

EPHS
AP LANGUAGE AND COMPOSITION SUMMER READING—2014
MS. WHITE

Welcome to AP Language and Composition. The AP English Language course emphasizes a mix of politics, history, social sciences, current events, and non-fiction prose. According to the College Board's course description, AP English Language and Composition "engages students in becoming skilled readers of prose written in a variety of contexts, and in becoming skilled writers who compose for a variety of purposes." This class will ask you to analyze writing, develop sound reasoning and argumentation, as well as examine the power of language.

To help prepare you for our exploration of rhetoric in the fall (and, ultimately, the AP Language and Composition Exam in May 2015), you will be reading and writing this summer. This summer assignment offers you a chance to create a foundation of information you will use throughout the school year.

You will compile a portfolio of assignments based on your experiences as a reader and writer which is due the first day of class and will be a significant portion of your quarter one grade. Each assignment **MUST** be typed and use MLA style.

**Refer to: <http://owl.english.purdue.edu/owl/resource/747/01/> for questions on MLA formatting.

I want to make myself available to you now, over the summer, and throughout the following school year. Come chat with me or email me directly. I will check my email consistently over the summer as well. In the fall, know that my door will always be open to you. I also encourage you to consult your classmates; as an AP student, I know that intellectual honesty is as important to you as it is to me, but also keep in mind that your peers are excellent brainstorming partners, peer editors, and supportive friends.

Finally, I encourage you to enjoy your summer. There is work to be done, and undoubtedly you're looking ahead to the fall of 2014 as well, but I encourage you to have fun this summer too. Seize these opportunities to enjoy the company of friends and family, pursue your passions, and (perhaps most importantly) relax so that you can come back to Elmwood Park High School ready for all the challenges that await you during junior year.

I look forward to meeting you in August.

Sincerely,

Ms. White
Room 204
whitem@epcusd401.org

SUMMER ASSIGNMENT

****If you have any questions regarding the assignment, please email me throughout the summer.**

- ASSIGNMENT #1: Follow me on Twitter: @mmwephsaplang
- ASSIGNMENT #2: Follow credible news sources on Twitter—The New Yorker, The New York Times, The Chicago Tribune, The Atlantic, Newsweek, The Chicago Sun Times, The LA Times (to name a few)
- ASSIGNMENT #3: Follow our class's blog: mswhiteephsaplang.blogspot.com

**Following me on Twitter and on the blog is MANDATORY and not a choice. You will get a grade for following me on both media sources. These two media pieces will be important to check daily because I will supply additional notes, strategies, and even EXTRA CREDIT. I will start posting this summer. (I will NOT follow you on Twitter or check your Twitter.)

- ASSIGNMENT #4: Terminology—You are responsible for knowing the terms on the attached sheets. Many of these terms you may know and used in past years, but many may be new. You should know these terms, be prepared to be quizzed on them throughout the school year, and use any appropriate terms in your summer reading assignments.
- ASSIGNMENT #5: Summer Reading—The required text is *Outliers: The Story of Success* by Malcolm Gladwell
 - The text can be bought new or used on Amazon.com for reasonable prices. You can ask old students. You can also buy at Barnes and Noble. Please purchase a copy (don't check out from the library) so that you can annotate it and use it for class discussions.

****Complete the following assignments:**

1. **Top Five Vocabulary Words (words should be selected throughout the text):**
 - a. **Select five examples of interesting diction in the text. For each word:**
 - i. Write the sentence, complete with page number in MLA format.
 - ii. Define the word. Some words have multiple definitions. Be sure to use the definition that applies to the sentence (used in context) you have selected.
 - iii. Discuss HOW the use of this word (in the context of the text) impacts the reader in a specific way. Pay particular attention to words with a specific connotation (an idea or feeling that a word invokes for a person in addition to its literal or primary meaning).
 - iv. Use the word in your OWN sentence (underline the word).

- 2. Top Five Passages (passages should be selected throughout the text):**
- a. **Select the five most influential passages that illustrate arguments in the text. For each passage:**
 - i. Write the passage, complete with page number citation in MLA format.
 - ii. Discuss the use of this passage in the context of the text. Why did you select this passage? How does a thorough understanding of this passage play an important role in understanding the author's purpose?
 - iii. Label the TONE of the passage in your response. How does the author use specific strategies to create this tone? (Refer to the list of tone words on the terminology/definition sheets).

