

AP® English Language and Composition Summer Assignment 2017-2018

THE CLASS

Welcome to 11th grade Advanced Placement English Language and Composition.

AP Lang and Comp is a college-level language course that focuses heavily on non-fiction texts and the art of rhetoric. The course combines social sciences, history, current events, as well as the rhetoric of politics, advertising, news, speeches, debate and more; yet, we will integrate novels where necessary to support thematic developments. You'll find this course unique from other English classes you've taken in the past as we explore and analyze language, argumentation, logic, and style in order to gain a deeper understanding of specific choices made in the author's craft.

In this class, we use a textbook called: *Language and Composition: The Art of Voice*. The reading for the summer assignment is from this book, and a copy of the reading is available on our website. Furthermore, you will need a copy of *Narrative of the Life of Frederick Douglass*. Copies are available in library for first come first serve. Also, open source is available here: <https://www.gutenberg.org/files/23/23-h/23-h.htm>

The **Tasks** below will be due on the first day of class unless indicated otherwise in the instructions:

1. Work in **Language and Composition: The Art of Voice**
 - A. Journal on what it means to be 21st century literate
 - B. Graphic Organizer (see "Guided Reading for Chapter 1")
2. Frederick Douglass **Dialectical Journal** and **Device Scavenger Hunt**
3. Complete **"OnBoard"**

THE ASSIGNMENTS

Part One: From our *Language and Composition: The Art of Voice*, **read all of Chapter 1**. Then, complete the tasks on the "Guided Reading for Chapter 1" handout attached to this packet.

Part Two: Read *Narrative of the Life of Frederick Douglass* and complete the tasks outlined in this packet.

Part Three: OnBoard is an AP summer preparation course geared to provide you essential background knowledge and skills specific to our AP course. You will need between 6 to 10 hours to complete the modules. It is important that you take notes during the modules. This program provides a foundation for what we do all year.

Guided Reading for Chapter 1

Language and Composition: The Art of Voice

Instructions

According to the National Council of Teachers of English, a literate person in the 21st century must be able to:

- Use tools of technology
- Work with others to solve problems
- Design and share information with people from anywhere in the world for many purposes
- Manage multiple streams of information
- Create or evaluate multimedia texts
- Make responsible, ethical choices based on this complex information

Let's accept the NCTE definition of a literate person. Now, **in a journal, provide specific examples that illustrate that you are or are not a 21st century literate person.** Make sure you address each bullet point. If you are seeking instructions on how long this journal should be, read Chapter 2. This class is governed by rhetorical strategies of composition, not transactional instructions.

Then....

Using the information outlined in Chapter 1, actively read the Robin Lakoff essay, "From Ancient Greece to Iraq, The Power of Words in Wartime." **Create a graphic organizer where you use the Lakoff essay as your source and the graphic addresses all the points outlined on page 6 in the box titled "Guidelines for Reading Actively."** Not only are we looking for quality answers, this is a task designed to see how you create. The graphic organizer can be a hard copy or a digital copy. Instructions for submission of this assignment will be provided the first day of class.

Note:

Chapter 1 provides insight for active reading, annotating, how to read a book, taking notes, rhetorical analysis, rhetorical devices, paraphrasing and summarizing, and synthesis. It is critical to absorb this information. To help ensure you are making the information meaningful, you will have a quiz during the first week on this chapter and information from **OnBoard**. Be prepared to identify rhetorical devices defined on page 18 and 19 in Chapter 1.

Narrative of the Life of Frederick Douglass

Carefully read *Narrative of the Life of Frederick Douglass*, taking notes & underlining key passages. You are responsible for securing your own copy of the text; it doesn't matter which edition you use, but please note that annotating in the text is strongly encouraged since you will have a test and other assignments based on the book in August, and it will be helpful to have notes to review. If you use an e-reader, make sure you can still highlight and take notes.

Dialectical Journal

Keep a **dialectical journal** in which you dialogue (or talk with) the text. 1. On the top of the paper, **write 1-2 sentences** describing Frederick Douglass' **purpose** in writing and publishing this story. 2. Then start **two columns**: on one side of the paper, copy down quotes from the book that you find interesting or especially well-written (include page numbers), and on the other side of the paper, describe how that quote helps Douglass achieve his overall purpose. Please also note any specific rhetorical devices he may use in the quote (such as diction, imagery, sentence structure, humor, appeals to emotion or logic, detail, punctuation, irony, etc.) and how they contribute to that purpose.

Example:

“Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute” (Douglass 49).	In this quote, Douglass reveals the dehumanizing effects of slavery and uses the metaphor of darkness to demonstrate how every spark of light in his life (his happiness, his goals, his ambition, etc.) was extinguished by Mr. Covey’s cruel treatment of him. Words such as “broken,” “crushed,” and “languished,” illustrate the profound effect this experience had on his spirit – how it beat him down and took away all of his hope and joy.... (etc. – explain how this relates to the overall purpose of the narrative)
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Please **type these responses** - you must include at least 15 quotes and thorough responses. **Bring a hard copy day one to submit for completion credit. During the first weeks of school, you will be guided on how to submit your work through a plagiarism detection software.**

Tropes and Schemes (Rhetorical Devices)

Using *Narrative of the Life of Frederick Douglass*, **identify** the 15 rhetorical devices defined on page 18 and 19 in Chapter 1 of *Language and Composition: The Art of Voice*. Then, **argue** what the devices is doing.

Example:

Alliteration	“My mistress was, as I have said , a kind and tender-hearted woman; and in the simplicity of her soul she commenced, when I first went to live with her, to treat me as she supposed one human being ought to treat another.” Chapter 7, p. 37	This sentence establishes the character of Mrs. Hugh prior to her becoming a slave owner. It’s possible the alliteration serves to highlight the positive feelings Mr. Douglass’s had for her. He liked her because she was kind and initially helped Douglass learn how to read. He liked her simplicity and that she behaved as she supposed . But as time passed, the consequence of owning slaves worked negatively on Mrs. Hugh. “Slavery soon proved its ability to divest her of these heavenly qualities.” The alliteration sets up the change of Mrs. Hugh’s as a simple woman to one that is a slaveholder who’s “tender heart became stone .” Using the alliteration of the “s” creates a sneaky and slippery mood that echoes the deterioration of Mrs. Hugh’s simple soul to that of a stone hearted slaveholder .
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OnBoard

OnBoard is an AP summer preparation course geared to provide you essential background knowledge and skills specific to our AP course. You will need between 6 to 10 hours to complete the modules. It is important that you take notes during the modules. This program provides a foundation for what we do all year.

online registration instructions

Go to the following web address and click the "**register now**" button.

This is a unique address for **Summer 2017**

<http://connect.mheducation.com/class/andersonandheck>

You need this access code to register for the OnBoard Course:

IS0S-PLWC-4D7R-4C52-LDVG

Once registered, you have until the first day of school to complete the modules.