

AP Language and Composition: Summer Reading Assignment 2018-2019
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“Rhetoric is the art of ruling the minds of men.” – Plato

Welcome to Advanced Placement English Language and Composition. The focus of AP Language is understanding, analyzing, and writing non-fiction prose, connecting fiction prose (drama and novels) to rhetoric and argumentation, and using multiple sources to develop and support your own arguments. The required preparatory reading and assignments for this class includes reading three books on understanding and crafting arguments, an autobiography and reading selections from periodicals. As you work on these assignments, you may contact Mrs. Kingry or Ms. Moore via the email addresses found above. Please clearly articulate your concern or inquiry and include your full name. You are also encouraged to consult your classmates; as AP student, we know that intellectual honesty is as important to you as it is to us, but also keep in mind that your peers are excellent brainstorming partners, peer editors, and supportive friends.

Here is a brief introduction to the course. According to The College Board’s course description, 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.” Sounds like what you’ve done in English class the past three years, right? While we will go deeper and explore different areas than you have before, everything comes back to growing as critical readers and effective writers.

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 you will have two major reading assignments over the summer. Do not wait until the last minute to read these books. 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 fully analyze the readings.

Your books for this summer reading assignment are:

Into the Wild by Jon Krakauer
On Writing by Stephen King

Assignment 1: Annotate the books (Yes! BOTH of them!!) as you read. You can do this with sticky notes or directly in the book if you have purchased it. You will annotate everything you read in AP Language and Composition, so this is an incredibly important skill to practice over the summer.

Make this book “yours” by marking it up: annotations, notes, thoughts, questions. An engaged text is a well-read text! King’s book is a memoir of the writing life, and the artistic and business elements of the craft of professional and public writing. It will help introduce you to a core element of AP Language and Composition: you are making the transition into becoming independent, college-level writers.

Reading and constructing meaning from a text is a complex and active process; one way to slow down and develop critical analysis skills is to annotate the text as you read. What you annotate in this class will most often be left up to your own discretion. 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 of things to think about/look for will help you with this task:

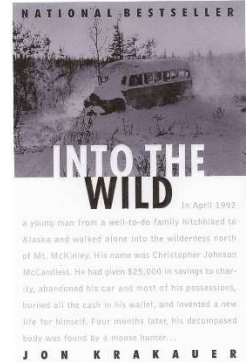
1. **Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer’s effectiveness.
2. **Speaker:** Think about how who the writer is and what he/she knows is communicated. This should help 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 or not the author is able to connect with that audience effectively.
5. **Purpose:** Think about the author's purpose in writing this book and whether or not they are effective in that purpose.
6. **Subject:** Think about what the book is discussing and whether or not the author shows why the subject is important.
7. **Authorial Devices and Structures in the Argument:** Think about the author's techniques in delivery and how effective 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: *Into the Wild* by Jon Krakauer

After reading the book, complete the following task using the specific instructions below. Your complete report/analysis/evaluation should be about 2-3 pages, typed, with correctly labeled sections and sub-sections. *These must be typed (Times New Roman 10-12 pt. font, single spaced).*



Task #1: Critical Analysis of Work

For each sub-section below write a one-paragraph response, beginning with a **TOPIC SENTENCE** that responds to the first question listed. You will have to determine what claims the author is making in his work. You must be a careful, close reader. Examples of topic sentences have been provided.

****Look up any terms you are unfamiliar with (logos, ethos, pathos) to ensure the accuracy of your answer!****

1. **Logos:** (Topic Sentence Example: In *Into Thin Air*, Jon Krakauer argues that mountain climbing has become more about making big money than about conquering the highest peaks in the world.)

- What are the claims the author makes?
- What is the data the author provides?
- What conclusions does the author draw?
- Cite specific textual evidence as support.

2. **Ethos:** (Topic Sentence Example: Krakauer, a seasoned, experienced climber, offers himself to the reader as one of the only reasonable people on the mountain that fateful spring.)

- How does the author establish a persona?
- How does the author establish credibility?
- Cite specific textual evidence as support.

3. **Pathos:** (Topic Sentence Example: In his gruesome descriptions of death on the mountain, Krakauer discourages an audience interested in outdoor adventures from tackling a mountain beyond their climbing capabilities.)

