

**AP Language and Composition**  
**Mrs. Jessica Lanser – jpiazza@pasco.k12.fl.us**  
2017-2018 Summer Reading Assignment

Dear student,

Congratulations on your decision to take the AP Language and Composition class! I am truly looking forward to working with you as well as helping you achieve your potential as strong writers and critical thinkers throughout the 2017-2018 school year.

According to College Board’s course description, AP Language and Composition will “strengthen the effectiveness of your writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing argument.” This course will aid you in becoming “a critical reader of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods.” For more specific information on the English Language & Composition test, go to [http://www.collegeboard.com/student/testing/ap/sub\\_englang.html?englang](http://www.collegeboard.com/student/testing/ap/sub_englang.html?englang)

Please be aware that the college-level literature we are reading may contain mature situations. If at any time you feel uncomfortable with a text we are studying, please contact me for an alternative title. These summer assignments are modified from other national AP teachers and AP textbooks, ensuring that you will be prepared to score competitively on the exam in May!

Below, you will find your summer reading assignment. Please note the due dates next to each assignment. The purpose of this summer work is to prepare you for the coursework that lies ahead. It will also allow me to see how you think, analyze, and write. Please complete these assignments to the best of your ability.

I look forward to a great year!  
Mrs. Lanser  
Email: [jpiazza@pasco.k12.fl.us](mailto:jpiazza@pasco.k12.fl.us)

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**Assignment #1 – Literary Terms – DUE: Monday, August 21<sup>st</sup> (terms due & QUIZ!)**

The fourth page of this packet is a list of terms that will be vital for you to understand as we move through our study of language and composition. This list is not, by any means, complete and we will be adding terms throughout our work together. Here is your assignment:

1. Define ALL of the terms on Page 4. Your definitions should be neatly organized and can be handwritten or typed. These notes will be used – and added to – throughout the year, so be sure to keep them.
2. For the **bold** words, provide an understandable and **meaningful example** for each. The example should make sense to you and should be useful to someone who has never heard the term before. The example can be from literature (just cite the source!) or one you create.

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3. You will be quizzed on these terms when we return to school, so I would suggest not just blindly copying definitions. You actually need to *know* them! Some of the terms will be familiar (so review them!) while some may be entirely new. If you are unsure if you have the correct definition, search the “(term)+ literary term.”

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**Assignment #2 – Essays, Annotations, and Reflections – Essays 1-4 DUE Friday, August 18<sup>th</sup>; Essays 5-8 DUE Friday, September 1<sup>st</sup>**

Read the following essays – they are all available online for free. If any of the included websites do not work, you can Google the title (sometimes “title + ‘full text’” helps narrow the search!). If any websites do not work, please let me know via email so I can help other students.

1. Print each essay so you may take notes on the text itself. If printing these essays is an issue, please let me know as soon as possible.
2. **Annotate** each essay. An annotation is a note that is made while reading any form of text. Annotations can be simple, such as underlining or highlighting key statements or passages. It can also come in the form of notes in the margins. Notes can refer to setting, characters, conflict, imagery, symbolism, theme, or tone; notes can also question any aspect of the text as well. **You should make notes regarding the methods and / or devices that the author uses to make their point.** Be sure you **define all unknown words** in the article, as used in context, in the margins.
3. At the end of each essay, **note what you believe is the point or purpose of the piece.** Show this understanding in **10-15 thoughtful sentences per essay.** Also be sure to **include at least TWO literary terms** from your list or previous knowledge in your reflection, noting the purpose / effect of that device or how it contributes to the author’s purpose. You can write the reflections somewhere on the essay or on separate pages – just be sure to keep your work organized. Keep in mind: your annotations should help you achieve an understanding of the text as a whole.

**DUE: Friday, August 18<sup>th</sup> - Essays 1-4 – annotations and reflections**

Essay #1: (Description) *Once More to the Lake* - E.B. White --

[http://wheretheclassroomends.com/wp-content/uploads/2013/07/White\\_OnceMoretotheLake1.pdf](http://wheretheclassroomends.com/wp-content/uploads/2013/07/White_OnceMoretotheLake1.pdf)

\*Note: this document includes questions at the end of the essay – you do not have to answer those questions, though they may be useful in developing your understanding the text.

