

AP Language and Composition Summer Assignment, 2018

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Hello! Welcome to AP Language and Composition. These summer assignments are designed to help you prepare for college and the AP exam, where skills developed by avid reading are essential. Only the well-read student can respond intelligently to the essay questions on the AP exam; therefore, summer reading is vital to your success. Assignments are due on the first day of school. The first assignment (index cards) must be submitted the first day of class in person, while the other 2 assignments must be turned in on Google Classroom before you enter the classroom. Remember to pace yourself accordingly during the summer break.

Assignment 1: Content Vocabulary Cards

Directions: Familiarize yourself with the following terms by creating flashcards using 3x5 index cards. Place the term and definition on one side and an example of the term (at least 1 full sentence) on the other side of the card. When you have completed your set of cards, bind them in a way to ensure they stay together and readily accessible through the year. The first card in your set should have the course name and your name clearly written. When you return to school in the fall, bring your set of cards in on the first day of class.

Example:

Side 1: alliteration: The repetition of the same sound or letter at the beginning of consecutive words or syllables

Side 2: Danny drove down the dirt driveway, past the “danger” sign, to see the doe.

1. Alliteration: The repetition of the same sound or letter at the beginning of consecutive words or syllables.
2. Allusion: An indirect reference, often to another text or an historic event.
3. Analogy: An extended comparison between two seemingly dissimilar things.
4. Anaphora: The repetition of words at the beginning of successive clauses.
5. Anecdote: A short account of an interesting event.
6. Annotation: Explanatory or critical notes added to a text.

7. Antecedent: The noun to which a later pronoun refers.
8. Antimetabole: The repetition of words in an inverted order to sharpen a contrast.
9. Appositive: A word or phrase that renames a nearby noun or pronoun.
10. Argument: A statement put forth and supported by evidence.
11. Assertion: An emphatic statement; declaration. An assertion supported by evidence becomes an argument.
12. Assumption: A belief or statement taken for granted without proof.
13. Attitude: The speaker's position on a subject as revealed through his or her tone.
14. Audience: One's listener or readership; those to whom a speech or piece of writing is addressed.
15. Authority: A reliable, respected source—someone with knowledge.
16. Bias: Prejudice or predisposition toward one side of a subject or issue.
17. Cite: Identifying a part of a piece of writing as being derived from a source.
18. Colloquialism: An informal or conversational use of language.
19. Connotation: That which is implied by a word, as opposed to the word's literal meaning (see denotation).
20. Context: Words, events, or circumstances that help determine meaning.

21. Counterargument: A challenge to a position; an opposing argument.
22. Denotation: The literal meaning of a word; its dictionary definition.
23. Diction: Word choice.
24. Documentation: Bibliographic information about the sources used in a piece of writing.
25. Elegiac: Mournful over what has passed or been lost; often used to describe tone.
26. Ethos: A Greek term referring to the character of a person; one of Aristotle's three rhetorical appeals (see logos and pathos).
27. Figurative language: The use of tropes or figures of speech; going beyond literal meaning to achieve literary effect.
28. Hyperbole: Exaggeration for the purpose of emphasis.
29. Imagery: Vivid use of language that evokes a reader's senses (sight, smell, taste, touch, hearing).
30. Irony: A contradiction between what is said and what is meant; incongruity between action and result.
31. Juxtaposition: Placement of two things side by side for emphasis.
32. Logos: A Greek term that means "word"; an appeal to logic; one of Aristotle's three rhetorical appeals (see ethos and pathos) .
33. Metaphor: A figure of speech or trope through which one thing is spoken of as though it were something else, thus making an implicit comparison.
34. Metonymy: Use of an aspect of something to represent the whole.

