Dear AP students and parents,

First, let us congratulate you on accepting the challenge of taking an AP English course. We are looking forward to working with you and helping you achieve your potential as writers and thinkers between now and next May.

Here is a very brief introduction to the course. According to the College Board’s course description, AP 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 for the past 10 years, right? While we will go deeper and explore more types of writing than you have before, everything comes back to growing as critical readers and effective writers.

To help you prepare for the exploration of rhetoric in the fall (and, ultimately, the AP Language and Composition Exam in May 2018), you will be reading and writing this summer. The rigor of the assignments, general requirements, and due dates reflect the college-level expectations of this course. After all, succeeding on the AP exam can potentially waive a college English requirement. So the course must be consistent with the work load of a college-level course.

On the following pages you will find detailed explanations of the three summer assignments. These assignments will require many hours of focused work. Do not attempt to complete them in the last few days before school starts. Plus, if you start sooner, you will be able to seek help for questions you have. We will be checking our emails periodically and will do our best to answer your questions as we receive them. If you have questions before the end of the year, please come by our rooms. However, at no point should your question involve trying to get an easier assignment.

We encourage you to consult with your peers as well. While plagiarism in any form will not be tolerated, your classmates are excellent brainstorming partners, peer editors, and study buddies.

We look forward to meeting you in the fall.

Sincerely,

Ms. Widrig, room 226
widrighodgesj@edmonds.wednet.edu

Mr. White, room 209
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Assignment 1- Terminology

You are responsible for knowing all of the terms below. Many of these are terms you have used in the past years, but many may be new. You should know these terms, be prepared for a quiz on these terms within the first few days of class, and use any appropriate terms in your summer reading essay.

You may study these terms in any way you feel is helpful, but our suggestion is that you look up each term in several sources, make flashcards, and quiz yourself until you know them all.

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

- Rhetorical Appeals (ethos, logos, pathos)
- Discourse
- Rhetoric
- Tropes
- **Rhetorical Devices**
- **Rhetorical Modes**
- Semantics
- Style

**Literary and Stylistic Terms** (useful for a discussion of style)

- Connotation
- Denotation
- Diction
- Ellipsis
- Euphemism
- Hyperbole
- Juxtaposition
- Mood
- Non sequitur
- Pedantic
- Didactic
- Platitude
- Polemic
- Syntax
- Tone
- Understatement

**Literary and Rhetorical Devices** (useful for a discussion of the writer’s craft)

- Allegory
- Alliteration
- Allusion
- Analogy
- Anecdote
- Antithesis
- Irony
- Metaphor
- Motif
- Oxymoron
- Paradox
- Parallel Syntax
- Parody
- Pun
- Satire
- Simile
Assignment 2—Summer Reading

You will choose a book from the following list and buy a copy (used is fine). While reading, you should annotate the text (underline important ideas, circle vocabulary words, write your thoughts and reactions in the margin, etc). You should be thinking about Assignment 3 as you read, which requires you to clarify the author’s main argument and explain what he or she does to support that argument.

We encourage you to research these books and authors to ensure you are choosing the book that most closely aligns with your interests or potential interests.

- *Thinking Fast, Thinking Slow* by Daniel Kahneman
- *The Grand Design* by Stephen Hawking and Leonard Mlodinow
- *The Beauty Myth: How Images of Beauty Are Used Against Women* by Naomi Wolf
- *This is Your Brain on Music* by Daniel Levitin
- *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by S. Levitt and S. Dubner
- *Animal Vegetable Miracle* by Barbara Kingsolver
- *Stumbling on Happiness* by Daniel Gilbert
- *Flu* by Gina Kolata
- *The Botany of Desire* by Michael Pollan
- *The Autistic Brain* by Temple Grandin
- *Lincoln’s Greatest Speech* by Ron White
- *Eating Animals* by Jonathan Safran Foer
- *Half the Sky: Turning Oppression into Opportunity for Women Worldwide* by N. Kristoff and S. Wu Dunn
- *Nickel and Dimed* by Barbara Ehrenreich
- *Into the Wild* by John Krakauer
- *Guns Germs and Steel* by Jared Diamond
- *An Inconvenient Truth* by Al Gore
- *Deep Survival* by Laurence Gonzales
- *The New Jim Crow* by Michelle Alexander
Assignment 3—Argument Essay

You will write a (minimum) five paragraph essay based on the non-fiction book from the list above that you read. Your essay will be graded according to the attached AP Language rubric and will be due on the first day of school. To establish procedures and meet our expectations, you should have your essay printed out BEFORE class. Set up your paper according to MLA guidelines. You do not need to cite sources since they are all from the same book. You should, however, indicate page numbers in parentheses for any quoted material. Be careful to use quotation marks correctly to avoid plagiarism. Any amount of plagiarism will result in an F on this assignment and could jeopardize your standing in the class. No make-ups or redoes allowed. No late work is accepted in this class.

Prompt:

Works of non-fiction, whether implicitly or explicitly, present an argument to the reader and support this argument with different types of evidence and rhetorical techniques. Using the non-fiction book you chose from the list, identify the work’s central argument. (Everything in the book would relate back to this point.) Then, analyze the evidence and techniques the author uses to support his or her argument. Finally, in the conclusion, evaluate the argument as a whole, including its importance to society and its relevance to you. Throughout your essay you should avoid lengthy summarizing of the book and assume we have a basic understanding of the topic.
Essays earning a score of 8-9 effectively analyze the argument, supporting evidence, and rhetorical techniques in the book. The evidence and explanations used in the essay are appropriate and convincing, and the essay’s analysis is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing. Essays scoring a 9 meet these criteria and are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

Essays earning a score of 6-7 adequately analyze the argument, supporting evidence, and rhetorical techniques in the book. The evidence and explanations used in the essay are appropriate and sufficient, and the essay’s analysis is coherent and adequately developed. The writing may contain lapse in diction or syntax, but generally the prose is clear. Essays scoring a 7 meet the criteria for a score of 6 while providing a more complete explanation, thorough development, or a mature prose style.

Essays earning a score of 5 analyze the argument, supporting evidence, and rhetorical techniques in the book. The evidence and explanations may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas.

Essays earning a score of 3-4 inadequately analyze the argument, supporting evidence, and rhetorical techniques in the selected text. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The essay’s analysis may have lapses in coherence or be inadequately developed. The prose generally conveys the student’s ideas but may be less consistent in controlling the elements of effective writing. Essays earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in developing an analytical stance. The essays show less maturity in control of writing.

Essays earning a score of 1-2 demonstrate little success in developing an analytical stance. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose demonstrates consistent weakness in writing, such as grammatical problems, lack of development or organization, or a lack of coherence. Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, weak in their control of language, or especially lacking in coherence and development.