# Advanced Placement Junior English

Summer Work 2019

Welcome to AP English Language and Composition for the 2019-2020 school year. Over the course of the year the class will be studying the use of rhetoric in writing. You will need to be familiar with advanced reading comprehension, rhetorical devices, academic writing styles and a variety of literary genres.

Please read the handouts carefully and complete all necessary assignments prior to the beginning of school. All work must be typed and no handwritten work will be accepted. We will begin the text during the first week of school and there will be a test on all of the summer assignment material on Thursday, August 1st.

***You must be well read and well informed to be successful in this class. Find something you enjoy and read it. The texts read in school are not enough to achieve success in AP English 11. Also, find a regular news source and check it daily. I recommend NPR or BBC News.***

If you have any questions throughout the summer you may email me at [Christine.allen@tusd1.org](mailto:Christine.allen@tusd1.org). I will check my email weekly and give feedback as necessary.

Also, I am working the AP Summer Boot Camp from Tuesday, June 25th through Friday, June 28th. If you want help with the summer assignment you can attend the boot camp during this time.

Have a terrific summer!

Ms. Allen

AP Language & Composition

**Summer Work due Thursday, August 1, 2019**

**Part I. Terms for Language and Composition**

**Directions: Review the terms below. They are the basic terms you will need to know at the beginning of the class. I recommend you are able to identify examples of these in text rather than simply knowing the definition. There is a test on these terms on Thursday, August 1.**

**Part I -Language/Diction**

1. Pathos
2. Ethos
3. Logos
4. Kairos
5. Deductive
6. inductive
7. colloquialism
8. aphorism
9. connotation
10. euphemism
11. jargon
12. cliché
13. irony –verbal, dramatic and situational (provide an example of all three)
14. extended metaphor
15. understatement
16. hyperbole
17. oxymoron
18. idiom
19. prose
20. rhetoric
21. satire
22. sarcasm
23. syntax
24. concession/refutation
25. antecedent

**Part II – Reading**

As previously stated it is imperative that you are well read. The AP English 11 course focuses on analyzing nonfiction texts. Below is the text you must read this summer. I recommend purchasing a copy of the text.

Dialectical Analysis:

Required texts\*:

* *Black Like Me* John Howard Griffin

**\*Bring a copy of the text with you on the first day of school.**

For the text you will complete an analysis that demonstrates engagement with the text, attempts to understand the various arguments presented and provides a sampling of your best critical thinking.

Complete a chart like the one below. All entries must be typed (12 point font, Times New Roman print).

Select 30 meaningful passages that adequately draw from the beginning, middle, and end of the text.

Write out the entire passage to which you will refer and include the page number from which it came.

Paraphrase or summarize the passage. It will be helpful to provide the context for the passage.

Analyze and react to the passage in full sentences – not notes. This is not a personal reaction or summary; rather you should attempt to analyze the methods that the writer uses to make his or her argument. Your analysis should be longer than the selected quotation or passage.

Example Set Up

Student Name:

Book Title:

Author:

|  |  |  |
| --- | --- | --- |
| Quotation/Passage from the text w/page number | Paraphrase or Summary | Analyze and React |
| I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect $200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the $200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen. (1) | The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture. | By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make? |