

## Mrs. Bell's **Required** AP English Language and Composition Summer Assignment 2019-20

The AP English Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many techniques to your own writing. In order to prepare for our Socratic seminars, you are required to read, annotate and log a selection of texts over the summer. You are expected to complete these assignments and submit them on the first day of school.

**Recommended Text: Peterson and Brereton, eds. — *The Norton Reader 12th Edition*, ISBN: 0393929485.** Copies of the readings from the Norton Reader will be posted on Google Classroom. You will need to print the pages, so you may annotate them for the summer assignment and assignments throughout the year. Amazon offers used and new copies of this text for a reasonable cost (\$3-\$15). If you decide to purchase this (optional) text, please make sure you purchase the 12th edition. The newest edition will not match the essays or page numbers, and is much more expensive.

Please enroll in the **2019-20 AP Composition Summer Assignment** group as soon as you receive your summer assignment. (By May 31) Readings, announcements and tips will be posted here for your reference.

Google Classroom class code: **onp373**

You may reach me via email at [ElaineBell@hartlandschools.us](mailto:ElaineBell@hartlandschools.us). Make sure you read all of the materials carefully before asking me a question that is answered in the directions. I will check my email weekly in June and July. I will not be available from July 24- August 15.

## **Part I- SUMMER READING SELECTIONS:**

Please read and annotate (do not log): The Norton Reader-\_"Reading With a Writer's Eye" and "Writing in College": pp. XI-lv. \*You may annotate in your book if you chose to purchase it. Otherwise, please annotate on the printed pages.

### **ASSIGNMENT FOR The Norton Reader—"Reading With a Writer's Eye" and "Writing in College":**

For each of these two articles:

- Write a summary of at least 5 key points in each article, providing textual support
- Develop at least three clarifying questions for each article (what you still don't understand from that section and/or want to learn about in class). Make sure to reference the text specifically.

**ASSIGNMENT FOR the following reading selections:** Please read, annotate and log 4 readings of your choice from the following 6 in the list (see log expectations on "Close Reading" handout):

Eighner, Lars: "On Dumpster Diving" The Norton Reader pp. 20-29

Mairs, Nancy: "On Being a Cripple" The Norton Reader pp. 59-68 -

McMurtry, John: "Kill 'Em! Crush 'Em! Eat 'Em Raw" The Norton Reader pp. 354-359

Rauch, Jonathan: "In Defense of Prejudice" The Norton Reader pp. 680-688

Roach, Mary: "How To Know If You're Dead" The Norton Reader pp. 282-295

Woolf, Virginia: "In Search of a Room of One's Own" The Norton Reader pp. 1074-1084

NOTE: Before tackling the texts above, please read the handouts "Close Reading and Reader Response" and the chapters from the Norton Reader textbook. These texts provide an introduction to rhetorical analysis as well as methods of annotation and expectations for your log. You should read these texts efferently (to glean information). You should read the remaining selections aesthetically (to analyze rhetorical strategies and arguments). \*\* You will respond to a rhetorical analysis prompt on one of the assigned essays on the first full day of the course.

**Part II-** Create a Literary Terms Dictionary by defining the following terms and finding one example for each term. Take extra care to create a dictionary that you may reference throughout the school year. You may NOT type them, so please hand write them and add extra space (at least double spaced, if not more) so you can add examples and clarify the definitions throughout the school year. Place an asterisk next to the ten words with which you are least familiar. Put all the defined terms together, so that you develop a Literary Terms Dictionary. You may use any page size, as long as the requirements are clearly labeled and leave room for additional examples and clarifications. Pages must be securely fastened together, allowing pages to be turned easily like a book or flip chart. (You will have an exam the very first week of school, testing your ability to apply these very concepts):

allusion amplification anadiplosis analogy anaphora antanagoge antithesis  
aporia apostrophe asyndeton chiasmus climax conduplicatio distinctio  
enumeration epistrophe epithet eponym exemplum hypophora hyperbaton  
hyperbole juxtaposition metabasis metaphor metonymy parataxis  
parenthesis parallelism plocce polysyndeton litotes  
personification procatalepsis author's purpose rhetorical question sententia  
simile symploce polysyndeton synecdoche tautology tone  
understatement Zeugma

\*\*If you have questions about the summer assignment, you may contact Mrs. Bell at [elainebell@hartlandschools.us](mailto:elainebell@hartlandschools.us) or find more information on her website: <http://mrsebell.weebly.com/>

Make sure you have read the "Close Reading and Annotation" handout and the introduction articles before asking me specific questions about the assignment. The entire summer assignment is due on the first day of class, no exceptions. I look forward to meeting you on the first day of school. Enjoy your reading this summer!