
30. Conceit
31. Concrete language
32. Connotation
33. Conventions
34. Credibility
35. Deduction
36. Definition
37. Denotation
38. Diction
39. Ethos
40. Euphemism
41. Evidence
42. Extended definition
43. Extended metaphor
44. Fact
45. Factual evidence
46. Fallacy
47. False analogy
48. False dilemma
49. Figurative language
50. Figure of speech
51. Generalization
52. Genre
53. Hasty generalization
54. Homily
55. Hyperbole
56. Imagery
57. Induction
58. Inference
59. Invective
60. Irony
61. Juxtaposition
62. Litotes
63. Loose sentence
64. Meiosis
65. Metaphor
66. Metonymy
67. Mood
68. Motivational appeal
69. Narrative
70. Need
71. Non sequitur
72. Onomatopoeia
73. Oxymoron
74. Paradox
75. Parallelism
76. Parody
77. Periodic sentence
78. Personification
79. Picturesque language
80. Point of view
81. Policy
82. Post hoc
83. Predicate adjectives
84. Predicate nominative
85. Prose
86. Qualifier
87. Refutation
88. Repetition
89. Rhetoric
90. Rhetorical appeals
91. Rhetorical modes
92. Rhetorical question
93. Sarcasm
94. Satire
95. Simile
96. Slippery slope
97. Slogan
98. Statistics
99. Straw man
100. Style
101. Subject complement
102. Subordinate clause
103. Support
104. Syllogism
105. Symbolism
106. Syntax
107. Theme
108. Thesis
109. Tone
110. Transition
111. Two wrongs make a right
112. Understatement
113. Values
114. Warrant
115. Wit

## SOAPSTONE ANALYSIS GUIDE

**Speaker: Describe the speaker or the voice that tells the story.**

Is there someone identified as the speaker? Can you make some assumptions about this person? What is his/her background (class, race, religion, political party, gender...)?

**Occasion: Describe the time and the place of the piece; the context that prompted the writing.**

What prompted the author to write this piece? What event led to its publication or development?

**Audience: Describe the group of readers to whom this piece is directed.**

Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed racial/gender group? What social class? Political party? Who was the text created for? Are there any words or phrases that are unusual or different? Does the speaker use language that is specific for a unique audience? Why is the speaker using this type of language?

**Purpose: Describe the author's purpose for writing this text.**

What is the speaker's purpose? In what ways does he/she convey this message? What is the text saying? How is the speaker trying to spark a reaction in the audience? How is the document supposed to make you feel?

**Subject: Describe the subject or main idea of the text.**

What is the subject of this piece? How do you know this? How has the subject been selected and presented by the author?

**Tone: Describe the tone or attitude of the author.**

What is the author's tone? How does the author want to be perceived by the audience? What is the author's mood? What is the author's point-of-view?

## PLAGIARISM:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is **an act of fraud**. It involves both stealing someone else's work and lying about it afterward.

**All of the following are considered plagiarism:**

- turning in someone else's work as your own; you should not buy a paper, use something from the Internet, or use someone else's paper
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but imitating the sentence structure and /or style of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- having others edit a paper when the instructor doesn't allow external assistance

From [http://plagiarism.org/learning\\_center/what\\_is\\_plagiarism.html](http://plagiarism.org/learning_center/what_is_plagiarism.html)

According to the website <http://www.articlemyriad.com/30.htm>: Plagiarism is a serious problem in all levels of academia. The instances of it have risen due to the easy availability of resources on the internet that allow students to find course materials from which to copy and turn in as their own. As a result there has been more focused attention on the problem and most instructors at the college level are required to put statements about the serious nature of plagiarism on the syllabus or course guidelines. In addition to this, it must be stated that colleges take instances of plagiarism very seriously. For example, at Penn State University, the college makes it clear that **punishments for plagiarism can range from "disciplinary warning; disciplinary probation; temporary, indefinite, or permanent expulsion"** (Penn State Academic Integrity 2005).

**Plagiarism, at any level, will not be tolerated in this course.** You will receive a zero for plagiarizing anything.