

**AP Language and Composition**  
**Mrs. Jessica Lanser – [jpiazza@pasco.k12.fl.us](mailto:jpiazza@pasco.k12.fl.us)**  
2018-2019 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 2018-2019 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 also aid you in becoming a more “critical reader of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods.” For more information on the AP English Language and Composition course or test, please visit:

[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 20<sup>th</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 or one you create.
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 Analysis and Reflections – Essays 1-4 DUE Friday, August 17<sup>th</sup>**  
**Essays 5-8 DUE Friday, August 31<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. Read each essay, in full. Note that the lengths of each essay vary. You are welcome to print these texts, though you do not have to do so at this time.
2. While you read, take mental or written notes. These notes can refer to setting, characters, conflict, imagery, symbolism, theme, or tone; notes can also question any aspect of the text as well. Another important annotation strategy is defining unknown words. While I will not collect your notes, **you need to identify at least two rhetorical devices or strategies that the author uses in their writing. You also need to identify at least one meaningful or important quote.** You will use these pieces in a written reflection.
3. After reading, **write a three-part reflection for EACH essay.** Be sure your reflections are clearly labeled by the author and title of each essay. The three reflection parts are:

**(1) Briefly summarize the article in approximately 5 sentences.**

**(2) Identify at least TWO literary devices that the author uses.** Quote the text that best illustrates your literary device in action. Then, for each literary device, note the purpose, effect, or meaning of that device. You could consider how that devices illustrates a particular idea or furthers the author’s overall point.

**(3) Explain the overall purpose or point of this piece.** Show this understanding in **10-15 thoughtful sentences per essay.** In this reflection, be sure to include at least one meaningful or important quote. Be clear as to why or how this quote influences your understanding of the text itself.

**DUE: Friday, August 17<sup>th</sup> - Essays 1-4 – Text Analysis and Reflections**

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

<http://fd.valenciacollege.edu/file/jcarpen1/Week 3 EBWhiteLakeEssay.pdf>

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, August 31<sup>st</sup>– Essays 5-8 – Text Analysis and Reflections**

Essay #5: (Comparison and Contrast) *Neat People vs. Sloppy People* – Suzanne Britt –

<http://www.eng121.net/online%20textbook/compare-contrast/Neat%20People%20vs%20Sloppy%20People.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/McMurtry-Kill%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: Wednesday, 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 essay. 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 an 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	Pathos / Emotional appeal
Challenge	Refute
Counterargument	Rhetorical devices / modes
Discourse	Semantics
Ethos / Credibility appeal	Style
Logos / Logical appeal	Thesis

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

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

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

<b>Allegory</b>	<b>Motif</b>
<b>Alliteration</b>	<b>Oxymoron</b>
<b>Allusion</b>	<b>Parable</b>
<b>Ambiguity</b>	<b>Paradox</b>
<b>Anaphora</b>	<b>Parallel syntax / Parallelism</b>
<b>Analogy</b>	<b>Parody</b>
<b>Anecdote</b>	<b>Pun</b>
<b>Antithesis</b>	<b>Satire</b>
<b>Cataloguing</b>	<b>Simile</b>
<b>Irony</b>	<b>Synecdoche</b>
<b>Metaphor</b>	<b>Zeugma</b>
<b>Metonymy</b>	