

AP Language Summer Assignments

Mrs. Day

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Welcome to AP Language and Composition. I look forward to meeting you all and engaging in a challenging class that will delve into the intricacies of rhetoric in all types of media. AP Language is a college level course which will challenge you as a reader, writer, and thinker. In order to prepare for the work that will be expected of you upon entering the class, there are three summer assignments you should complete before returning to school in the fall. Make sure to complete all three assignments in one composition notebook. These are due on the second day of class. If you have any questions, you may contact me through schoolnotes throughout the summer.

Assignment 1:

Read the entirety of the text *The Elements of Style* by William Strunk, Jr. and E.B. White. **You will be tested over grammatical rules from this book during the first week of school.**

Chapter 4: Words and Commonly Misused Expressions

In chapter 4 of *The Elements of Style*, you will find an extensive list of misused words and expressions. Begin by perusing the entire list and studying the errors commonly made and the proper use of the words and phrases. Then create a personal list of TEN misused words/expressions that you will commit to learning how to correct. For each, record:

- the word/phrase
- a description of the commonly made error and how to correct it (put this in your OWN words)
- an original example of the error and the correction
- a brief explanation of why you made each selection

Example:

Word or Phrase	Error	Why	Correction
All right	I did <u>alright</u> on the exam.	All right is two words, not one.	I did <u>all right</u> on the exam.

**I chose to focus on this word as one of my ten because it is one that I misuse frequently. I did not realize it is properly written as two words, so whenever I used the word I am sure it was written incorrectly.

Assignment 2:

Obtain a copy of Aldous Huxley's *A Brave New World* and read the novel in its entirety. This is a futuristic and somewhat science fiction dystopian novel. Due to the advanced nature of this course, some of the novels we read will deal with adult themes. This novel unapologetically portrays drug use and sexuality, although neither is gratuitous and both are thematically important. I ask that you approach all of the texts in a mature and thoughtful manner.

During your reading of the novel, you should complete a dialectical journal (instructions are attached). This journal will begin your journey to becoming a "close reader" which is one of the goals in AP Language and Composition. Journals will be collected on the second day of the 2010-2011 school year.

Assignment 3:

AP LANGUAGE ANALYSIS TERMS – THE BIG PREVIEW

Argument and literary analysis are important parts of the Advanced Placement Language and Composition course. To prepare to analyze there are some common terms that all students should know. Look-up and record definitions for each of the following terms in your composition book. Please **hand-write the term and definition** for the following words. (**DO NOT TYPE**). I should find the terms in your composition book. Define both the capitalized and lowercase words

1. AUDIENCE
2. AUTHORITY
3. BACKING
4. ASSERTION
5. MEANS VS. ENDS
6. LOGICAL FALLACIES
 - a. generalization
 - b. begging the question
 - c. either-or-reasoning
 - d. non-sequitur
 - e. red herring
 - f. post hoc (ergo prompter hoc)
 - g. false dilemma
7. THE ARISTOTILIAN APPEALS
 - a. ethos
 - b. pathos
 - c. logos

8. PURPOSE
 - a. describe
 - b. explain
 - c. inform
 - d. persuade
 - e. entertain
9. TONE
10. DICTION
 - a. denotation
 - b. connotation
 - c. colloquial
 - d. formal
 - e. informal
 - f. monosyllabic
 - g. polysyllabic
 - h. contrastive
 - i. concrete
 - j. abstract
 - k. didactic
 - l. nostalgic
 - m. contemptuous
 - n. sardonic

11. DETAIL

- a. mood
- b. imagery
- c. setting
- d. figurative language
- e. allusion
- f. simile
- g. metaphor
- h. personification
- i. hyperbole
- j. understatement
- k. paradox
- l. dramatic irony
- m. verbal irony
- n. analogy
- o. anecdote
- p. allegory