3. Argumentative Essay:

- a. You will write an essay based on *Outliers*. Your essay will be graded according to the attached AP Language rubric. Set up your essay according to MLA guidelines (heading in top left corner, unique title, double-spaced 12 point Times New Roman). Do not arrive to class asking to print in the library—part of the assignment is **planning ahead**.
- b. Prompt: Works of non-fiction, whether implicitly or explicitly, present an argument to the reader and support this argument with different types of evidence and rhetorical techniques. Briefly identify *Outliers's* central argument. Then, analyze the evidence and techniques the author uses to support his argument. Finally, in the conclusion evaluate the argument as a whole **AVOID SUMMARIZING THE TEXT AND FOCUS ON ANALYZING AND EVALUATING THE EVIDENCE.**

4. Related Article:

- a. **To being to create a foundation of examples and ideas to support the arguments you will make in this class, you need to READ quality news sources, such as *The New York Times*, *Time*, *Newsweek*, or *US News & Report*, throughout the summer (hence following these sources on Twitter).**
- b. COLLECT a current event article that relates to an issue/argument in the text. You may select a OP-ED (opinion/editorial) piece or a news/feature article.
 - i. Copy or print out of the piece, complete the Journalist Column Response form (attached at end) and attach the article to it as well

****It is important to note that a thorough understanding of current events give students a strong advantage in this course, so although you need to collect only one article, the more articles you READ the BETTER.**

5. Related Visual:

- a. Collect a visual source that relates to an issue/argument in the text. Visuals can be ads, cartoons (political), posters, photos, tables, graphs, charts, sculptures, paintings, etc.
 - i. Copy or print out the piece, complete the Visual Analysis Response form (attached at end) and attaché the visual as well
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****ALL ASSIGNMENTS MUST BE ORGANIZED IN A PORTFOLIO OF SOME SORT (A BINDER, FOLDER, ETC.). EVERYTHING SHOULD BE TYPED, 12-FONT, TIMES NEW ROMAN, AND FOLLOW MLA FORMATTING.**

****THE WORK IS DUE TO ME ON THE FIRST DAY OF SCHOOL. LATE WORK WILL NOT BE ACCEPTED AND YOU CANNOT GO TO THE LIBRARY TO PRINT THE WORK AT THE START OF CLASS.**

Summer Reading Definitions

The following definitions will help you prepare for the writing component of this summer reading portfolio. You are encouraged to mark passages/page numbers that relate to these elements for future reference.

- An **assertion** is a statement, claim, contention, allegation, or declaration.
- **Detail** includes facts, observations, and incidents used to develop a subject or make an abstraction concrete. A lack of detail can also be a powerful tool to focus the reader’s attention on what isn’t said or shown.
- **Diction** refers to the writer’s word choices, especially with regard to connotation, correctness, clearness, and effectiveness. A writer might describe an author’s diction as formal or informal, ornate or plain.
- Writers and speakers appeal to **ethos**, or character of a person, to demonstrate that they are credible and trustworthy.
- **Imagery** is the verbal representation of the five senses. On a broader and deeper level, however, images can be used as metaphors or symbols, and one image can represent more than one thing.
- Writers and speakers appeal to **logos**, or reason, by offering clear, logical ideas.
- Writers and speakers appeal to **pathos**, or emotion, to engage an audience.
- **Rhetoric** is the study of effective, persuasive language use, including thinking, writing, and speaking strategies: rhetoricians analyze and evaluate what works and what does not work in a specific context.
- **Syntax** is the way an author chooses to join words into phrases, clauses, and sentences. Syntax involves *groups* of words, while diction refers to the individual words.
- **Tone** describes an author’s attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an author’s tone. Attached is a list of words describing tone. Do not just limit yourself to these words. Find the best tone word to describe your passages. (There is room to define each word as well....we will refer to these words throughout the year.)

