

Summer Reading

AP Language and Composition



Welcome to AP Language and Composition! I am excited to begin our journey through the vast, beautiful language of rhetoric, composition, and argument. In order to prepare for our class, I am asking you to complete the following assignments. Please read this entire packet carefully, making note of due dates and submission requirements for each step.

Assignment 1: AP Lang Flash Cards

Due Date: ASAP - you will use these in your analysis of summer reading.

Our time together will be short; we need to establish a common language on day one to use within our discussions. Create a set of flashcards utilizing the terms below. Please purchase a pack of at least 100 3x5 notecards for this assignment (we will add additional cards throughout the year). Write the **term** on the front of the card and the **definition** on the back of the card. **You must write these cards by hand.** I will expect you to know these terms and to utilize these words correctly when you arrive in class. All of the definitions can be found at the following website: <https://literarydevices.net>

Ad Hominem	Cumulative Sentence	Inductive Reasoning	Paradox	Synesthesia
Allusion	Deductive Reasoning	Inference	Parallelism	Syntax
Analogy	Denotation	Invective	Parody	Theme
Anaphora	Dialect	Inversion	Pathos	Thesis
Anecdote	Diction	Irony	Pedantic	Tone
Antecedent	Didactic	Jargon	Polysyndeton	Trope
Antithesis	Ellipsis	Juxtaposition	Rhetoric	Understatement
Aphorism	Epigram	Litotes	Rhetorical Device	Vernacular
Asyndeton	Ethos	Logos	Rhetorical Question	
Balanced Sentence	Euphemism	Malapropism	Sarcasm	
Chiasmus	Fallacy	Maxim	Satire	
Cliche	Figurative Language	Metonymy	Solecism	
Climax (as a stylistic device)	Hyperbole	Mood	Style	
Colloquialism	Idiom	Motif	Syllogism	
Connotation	Imagery	Non Sequitur	Synecdoche	

Assignment 2: Summer Reading

Due Date: August 29, 2022.

Read and annotate the following writings. You are required to create 25 annotations per 50 pages of your reading. You must round up (ex. if your reading is 125 pages, then you should complete 75 annotations). Annotations should be spread throughout the readings. The goal is to provide yourself notes and reminders about any important information for when you re-visit the novel at the beginning of the class. Annotations must demonstrate higher-level thinking and utilize the flashcards you have created in assignment #1. Annotations should be written directly in your book while reading. Annotations must be words written in the margins to count—you may include underlines, circles, etc, but these alone do not make an annotation.

A. Selections from **Walden** by Henry David Thoreau:

1. “Economy”
2. “Where I Lived and What I Lived For”
3. “Reading”
4. “Solitude”
5. “Conclusion”

B. **1984** by George Orwell*

OR

The Great Gatsby by F. Scott Fitzgerald*

* *For either selection, please purchase a physical copy of the book. Any printed edition is acceptable.*

Grading

Notecards: 34 points (.5/card x 68 cards)

	Your Score	Divided by	Total
# of cards completed		2	
Errors in terms/ definitions		2	
Total		2	

Annotations: 66 points

A: 66 POINTS

Annotation reveals insightful and thorough analysis of the text with accurate and significant information. Identified ideas and central themes that are both critical and relevant. Identified the author's purpose and/or perspectives on a variety of issues (historical, social, cultural, biographical, etc.) Selected important vocabulary (foreign terms, complex terms, etc.) to better comprehend Documented thoughtful and critical questions, predictions, clarifications, connections of personal importance. Consistent frequency of entries throughout entire assigned text. Identified and thoroughly discussed the importance of significant literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.); labeling and explaining the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)

B: 61 POINTS

Annotation reveals a complete analysis of the text with accurate information. Identified ideas and themes that are relevant. Identified the author's purpose and/or perspectives on issues. Selected some important vocabulary to further comprehend the text. Documented questions, predictions, clarifications, and/or connections of personal importance. Consistent frequency of entries throughout most of the assigned text. Identified and generally discussed literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.); labeling the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)

C: 55 POINTS

Annotation reveals some analysis of the text with accurate information.

Identified some ideas and themes that may be both major and minor. Selected some important vocabulary. Documented a few questions, predictions, clarifications, and/or connections of personal importance. Consistent frequency of entries throughout some of the assigned text. Identified literary devices (metaphor, simile, imagery, personification, symbol, alliteration, metonymy, synecdoche, etc.); labeling the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)

D: 49 POINTS

Annotation reveals little analysis of the text with some accurate information.

Identified few ideas and themes relevant to the text. Documented a question, prediction, clarification, and/or connection of personal importance. Entries are intermittent. Identified some vocabulary of importance. Identified few literary devices, elements of style, figurative language. Selected no important vocabulary.

E: 46 POINTS

Incomplete analysis of the text. Little, if any, ideas or themes identified.

Documented no questions, predictions, clarifications, and/or connections of personal importance. Identified no literary devices, elements of style, figurative language. Identified no vocabulary of importance. May have completed haphazardly with little thought or effort.