12. ORGANIZATION

- a. deductive
- b. inductive
- c. exemplification
- d. cause/ effect
- e. description
- f. process analysis
- g. narration
- h. comparison/ contrast
- i. exposition
- j. persuasion
- k. repetition
- l. syllogism

13. POINT OF VIEW

- a. first person
- b. second person
- c. third person
- d. subjective
- e. objective
- f. participant
- g. observer

1. SYNTAX

- a. sentence length
- b. anaphora
- c. antithesis
- d. asyndeton
- e. polysyndeton
- f. parallel sentence
- g. periodic sentence
- h. inversion
- j. alliteration
- k. assonance
- l. consonance
- m. anacoluthon
- n. anadiplosis

The Dialectical Journal Response Log

Purpose:

The purpose of the Response Log is to record the personal reactions that you have toward the literature that you are reading. Dialectical journals require you to note what is important and analyze your own thoughts and responses to the text.

Directions:

1. Obtain a sewn notebook (marble-covered composition book).
2. Divide the notebook paper in half vertically (from top to bottom). This can be done by folding the page or drawing a line. Whatever you choose, you will need some sort of divider in the center.
3. Each side of the paper has a different function.
 - a. The Left Side – Take notes, direct quotes, observations, lists, images, descriptions of events or summaries. This side of the paper is for factual information. Things on this side of the paper come from the book. Side towards direct quotes. **You must include the page number from which the information comes.**
 - b. The Right Side – Record your own reactions, reflections and opinions on this side of the paper. These may include comments, reactions, objections, feelings, questions, theories, and new learnings. Things on this side of the paper come out of your head.
4. **You should have approximately two entries per every twenty pages of text**
5. BE PREPARED to talk about your logs in class. This is not an option! We need to hear from you, so keep yourself organized and up to date.

Tips and Tricks:

- Don't procrastinate on doing your log. It is hard to log several chapters at one time. Keep it current.
- Don't be afraid to go back and add to your log. Sometimes, you may miss something, like foreshadowing. Go back and add it to the log for that chapter.
- Read with a pen or highlighter. If you own the book, write important thoughts in the margins and then add it to the log when you finish.
- Less is not more. Don't be afraid to add your personal thoughts to the right hand side. You cannot put too much in. Remember that the right hand side is for your thoughts. Record them all.
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Dialectical/Reader-Response Journal

Dialectical Journal Entries

A dialectical journal represents a method of **having a conversation with a work of literature**. It is a type of double-entry note-taking where students write notes that dialogue with one another, thereby developing critical reading and reflective questioning. Your journal should be set up on your own paper like the model below. Remember that page numbers should be included in the left-hand column.

Journal entries may take several forms or focus on various aspects of your reading. Observations may be questions about material not understood; comments to explain a statement; facts to remember for later; comments on interesting diction, imagery, characters, or literary devices; definitions to vocabulary; questions regarding what may be a flaw in the writer's logic; an assertion about a character, or other interesting aspects of the novel and the writer's craft. In addition to the above, the following guidelines may prove helpful.

Model

The following page models a sample journal.

Notes, etc.	Page	Observations
"I had for dinner, or rather supper, a chicken done up some way with red pepper, which was very good but thirsty."	1	Reference to "thirst" – does this mirror Dracula's thirst or foreshadow the concept of thirst? Paprika is red (like blood); I think this is an interesting use of color and imagery.
"She then rose and dried her eyes, and taking a crucifix from her neck offered it to me. I did not know what to do, for, as an English Churchman, I have been taught to regard such things as in some measure idolatrous."	5	Shows a difference between Catholic and Protestant. Let's reader know that Jonathon doesn't have faith in the Christian icons. As the novel progresses these will play a bigger role. Christian icons are so closely related to Dracula – is this a sign of the Victorian thoughts on religion? How did the Victorian's feel about religion? – worth looking up. Also, this makes me think that Jonathon will be a kind of silly character that doesn't believe what is right in front of him.

