

AP Language and Composition: Summer Reading Assignment 2020

Welcome to AP Language and Composition! This summer reading assignment is designed to give you an introduction to the type of reading you will experience and the degree of close reading necessary to succeed throughout the course.

AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of contexts, and in becoming skilled writers who compose for a variety of purposes.

This class requires you to delve deeply into the readings, to question the writer's intent, purpose and bias, and to grapple with the issues the writer presents. With this in mind, **three** major reading assignments are in order for the summer of 2020.

Do not wait until the last minute to read these assignments. You will not be able to read on the intense level the assignment requires if you wait until the last week of summer vacation to complete this assignment. Start early and give yourself enough time to analyze the readings.

Read the following for the summer reading assignment:

[Narrative of the Life of Frederick Douglass, An American Slave](#) by Frederick Douglass

[Letter from Birmingham Jail](#) , written by Martin Luther King Jr., 1963

[Civil Disobedience](#) written by Henry David Thoreau, 1849

Assignment 1: Annotate all three assignments as you read. You can do this with sticky notes or directly in the book if you have purchased it. It would be in your best interest to print "Letter from Birmingham Jail" and "Civil Disobedience" if you can. It would be best to purchase or to order *Narrative of the Life of Frederick Douglass*. If you are unable to purchase the book, please reach out to either Ms. Sullivan or Ms. Guinto, and we will help you get a copy. You will annotate everything you read in AP Language and Composition.

Reading and constructing meaning from a text is a complex process. Annotation is a key strategy to develop critical analysis reading skills. I suggest that you perfect your own desired annotation method.

Suggestions for annotating text can include labeling and interpreting literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.); labeling and explaining the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.); or labeling the main ideas, supportive details and/or evidence that leads the reader to a conclusion about the text. Of course, annotations can ALWAYS include

questions that you pose and comments regarding connections to other texts that you make while reading.

The following list may help you annotate well:

- 1. Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.
- 2. Speaker:** Think about who the writer is and what he/she knows. This should help you decide the author's credibility.
- 3. Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.
- 4. Audience:** Think about what kind of person or people the author intended as the audience and whether a connection is made.
- 5. Purpose:** Think about the author's purpose in writing. Did he/she achieve the purpose?
- 6. Subject:** Think about the subject matter—the main topic. Did the author portray it well?
- 7. Authorial Devices and Structures in the Argument:** Think about the author's techniques in delivery and how effective the author's methods are for rhetorical purposes- the use of subtitles, patterns, style, structure, etc.

** You do not need to type and prepare each of these sections, but evidence of **thorough** annotation is expected **

Assignment 2- Frederick Douglass Assignment: In addition to annotation, you will complete a double entry journal for this book. You will submit a minimum total of 10 entries that span the entire book. This will be collected during the first week of school. Make sure quotes are easily identified and cited.

Double Entry Journal for Douglass Book

The double entry journal combines note taking with commentary—think chunking. It provides two columns in dialogue with one another. Its purpose is to encourage depth of analysis and text evidence skills. As you read the novel, observe the significance or meaning of a passage, quote, device, idea, etc. You will keep a double entry journal in which you note passages that are especially revealing about your observations in the reading. These passages should reveal a pattern of themes/symbols/ideas/motifs.

[Double Entry Journal Example](#)

- Create a table in a word document (or google doc), or hand write in a journal/spiral/paper. Bring this with you when we return in the fall.

Assignment 3:

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

We will be coming back to the summer reading documents (“Letter from Birmingham Jail” and “Civil Disobedience”) over the course of the year to study argument and author’s rhetorical choices and effects.. These two documents are considered to be some of the best argumentative pieces in American history, so they will be a good place to start when we return to school in August. **Your assignment, along with your annotations, is to look specifically for some of the terminology and rhetorical terms from your vocabulary below as you find them within the assigned documents.**

One of the comprehensive learning outcomes of the AP English Language and Composition course is to help students become skilled readers and writers through engagement with reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. You will practice with the summer reading documents.

Assignment 4 (found on the next page): Terminology–You don’t have to handwrite this!

You are responsible for defining the following terms on notecards or digital notecards. You should be prepared for a quiz on these terms within the first few days and should use any appropriate terminology in your summer reading assignments.

Failure to turn in these assignments will put you in a very deep hole before the year even begins. There will be no excuses for non-completion. Remember that AP Language and Composition is a college-level course and there are certain behaviors expected from all students in this class; responsibility and maturity rank highly among them. If you have any questions, please don’t hesitate to email us at caedrandsullivan@smsd.org or melissaguinto@smsd.org

AP Language and Composition: Summer Vocabulary

Rhetorical Terms: (concepts and terminology related to rhetoric and argument)

- Argument
- Defend, challenge, qualify
- Discourse
- rhetoric
- rhetorical devices
- rhetorical modes
- semantics
- style
- antithesis
- colloquialism
- juxtaposition
- ethos, pathos, logos

Literary and stylistic terms: (useful for a discussion of style—many you already know)

- connotation
- denotation
- diction
- ellipsis
- equivocation
- euphemism
- hyperbole
- juxtaposition
- malapropism
- mood
- non sequitur
- pedantic
- platitude
- sarcasm
- syntax
- tone
- transition
- understatement
- voice
- polysyndeton
- asyndeton
- chiasmus
- anaphora
- archetype
- antimetabole

Literary and rhetorical devices: (useful for a discussion of writer's craft or tools a writer may employ)

- allegory
- alliteration
- allusion
- analogy
- anecdote
- irony
- metaphor
- oxymoron
- paradox
- parallelism
- parody
- pun
- satire
- simile