35. Occasion: An aspect of context; the cause or reason for writing.
36. Oxymoron: A figure of speech that combines two contradictory terms.
37. Paradox: A statement that seems contradictory but is actually true.
38. Parody: A piece that imitates and exaggerates the prominent features of another; used for comic effect or ridicule.
39. Pathos: A Greek term that refers to suffering but has come to be associated with broader appeals to emotion; one of Aristotle's three rhetorical appeals (see ethos and logos).
40. Personification: Assigning lifelike characteristics to inanimate objects.
41. Propaganda: A negative term for writing designed to sway opinion rather than present information.
42. Purpose: One's intention or objective in a speech or piece of writing.
43. Refute: To discredit an argument, particularly a counterargument.
44. Rhetoric: The study of effective, persuasive language use; according to Aristotle, use of the "available means of persuasion."
45. Rhetorical question: A question asked more to produce an effect than to summon an answer.
46. Satire: An ironic, sarcastic, or witty composition that claims to argue for something, but actually argues against it.
47. Simile: A figure of speech that uses "like" or "as" to compare two things.
48. Source: A book, article, person, or other resource consulted for information.
49. Speaker: A term used for the author, speaker, or the person whose perspective (real or imagined) is being advanced in a speech or piece of writing.
50. Style: The distinctive quality of speech or writing created by the selection and arrangement of words and figures of speech.
51. Subject: In rhetoric, the topic addressed in a piece of writing.
- 52.. Syntax: Sentence structure.
53. Synthesize: Combining or bringing together two or more elements to produce something more complex.
54. Thesis: The central idea in a work to which all parts of the work refer.
55. Thesis statement: A statement of the central idea in a work, may be explicit or implicit.
56. Tone: The speaker's attitude toward the subject or audience.
57. Topic sentence: A sentence, most often appearing at the beginning of a paragraph, that announces the paragraph's idea and often unites it with the work's thesis.
58. Understatement: Lack of emphasis in a statement or point; restraint in language often used for ironic effect.
59. Voice: In grammar, a term for the relationship between a verb and a noun (active

or passive voice). In rhetoric, a distinctive quality in the style and tone of writing.

60. Fallacy: a failure of logical reasoning

Assignment 2: Rhetorical Journal: *Between the World and Me*

You are to obtain a copy of *Between the World and Me* by Ta-Nehisi Coates and read the book in its entirety. Then, using a word processing program (Microsoft Word, Google Docs, etc.) you are to create a 3-column table where you will journal about the effectiveness of Coates’ use of rhetoric. You should have a minimum of **20 entries**. The table should look like this:

Passage	Rhetorical Device	Effect

The “Passage” column should contain the entire passage you are referencing as well as the page number. The “Rhetorical Device” column should state the term to which you are referring. The “Effect” column should contain an explanation of the rhetorical device used, the context of its use, and the effect of its use on the reader. The explanation in the effect column should be a 7-10 sentence paragraph.

Assignment # 3: Analysis Essay: *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*

You are to obtain a copy of *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* by Steven Levitt and Stephen Dubner and read the book in its entirety. Then, you are to choose ONE of the three prompts below. Respond to your chosen prompt in the form of an essay, using proper MLA formatting and citations (refer to the Purdue University’s OWL “Online Writing Lab” for assistance with MLA formatting and citations).

Conventional Wisdom: *Freakonomics* is at heart a challenge to conventional wisdom. The authors regard conventional wisdom as something to be wary of and questioned. Write an essay on the subject of conventional wisdom in three parts: Part 1) How did the term "conventional wisdom" enter the common lexicon? According to the authors, why is conventional wisdom comforting to people? What purpose does it serve? Part 2) Why does the authors deem it so

important to challenge conventional wisdom? What does it add to the common discourse, and how does it illuminate the enigmatic world? Part 3) Analyze one of the topics of any chapter in the book. What conventional wisdom are the authors challenging? How are they going about challenging it, and what conclusion do they reach?

Power of Information: In the world as analyzed by Dubner and Levitt in *Freakonomics*, information is a tangible commodity. From it derives power and influence over others, and many groups primarily derive their power from information. Write an essay on information as a commodity, in three parts: Part 1) Information asymmetry is the purposeful consolidation of information by a group for the sake of greater influence. How is this an effective technique in controlling others? What examples exist of information asymmetry exist in our culture? Part 2) To what extent did the Ku Klux Klan's power derive from its secrecy? As such, how were Stetson Kennedy's techniques against the Klan particularly effective at disempowering them? Part 3) The authors state that the advent of the internet was a boon for a society held hostage to information asymmetry. What businesses were affected adversely by this new freedom of information? How were they affected?

Moral Imperatives: *Freakonomics* frequently angers readers, in part because it refuses to acknowledge the moral imperatives of either the right or the left. Write an essay about the willfully irreverent conclusions of the authors, focusing on an example that inflames either side of the political spectrum: Part 1) What connection do the authors draw between the national legalization of abortion and the sudden drop in violent crime in the nineties? How could this conclusion give a certain credence to abortion rights activists? What caveat do the authors give regarding their conclusion, subtly defending the pro-life stance? Part 2) What conclusion do the authors draw regarding programs like Head Start in the development of children's school performance? What do they determine is the most important fact overall in the performance of a child in life? What caveat do they add regarding this assertion at the very end of the book?

Submission of Assignments:

All assignments are due on the first day of class. You should bring your set of index cards to class. Your Rhetorical Journal and Analysis Essay should be submitted online via Google Classroom before you enter class on the first day of school. Late assignments will NOT be accepted.

I hope you enjoy the process involved in completing these readings and assignments. Have a great summer!