- Who is the primary audience for this text?
- What, if any, emotional appeals does the author make?
- Does the author have expectations of the audience? If so, what are they?
- Cite specific textual evidence as support.

4. **Organization:** (Topic Sentence Example: Krakauer organizes his book in alternating chapters: one chapter about the 1996 Mt. Everest disaster; one chapter about the history of climbing the world's highest peaks—both chronologically.)

- How is the book organized? (*Chronologically? Cause and effect? Classification? Etc.*)
- How does the organization *affect* the reader's understanding of the work as a whole? (**ex:** By alternating chapters, the reader gains a wider perspective about climbing Mt. Everest; her knowledge is not limited to one disaster.)
- Does the organization of the book *effectively support* the writer's main ideas and/or arguments? (**ex:** Krakauer's organization works well to illustrate how mountain-climbing has become more about making money and less about achieving greatness.)
- Cite specific textual evidence as support.

5. **Style and Tone:** (**Topic Sentence Example:** Krakauer’s effective use of imagery, diction, and figurative language creates a chilling, cautionary tone that, in turn, supports his argument.)

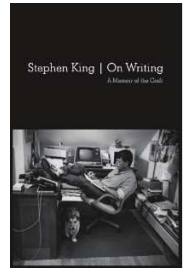
- What is the writer’s style? (Look closely at *word choice, figurative language, imagery, syntax, use of hyperbole, paradox, satire, examples, data*, etc.)
- Does the writer’s style make the work easier or harder to understand? How?
- What tone is created by the writer’s language choices?
- How does the *tone contribute to the writer’s overall purpose*?
- *Cite specific textual evidence* as support.

Task #2: Evaluation of Main Ideas (one-two paragraphs EACH question)

1. Try to relate the action or outcome of the book to your own life or reading experience.
 - Did you relate to Chris McCandless? Why/why not?
 - Did you learn a lesson from his experience? If so, what is it?
2. Do you recommend others read this book? Is it worth reading? Why?

Assignment 3: *On Writing* by Stephen King

Have you ever wondered: “Did the author mean to do that?” King’s book, which is subtitled *A Memoir of the Craft*, provides an excellent response to that question. As King states in the introduction to this book, “What follows is an attempt to put down, briefly and simply, how I came to the craft, what I know about it now, and how it’s done” (King xv). In this book, you will learn that writers do indeed make deliberate choices about diction, syntax, details, and other elements as they compose their work. (This analysis is a major component of the work we will do in AP Language.) The book is divided into four sections: C.V., Toolbox, On Writing, and On Living: A Postscript. Your assignments will, likewise, be divided into four sections. For each task below, please include proper MLA documentation and citation for the passages discussed.



These must be typed (Times New Roman 10-12 pt. font, single spaced).

Task #1: C.V.

This is a non-fiction text, but it often reads like a novel. To tell his story, King uses literary elements and techniques (i.e. imagery, dialogue, figurative language) which we often associate with fictional pieces.

Identify three passages in which King uses such elements/techniques effectively. Explain the elements/techniques he uses and why they are effective.

Task #2: On Writing (one-two paragraphs EACH question)

1. How does King feel about writing? How do you know? Choose three key passages from this section in which King defines writing, either directly or figuratively. In your own words, restate King’s point about writing in the passage and why you think this point is interesting or important.

On Living: A Postscript

2. This task does not pertain to just this section of the book. Rather, explain your opinion of King as both a writer and a person. Would you consider reading one of his books now, for example? (If you have read his books prior to this assignment, has your opinion of the author changed? If so, how?) What do you think King’s purpose was in writing this book? Support your answers to both prompts with evidence from the text.

Assignment 4: Understanding Rhetorical Terms

You are responsible for all of the terms on the attached list (see last page). You should be prepared for a quiz on these terms within the first few classes, and should use any appropriate terminology in your summer reading assignments.

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

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
- parallel syntax (parallelism)
- parody
- pun
- satire
- simile

***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 get in touch over the summer. Enjoy your reading and we'll see you in the fall.

Ms. Kingry & Ms. Moore