

11th Grade AP English Language and Composition Summer Assignment 2024

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Congratulations on choosing to endeavor in the rigorous world of rhetorical analysis. As follows are the various summer assignments that will prepare you for the course. There is a moderate amount of work that will need to be done before the school year starts. **All work should be completed by the first day of school, August 13th. Additionally, you will have to submit the reflective essay through Turnitin.com the first week of school to check for plagiarism or AI-generated text.** For your own sake, please avoid waiting until the last minute to complete the summer assignment—it requires reading 1 book in addition to learning 36 terms and writing a brief reflection essay. If you have any questions regarding the assignments, contact me by email or come and see me before the school year ends in EW-7.

Assignment 1: AP Language Analysis Terms (DUE 8/13/24):

To prepare to analyze language and composition, there are some common terms that all students should know. Look up and record the **literary/rhetorical definitions** for each of the following terms. When appropriate, consider including examples for further clarity and understanding. This can be done on paper, on note cards, or in some digital form. Avoid merely copying definitions without fully understanding the meaning. Make it legible and useful. This is a study guide for you to use throughout the school year and before the exam. You will have a quiz on these terms and definitions within the first few weeks of class.

Remember, you are looking for definitions that relate to **literature, writing, and rhetoric**.

Terms:

1. Argument

- a. Claim, Assertion, Position, Thesis
- b. Evidence, Data
- c. Assumptions
- d. Appeals (ethos, logos, pathos)
- e. Qualifiers, Reservations

2. General Terms

- a. Genre
- b. Voice
- c. Point of view
- d. Stance
- e. Diction
- f. Syntax

g. Irony

h. Allusion

i. Analogy

j. Implication

k. Anecdote

l. Connotation/Denotation

3. SPACE CAT

a. Speaker

b. Purpose

c. Audience

d. Context

e. Exigence

f. Tone

4. Tropes (created through

diction) a. Metaphor

b. Extended metaphor

c. Simile

d. Personification

e. Hyperbole

f. Metonymy

g. Synecdoche

5. Schemes (created through syntax)

a. Parallelism

b. Antithesis

c. Juxtaposition-Dichotomy

d. Anaphora-Repetition

e. Periodic, Cumulative, & Inverted Sentences

f. Subordination

Assignment 2: Reading (DUE 8/13/24):

You are responsible for reading *Hiroshima* by John Hersey over the summer break. The book recounts the events surrounding the dropping of the atomic bomb on the city of Hiroshima. It is told from the perspective of survivors that Hersey interviewed. This is a relatively short book (152 pages) and can be read in a fairly short period of time. You will need to have read the book before the first day of school and be prepared to be tested on it (test and/or in-class essay). As such, taking ample notes will help you prepare for assessment. If you read the book early in the summer, it is a good idea to review prior to the start of the school year.

***Book available for checkout at THS bookroom before summer break or 6/11 & 6/18 7:30 am- 1 pm**

Assignment 3: Reflective Essay (DUE 8/13/24):

Part of being an enlightened and well-rounded citizen comes from exposure to new experiences. Having a breadth of experiences to draw from can be particularly beneficial for the AP Language exam as well. Over summer, I would like you to engage in at least one unique experience. As a culminating activity, you will write a **250-500 word reflective essay** about your experience(s). Consider doing the following: describe in detail the experience; discuss feelings, growth, or learning; project on how the experience might impact your future choices. This is an opportunity for originality and flair. Show off and take risks. Your reflection does not have to follow a standard narrative structure, but can apply artistic license.

Ideas for experiences (This is not an exhaustive list): -

- Attend a live performance/stream (music, theater, reading)
- Take a nature hike
- Visit a museum or art gallery
- Watch a documentary or award-winning film
- Visit a landmark/location of historical or cultural significance
- Try a new food
- Create a work of art (visual, musical, writing)
- Learn a new skill (mechanics, cooking, woodworking, juggling, underwater basket weaving...)
- Spend 24-48 hours unplugged from screens or other digital distractions
- Other new experiences not listed

***An additional note:**

In my experience, the students that are most successful in this course and other advanced English courses are the ones that read frequently. As a voracious reader myself, I seldom struggled with understanding complex texts or with articulating my thoughts in speech or writing. This was true in high school and throughout college. If you are an avid reader now, then great, it will benefit you greatly in your academic success. I would encourage you to “level up” your reading by seeking out texts of greater substance and complexity. If you are not an avid reader, I highly encourage you to try to pick up the habit. I am certain that at some point in your life you were enamored with the wonder of the written word (I got hooked by the Goosebumps series in elementary school). Try to tap back into that creative engagement from your past. We will be reading more nonfiction texts this year, so that may be somewhere to start. I have a list of suggestions here:

<https://bit.ly/3e4ar2Y>