Journal Guidelines

- Take the time to write down anything in relation to the text. If you are intrigued by certain statements or if you're attracted to characters or issues or problems, write your response. Try to take at least five minutes to write when you've finished an assignment or when you've put your book down for a break. You may want to write something that strikes you then. Make sure that you include page numbers.
- Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone?
- Make connections with other texts or concepts or events. Do you see any similarities between this text (concept, events) and other texts (concepts, events)? Does it bring to mind other related issues?
- Ask yourself questions about the text. What perplexes you about a particular passage? Try beginning, "I wonder why..." or "I'm having trouble understanding how..." or "It perplexes me that..." or "I was surprised when..."
- Try agreeing with the writer. Write down the supporting ideas. Try arguing with the writer. On what points, or about what issues, do you disagree? Think of your journal as a place to carry on a dialogue with the writer or with the text in which you actually speak with him or her. Ask questions; have the writer respond. What happens when you imagine yourself in his/her shoes?
- Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them? Copy words from the text into your journal and respond to them. On the first reading you might put checks in the margin of your novel where the passages intrigue you; on the second reading, choose the most interesting ideas, then write about them.
- Describe the author's point of view. How does the author's attitude shape the way the writer presents the material?

Note: These guidelines do not include every possible type of response for a dialectical journal, but they, along with those described under "Journal Entries" above, provide ample suggestions.

Dialectical Journal Grade Sheet

Novel title _____

This rubric assumes you have the correct number of entries required—at least two pages per twenty pages.

A	<ul style="list-style-type: none"> • Detailed, meaningful passages, plot and quote selections • Thoughtful interpretation and commentary about the text; Avoids clichés. • Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text. • Makes insightful personal connections and asks thought-provoking, insightful questions • Coverage of text is complete and thorough • Journal is neat, organized and professional looking; student has followed directions in the organization of journal
B	<ul style="list-style-type: none"> • Less detailed, but good plot and quote selections • Some intelligent commentary; addresses some thematic connections • Includes some literary elements, but less on how they contribute to the meaning • Some personal connection; asks pertinent questions • Adequately addresses all parts of reading assignment • Journal is neat and readable; student has followed directions in the organization of journal
C	<ul style="list-style-type: none"> • Few good details from the text • Most of the commentary is vague, unsupported, or plot summary/paraphrase • Some listing of literary elements; virtually no discussion on meaning • Limited personal connection; asks few, or obvious questions • Addresses most of the reading assignment, but is not very long or thorough • Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization: loose-leaf, no columns, not in separate notebook, etc.
D or F	<ul style="list-style-type: none"> • Hardly any good details from the text • All notes are plot summary or paraphrase • Few literary elements, virtually no discussion on meaning • Limited personal connections, no good questions • Limited coverage of the text: way too short • Did not follow directions in organizing journal; difficult to read or follow

Dialectical Reading Journals

Your literary journal is not a diary; it is rather an important means by which you will develop a better understanding of the texts we read in class. It is the place where you will incorporate the ideas we discuss in class, your own ideas about literature and the specific texts we study, and your personal relationship with those texts. It will be invaluable to you when you prepare for examinations, papers, informal class discussions, and seminars.

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” This is what you must do in your journal—dialogue with yourself. In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas **while you read**.

- Your journal should be a sewn (marble-covered composition) notebook.
- Use double-entry form to examine the details of a passage and paragraph form to synthesize your understanding of the details of the texts. Write plot details, quotes, page numbers, etc. in the LEFT column; write thoughts, commentary, and questions in the RIGHT column. You may write plot on the left page and thoughts on the right as long as you are consistent and clear.
- Journaling is expected for EVERYTHING WE READ: short stories, poems, novels, and plays. Use the same journal format, regardless of the literature.
- I will grade journals in a variety of ways; I may spot check for 5 or 10 points, or I may collect to read and grade thoroughly for significantly more points. The grading criteria for the journal will remain the same—only the points will be adjusted. See the back of this page for the grade sheet.

