English Language and Composition AP
Kimball High School
Summer 2021

"AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing…" (The College Board)

If you did not understand any of that, rest assured that you will find out very quickly what College Board has in store for you! You have chosen a challenging path for your junior year of English, a course which will involve an investment of time and thoughtful work. While AP Language is focused on preparing students for the AP exam, its larger purpose is to train students for college thinking, speaking, and writing. The course is writing intensive, with focus on rhetorical devices and stylistic analysis of non–fiction texts. The exam tests understanding and knowledge of style and rhetoric as applied primarily to non-fiction and narratives. You must be able to discuss these concepts using the correct terminology and write manipulating these devices. The major assignments include summer reading and writing, independent reading, class reading, timed writing, discussion, practice AP exams, and a rhetorical term glossary assignment. Evaluating the summer reading selections through analysis of style, such as diction, point of view, and tone, will ready you to do so in a more expedient manner for the timed reading portion of the AP exam. It will also prepare you for discussion of these features on an ongoing basis next school year.

The "language" component of the course will focus on analyzing the writer's craft – the way in which an author accomplishes his or her purpose. The "composition" component supports your efforts in writing, enabling you to display, as the AP Board puts it, "the ability to control a wide range of the elements of effective writing." The focus of AP Language reading lies heavily on non-fiction, especially essays, but we will also hone skills with the help of fiction.

There are three distinct assignments for students entering AP Language and Composition in the FALL 2021 semester. They include: a reading and writing analysis of Thomas Paine's *Common Sense*, a Syndicated Columnist Assignment, and creating flashcards and **learning** the assigned list of rhetorical devices. **These assignments are due the second day class meets!** Please do not wait until the last minute to start. Plan accordingly.

Any questions about these assignments can be addressed via e-mail to Tyler Mullen (tmullen@tusd.net or tyler_mullen24@yahoo.com) or Tim Wall (twall@tusd.net)

Thank you,
KHS English Department

The grade on your summer assignment is broken down as follows:

Assignment	Points
Syndicated Columnist assignment : 4 précis	4 @ 10 points each= **40 pts**
Rhetorical terms assignment:	**30 pts.**
Nonfiction text assignment :	
PART 1 Biographical information	**10 pts**
PART 2: Dialectic Journal o Quotations Grammatically correct, page numbers o Explanation and reflection	10 @ 1 point each **10 pts**. 10 @ 4 points each **40 pts**
PART 3 SOAPStone outline	**20 pts**
Total	**150 pts.**

Syndicated Columnist Assignment

See the attached assignment for this portion of your summer work
1. Select two columnists' works from the last 3 years
2. Read 5 columns by each of them
3. Write a rhetorical précis for each column
4. Number each précis 1-10 along with the title of the column
4. On the second day of school you will select two précis for the teacher to grade and then two will be randomly selected from the remaining eight.

Rhetorical Terms Assignment

The attached list represents the most common rhetorical terms you will use in the Advanced Placement Language and Composition course. You are required to create a flashcard library for the terms. Write the term on one side and the definition on the opposite side. These flashcards are due on the second day of class. You must have these terms memorized by the first week of school, for you will be tested on them!

Nonfiction Text Assignment

***Common Sense* by Thomas Paine**

"Although their role will probably always be less celebrated than wars, marches, riots or stormy political campaigns, it is books that have at times most powerfully influenced social change in American life. Thomas Paine's *Common Sense* galvanized radical sentiment in the early days of the American revolution; *Uncle Tom's Cabin* by Harriet Beecher Stowe roused Northern antipathy to slavery in the decade leading up to the Civil War" (Natural Resource Defense Council).

You will be reading and annotating Paine's *Common Sense*.

PART 1: Biographical Information

Complete the "Non-Fiction: Biographical Information", compiling information on the author and the text itself

PART 2: Dialectic Journal
Complete the "Non-Fiction Text: Dialectic Journal". You will need to find a minimum of TEN quotes throughout the text. On the left side of the journal write the quote and page number, on the right side reflect on the meaning of the quote to you and to the text as a whole.

PART 3: SOAPStone outline
Complete "Non-Fiction Text: SOAPStone Outline" answering the questions. This type of outline will be used very often during the year and will help you to familiarize yourself with text as well as begin analyzing it.

***We recommend that you do the following, but it is not required for this summer's assignment:**
Checklists for effective annotation:

1. Mark the text using annotations.
    - Circle words to be defined in the margin
    - Underline key words and phrases
    - Bracket important sentences and passages
    - Use lines or arrows to connect ideas or words
    - Use question marks to note any confusion or disagreement
2. Write marginal comments – ***ALWAYS!...especially when noting bigger ideas / large points***.
    - When necessary, number paragraphs for future reference (most of your texts will already have done this)
    - State the main idea of each paragraph
    - Define unfamiliar words or references
    - Note responses and questions
    - Identify interesting writing strategies
    - Point out patterns

>>>In addition to the annotation in your book (or printed version of the text) complete the worksheet entitled "Non-Fiction Text: Annotation Worksheet", compiling 10 notations.<<<

PART ONE: BIOGRAPHICAL INFORMATION

Title:	
Author:	
Date of Publication:	
Genre:	Author Information
Information about the person or subject's place in history: (why is this person or subject worthy of a book)	Who is the author? What are the author's qualifications for writing on the subject? Is the author an authority in the subject area? How does the author present the subject and his/her expertise? Do the acknowledgements and bibliography indicate thoughtful research? (cite your sources using MLA format—see the school website for more information).

PART 2: DIALECTIC JOURNAL

Quotations: Your choices should be significant to and representative of the book and your reflection should include discussion of this significance. Include page numbers and put your choices in order of their occurrences in the text.

Quotation	Page # or text line	Explanation and Reflection
1.		
2.		
3.		
4.		
5.		

6.		
7.		
8.		
9.		
10.		

PART 3: SOAPSTONE OUTLINE

Complete the following outline, using the SOAPStone acronym

Focus/ Meaning	Response
S (Subject): What is the subject of this text	
O (Occasion): When was this piece written and what historical events were taking place that might impact it	
A (Audience): Who is the target audience of this book . Support your response with evidence.	
P (Purpose): Based on your reading and taking the target audience into consideration, formulate a claim about what this author hopes will come about as a result reading this book . Support your response with evidence.	
S (Speaker): Who is the speaker of this text? Describe the type of person they might be	
Tone: Describe the author's attitude toward the subject of this book. Support your response with evidence	