Essay #2: (Narrative) *Shooting an Elephant* - George Orwell --

[http://orwell.ru/library/articles/elephant/english/e\\_eleph](http://orwell.ru/library/articles/elephant/english/e_eleph)

Essay #3: (Classification) *The Plot Against People*- Russell Baker --

<http://russian.cornell.edu/russian.web/courses/634/ThePlotAgainstPeople.pdf>

Essay #4: (Process Analysis) *Professions for Women* – Virginia Woolf --

<http://s.spachman.tripod.com/Woolf/professions.htm>

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**DUE: Friday, September 1<sup>st</sup>– Essays 5-8 – annotations and reflections**

Essay #5: (Comparison and Contrast) *Neat People vs. Sloppy People* – Suzanne Britt –  
<http://www.officeinstructor.com/EssayWriting/EssayPDFs/Neat%20vs%20Sloppy.pdf> \*Note: this document includes questions at the end of the essay – you do not have to answer those questions, though they may be useful in developing your understanding the text.

Essay #6: (Definition) *In Praise of a Snail's Pace* – Ellen Goodman --  
[http://s3.amazonaws.com/engrade-myfiles/4065496292099440/In\\_Praise\\_of\\_a\\_Snails\\_Pace.pdf](http://s3.amazonaws.com/engrade-myfiles/4065496292099440/In_Praise_of_a_Snails_Pace.pdf)

Essay #7: (Cause and Effect Analysis) *Kill 'Em! Crush 'Em! Eat 'Em Raw!* – John McMurtry --  
<http://www.anderson.k12.ky.us/Downloads/McMurtryKill%20Em%20Crush%20Em%20Eat%20Em%20Raw.pdf> \*Note: this document includes questions at the end of the essay – you do not have to answer those questions, though they may be useful in developing your understanding the text.

Essay #8: (Argument and Persuasion) *A Modest Proposal* – Jonathan Swift –  
[http://emotionalliteracyeducation.com/classic\\_books\\_online/mdprp10.htm](http://emotionalliteracyeducation.com/classic_books_online/mdprp10.htm)

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**Assignment #3 – General Argument Essay – DUE: Tuesday, August 15<sup>th</sup>**

On the AP Language and Composition test, students are expected to write three essays, the third being a general argument. This essay asks students to consider a prompt, which is in the form of a scenario, text excerpt, or thoughtful quote. Then, students will provide their answer in a well-organized and well-supported argumentative essay. Support can be from personal experiences, novels, short stories, or popular culture (yes: television, movies, trending topics, etc.). **For this assignment, your essay should be approximately 500 words in length, typed in MLA format.**

**Prompt:** In his 1998 book *Life the Movie: How Entertainment Conquered Reality*, Neal Gabler wrote the following:

“One does not necessarily have to cluck in disapproval to admit that entertainment is all the things its detractors say it is: fun, effortless, sensational, mindless, formulaic, predictable, and subversive. In fact, one might argue that those are the very reasons so many people love it.

At the same time, it is not hard to see why cultural aristocrats in the nineteenth century and intellectuals in the twentieth hated entertainment and why they predicted, as one typical nineteenth century critic railed, that its eventual effect would be ‘to overturn all morality, to poison the springs of domestic happiness, to dissolve the ties of our social order, and to involve our country in ruin.’”

Write a thoughtful and carefully constructed essay in which you use specific evidence to defend, challenge, or qualify the assertion that entertainment has the capacity to "ruin" society.

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***Literary Terms (see directions on page one!)***

Rhetorical Terms (concepts and terminology related to rhetoric and argument)

- Argument
- Challenge
- Counterargument
- Discourse
- Ethos appeal
- Logos / Logical appeal
- Pathos / Emotional appeal
- Refute
- Rhetorical devices / modes
- Semantics
- Style
- Thesis

Literary and Stylistic Terms (useful for a discussion of style)

- **Cliché**
- **Colloquial**
- **Connotation**
- **Denotation**
- **Diction**
- **Ellipsis**
- **Equivocation**
- **Euphemism**
- **Hyperbole**
- **Jargon**
- **Juxtaposition**
- **Malapropism**
- **Mood**
- **Non-sequitur**
- **Pedantic**
- **Persuasion**
- **Platitude**
- **Polemic**
- **Sarcasm**
- **Syntax**
- **Tone**
- **Transition**
- **Understatement**
- **Voice**

Literary and rhetorical devices (useful for a discussion of writer's craft or tools a writer may employ)

- **Allegory**
- **Alliteration**
- **Allusion**
- **Ambiguity**
- **Analogy**
- **Anecdote**
- **Antithesis**
- **Irony**
- **Metaphor**
- **Metonymy**
- **Motif**
- **Oxymoron**
- **Paradox**
- **Parallel syntax / Parallelism**
- **Parody**
- **Pun**
- **Satire**
- **Simile**
- **Synecdoche**
- **Zeugma**