

AP Language and Composition Summer Assignment 2014

Hello! Welcome to AP Language and Composition! I am Ms. Wheatcraft, and I am looking forward to our journey through this class for the upcoming school year. I highly suggest you pace yourself in regards to the summer assignment; do not leave it until the week before, or even worse, the weekend before school begins. Making the most of your time with the assignments will make the first few weeks of school a smooth segue into the school year. Also, absolutely no plagiarism will be tolerated. You are expected to complete the assignments to the best of your abilities. For the book, please do not rely on internet resources to help you gain a full understanding of the reading. They can be, on occasion, useful for a snippet from the novel. If you have to rely heavily on such resources, you should reconsider whether or not this class is the best choice.

Should you have questions about this assignment or the course in general contact me at Stephanie.Wheatcraft@guhsdaz.org. I will do my best to check my email on a weekly basis this summer.

Course Description:

AP English Language & Composition offers students a year of intense training in reading and writing that not only prepares them for the AP Language examination, but also for successful university study and life-long learning. The class focuses on rhetorical analysis of fiction and non-fiction, including sources in non-literary disciplines, a few philosophical documents, and a sampling of British, World and American Literature. Students learn to identify an author's purpose and analyze strategies by examining the ways people think and use language. Students read and analyze models of good writing and create their own compositions of various lengths and complexity, and participate in peer response and vigorous revision.

This summer you will be busy as you prepare to enter AP Language & Composition. The nature of the class demands that you begin the school year with the appropriate knowledge and skills necessary to prepare for the AP English Language & Composition Exam in May and the AP English Literature Exam your senior year.

Listed below are assignments to be completed this summer:

Assignment #1: "This I Believe" Essay

According to National Public Radio (NPR), "Fifty years ago, millions of Americans sat by their radios and listened to *This I Believe*. For five minutes each day, they heard from statesmen and secretaries, cab drivers, waitresses, folks from all walks of life - all of whom spoke about their most deeply held beliefs." A few years ago NPR decided to bring back the **This I Believe** series. Each week NPR broadcasts one short essay 500 words (3 minutes) submitted by a listener. Your assignment is to read the information, requirements, and several examples from the NPR website, and then write your own "This I Believe" essay.

1. Go to <http://thisibelieve.org/>. Click on "**explore**" in the row of tabs and then click on the various choices in the drop down menu to explore previous essays.
2. Click on "**participate**" and from the drop down menu click on "**essay guidelines**".
3. Once you know the prompt and the guidelines, consider carefully what you will write about. 500 words isn't much, so be concise, but don't lose your style. Outline or jot down your ideas.
4. Write the essay. The final must be typed. It must be double-spaced, size 12 font, Times New Roman only. Include the word count at end of the essay. (You do not need to submit your essay to NPR.)
5. Your essay is due the first day of school, both in hard copy and submission to turnitin.com.

Assignment #2: Read and complete various tasks

In preparation for this class as well as AP Literature, reading is essential. I highly suggest you spend the summer reading. Read as much as you can; read everything! The novel I am expecting you to complete by the first day of school in August is *The Kite Runner*, by Khaled Hosseini, which can be purchased from Amazon or Barnes and Noble. *Please note there is mature content in the novel; since this is a college-level class, the expectation is that we will encounter mature ideas and concepts from time to time.* I highly recommend you have your own copy as you will need to annotate as you read the book. It is a good novel to start with since it **will challenge you** and **prepare you** for the type of critical analysis necessary for success in AP Language and AP Literature.

Complete note-taking sheet as you read *The Kite Runner*

In order to prepare to write a well-supported, cohesive essay and to connect to a major writing assignment later in the year, it is **essential** that you take notes during the reading of the novel. Look for and identify important passages from the novel that reveal the character and the essential themes that arise.

- Choose five (5) of the six topic/themes from below
 - Gather at least two significant passages for each of the five topic/themes you select
 - Record the passages in the note-taking sheet (see handout) along with your response in the appropriate columns
1. Loss of innocence and coming of age
 2. Redemption of the human spirit
 3. Social evils and the pain of war
 4. People's inner conflicts
 5. The destructive power of jealousy and insecurity
 6. The lingering impact of guilt

See separate note-taking sheet for specific guidelines on selecting passages from The Kite Runner.

Annotating Instructions: Annotate/close read the book as you read. I would prefer that you use sticky notes, but you may write directly on the book if you have purchased it. You may highlight or underline, but you **MUST** comment next to it. (See “Close Reading” on the last page of the summer assignment.) You will need to be able to turn in your book to show evidence of the types of notes on the next page. Your annotations should move beyond personal comments and more analysis of how the author crafted the writing. You should expect this process to extend your reading time. The purpose is to help you engage and interact with the text. It gives you an opportunity to look beyond the words and determine why the author has chosen the style viewpoint, language, etc. they have used. This will help to prepare you for rhetorical analysis, argument, and synthesis.

You should be prepared to turn in your book on the first day of class. You should also expect assessments of your book the first few days of class as well.

Assignment #3:

You will use the following assignment for your AP Language class. Before the AP exam, you need to become conversant on local, state, national, and international problems. You will be permitted to use the information for your argument timed-essays.

Your Assignment:

This summer, you will read **six articles** from a *news magazine or *newspaper and create **six** separate entries in Word, using correct MLA format. Don't write about books, sports, movies or what the current movie star has done on the weekend as these topics will not help you with your persuasive essays.