abashed	bewildered	Conceited	Direct	expert
abhorring	biting	concerned	disappointed	extravagant
abrasive	bitter	conciliatory	disdainful	exultant
abusive	blithe	condemning	disgusted	facetious
accusatory	blunt	condescending	disinterested	factual
acerbic	boastful	confident	disliking	familiar
acquiescent	bored	confused	disparaging	fanciful
accepting	bossy	contemplative	disrespectful	fatalistic
admiring	brisk	contemptuous	distracted	fearful
adoring	bristling	contented	doubtful	fervent
affectionate	brusque	contentious	dramatic	flippant
	burlesque	conventional	dreamy	forceful

aghast	callous	conversational	dreary	foreboding
agitated	calm	coy	dry	formal
aggressive	candid	critical	earnest	forthright
allusive	caressing	curt	easy	frantic
aloof	casual	cutting	ebullient	friendly
ambiguous	caustic	cynical	ecstatic	frightened
ambivalent	cavalier	defamatory	effusive	frivolous
amused	celebratory	defensive	elated	funny
angry	ceremonial	dejected	elegiac	furious
annoyed	challenging	delicate	elevated	ghoulish
antagonistic	cheerful	delightful	eloquent	giddy
anxious	childish	demanding	embarrassed	gleeful
apathetic	child-like	denunciatory	embittered	gloomy
apologetic	choleric	depressed	emotional	glum
appreciative	clandestine	depressing	empathetic	grand
apprehensive	clinical	derisive	encouraging	grave
approving	clipped	derogatory	enraged	greedy
ardent	cold	desolate	enthusiastic	grim
arrogant	colloquial	despairing	entranced	grotesque
audacious	comforting	desperate	erudite	guarded
authoritarian	comic	despondent	eulogistic	guilty
awestruck	commanding	detached	euphoric	gushy
baffled	compassionate	diabolic	evasive	happy
bantering	complacent	didactic	exasperated	harsh
begrudging	complex	difficult	excited	hateful
belligerent	complicated	diffident	exhilarated	haughty
bemused	complimentary	dignified	expectant	hilarious
benevolent				
holier-than-thou	Jealous	obsequious	Reminiscent	silly
hollow	jocund	ominous	remorseful	simple
hopeful	joyful	optimistic	reproachful	sincere
hopeless	joyous	oratorical	resigned	sinister
horrified	judgmental	outraged	respectful	skeptical
hostile	laidback	outspoken	restrained	sly
humorous	languid	paranoid	reticent	smug
hurt	languorous	passionate	retrospective	solemn
hyperbolic	laudatory	passive	reverent	somber
impartial	learned	pathetic	ribald	soothing
impassive	lethargic	patronizing	ridiculous	speculative
impatient	light (light-hearted)	pedantic	risible	sprightly
impervious	lingering	pensive	romantic	stable
incisive	lively	perplexed	rueful	staid
incredulous		pessimistic	sad	stately

indifferent	lofty	petty	sanctimonious	stern
indignant	loving	pithy	sanguine	stoic
indirect	ludicrous	pitiful	sarcastic	stolid
indulgent	lugubrious	placid	sardonic	straightforward
inflammatory	lyrical	plaintive	satirical	stentorian
informal	malicious	playful	satisfied	stressful
informative	marveling	pleading	scared	strident
innocent	matter-of-fact	poignant	scholarly	stunned
insecure	meditative	pompous	scornful	subdued
insipid	melancholic	powerful	seductive	superior
insistent	mirthful	pragmatic	self-assured	suspenseful
insolent	mischievous	pretentious	self-dramatizing	suspicious
inspirational	miserable	proud	self-deprecating	swaggering
inspiring	mock-heroic	provocative	selfish	sweet
instructive	mocking	psychotic	self-justifying	sympathetic
insulting	moderate	querulous	self-mocking	tactful
interested	modest	questioning	self-pitying	taunting
intimate	moralistic	quizzical	self-satisfied	tender
intolerant	morose	rallying	sentimental	tense
introspective	motivated	reassuring	sepulchral	terse
irate	mournful	rebellious	serene	thoughtful
ironic	mysterious	reflective	serious	threatening
irreverent	naïve	regretful	severe	timorous
irritated	nervous	relaxed	sharp	tired
	nonchalant		shocking	tongue-in-cheek
	noncommittal			
	nostalgic			
	objective			