You must close read the story which you turn in for credit on the first day of class. You will submit a hard-copy to me and one to turnitin.com

At the beginning of each entry, write the source information with complete bibliographic information for the article. Note below for specific examples.

Beneath the MLA information, write two-four sentences that capture the key idea of the article. Then, quote five sentences using correct MLA parenthetical citations (note how to cite on-line journals that have n. pag. (no page numbers). If the sentence is particularly long, feel free to use ellipses to capture only the key words in the sentence. Remember, however, that you need enough words to remember the story. These quotes should directly support the key idea of the story.

MLA Directions

Please note that citing an article and citing an on-line periodical have changed slightly. Please see my model below.

ARTICLE IN A MAGAZINE (Like *Time* or *Newsweek*)

McEnvoy, Dermot. "Little Books, Big Success." *Publisher's Weekly* 30 Oct. 2006:

26-28. Print.

ON-LINE PERIODICAL (Like *Time* or *Newsweek*)

Lubell, Sam. "Of the Sea and Air and Sky." *New York Times*. New York Times,

26 Nov. 2008. Web. 1 Dec. 2008.

Note: Online periodicals include both the name of the website in italics and the website publisher. If no publisher is listed, use N.p. Follow with the date of publication, the medium (Web.), and date of access.

* Choose a magazine article, editorial, commentary or essay from reputable issues-based magazines such as *Newsweek*, *Time*, *The New Yorker*, *Rolling Stone*, *Atlantic Monthly*, *New Republic*, *Forbes*, *The Economist*, *The Atlantic*, *National Geographic*, *Harper's*, and *Scientific American*.

* Choose a newspaper editorial or commentary/essay from reputable newspapers such as *The New York Times*, *The National Post*, *The Guardian*, *The Washington Post*, *The State*, *The Herald-Journal*, *The Post and Courier*, *The Atlanta Journal-Constitution*, *The Miami Herald*, *The Los Angeles Times*, *The San Francisco Chronicle*, *The Huffington Post*, and *The Wall Street Journal*.

Here is what an entry should look like:

Entry Example

Gross, Daniel. "The Recession Is Over! Now What We Need Is A New Kind Of Recovery." Newsweek 3 Aug. 2009: 32-37. Print.

Summary: Renewable energy is key to improving our economy. Our unemployment rate can be lowered with projects funded through stimulus.

1. "In April, the P.J. Keating Co., a construction firm based in Lunenburg, Mass., bid on about a dozen stimulus projects funded through the U.S. Transportation Department" (Gross 33).
2. "The Great Recession, which rolled over our financial lives like one of P.J. Keating's giant pavers, is most likely over" (33).
3. "In June, seven of the 10 indicators in the conference Board Leading Economic Index pointed upward, including manufacturing hours worked and unemployment claims" (33).
4. "Having survived a near-death economic experience, Americans now need to focus on surviving what's likely to be a pokey, painful recovery" (33).
5. "The smart minds behind the smart economy, by contrast, believe they know the precise positive outcomes to be generated by investments in renewable energy" (35).

Assignment #4: Vocabulary Note Cards

You will need a set of 3x5 note cards. You will use these note cards to define terms that are common on the AP exam. Attached is a list of terms that need to be defined. On a note card, write the term on one side and on the back, define the term and write an example of the term from the various articles that you have read. The list of terminology is not complete. Have extra note cards because you will be defining many more words once school starts. Here is a reliable website I'd like you to use for the definitions: <http://rhetoric.byu.edu/>. The terms can be found on the right-hand side of the main page under "Rhetorical Figures." This website also provides examples to help you better understand these terms; however, you may only use this website for help.

AP Terminology

Allusion

Analogy

Anaphora

Antithesis

Apostrophe

Appositive

Assonance

Hyperbole

Juxtaposition

Metaphor

Metonymy

Oxymoron

Paradox

Parallelism

Rhetorical Question

Synecdoche

Tone

Understatement

Have a wonderful summer and happy reading!

Ms. Wheatcraft

The Kite Runner Summer Reading Note-taking chart

Directions: **Choose five (5) themes from the list** and gather at least **two (2) quotes for each. (2/theme= 10 total)**. **Record these passages with their pages numbers below.** Your important passages can illustrate any of the following:

- how characters grow and change over the course of the novel, both in their attitudes and their outlook on life and what you think these changes illustrate about human tendencies or why people act certain ways.
- how the author uses symbolism and conflict to reveal larger ideas about human nature and how the topics and themes mentioned above connect to the characters.
- how character actions, events, and ideas provide insight into larger truths about how people tend to act.

<u>Theme</u>	<u>Quote (page #)</u>	<u>This shows...</u>
Loss of innocence and coming of age <i>Example: From <u>The Kite Runner</u></i>	“‘Father! What’s that sound?’ Hassan yelled, his hands outstretched toward Ali. Ali wrapped his arms around us. A white light flashed, lit the sky in silver. It flashed again and was followed by a rapid staccato of gunfire. ‘They’re hunting ducks,’ Ali said in a hoarse voice. ‘They hunt ducks at night you know. Don’t be afraid.’”(35)	...how the author uses the ongoing war to illustrate the start of loss of innocence, but also the adult’s need to preserve the young boys innocence.. Ali tries to preserve the boys’ innocence by telling them a white lie. He was just trying to protect them. All of us lose our innocence in life eventually, but children in war torn countries often lose it at a young age.

