

AP Language and Composition 2015-2016

Charles Drew High School

Teacher: Nataraj

The **AP English Language and Composition** course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our seminars, you are required to read, annotate and log a selection of texts over the summer. **You are expected to complete these assignments and submit them on the first day of the 2015-2016 school year.** Do not focus on the amount of work – you will enjoy these essays, and you are a thoughtful, intelligent student of literature. Focus on reading and responding with creativity and enthusiasm – your grade will reflect these efforts.

1. Review the following concepts in grammar – you will be tested on your ability to define and identify them during the first week of school.

- a. 8 parts of speech
- b. Independent and Dependent Clauses
- c. Subordinating Conjunctions
- d. 4 Sentence Structures
- e. Faulty Parallelism
- f. Misplaced Modifiers
- g. Dangling Modifiers
- h. Comma Errors
- i. Pronoun/Antecedent Agreement
- j. Links to Useful Resources: <http://web.uvic.ca/wguide/Pages/SentCommProbs.html>
http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/32360.html

<https://undergrad.stanford.edu/tutoring-support/hume-center/resources/student-resources/grammar-resources-writers/top-twenty-errors-undergraduate-writing>

2. Read the essays listed below. For each essay read, complete an analysis chart using the worksheet below the list (page 3 of this document).

- a. David Foster Wallace's Commencement Speech, Kenyon College

<http://www.wsj.com/news/articles/SB122178211966454607?mg=reno64-wsj&url=http%3A%2F%2Fonline.wsj.com%2Farticle%2FSB122178211966454607.html>

- b. Ali G's Commencement Speech, Harvard University (Note: The speech is in a box in the middle of the page, and you must scroll to the bottom of that box to read the speech in its entirety. Also, it is deliberately typed in non-standard English.)

<http://www.sweetspeeches.com/s/1116-ali-g-ali-g-s-harvard-graduation-speech>

- c. Annie Dillard, "This is the Life"

<http://www.billemory.com/dillard/dillard.html>

- d. Toni Morrison's Nobel Lecture

http://www.nobelprize.org/nobel_prizes/literature/laureates/1993/morrison-lecture.html

e. Ralph Waldo Emerson "Nature" – just the essay entitled "Language"

<http://www.gutenberg.org/files/29433/29433-h/29433-h.htm>

f. Albert Einstein "The World as I see It" (scroll down to link)

<http://www.aip.org/history/exhibits/einstein/essay.htm>

g. G.K. Chesterton "Negative and Positive Morality"

<http://www.chesterton.org/negative-and-positive-morality/>

h. Percy Bysshe Shelley, "On Life"

<http://www.wam.umd.edu/~djb/shelley/1880onlife.html>

i. Henry David Thoreau "Where I Lived, and What I Lived For"

<http://xroads.virginia.edu/~hyper/WALDEN/hdt02.html>

Special instructions or assignments: Due the first day of the 2015-2016 school year. Responses may be handwritten or typed. Plagiarism of any sort will not be tolerated and will result in a zero for each assignment.

1. Complete an "Essay Analysis" Worksheet (below) for EACH of the essays listed above. Please follow the guidelines for length.
2. For each essay, list 5 words that encapsulate the overall message/theme/purpose of the piece. Explain your choices thoughtfully.
3. For each essay, create three thought-provoking discussion questions designed to spark a lively yet substantial in-class debate/discussion.

Essay Analysis

Name _____ Title _____ Author _____

<p>What is the Subject of this Piece? (2 sentences)</p> <p>The general topic, content, and ideas contained in the text. State the subject in a few words or a short phrase.</p>	
<p>What is the Occasion? How does it influence the Message and Tone of the Piece? (3-4 sentences)</p> <p>The time and place of the piece; the current situation. It is particularly important that you understand and explain the context that encouraged the writing to happen.</p>	
<p>Who is the Audience? How does the Speaker appeal to his/her audience? List three quotes that particularly address or appeal to the Audience and explain your choices. (2 sentences plus at least a sentence of explanation for each chosen quote)</p> <p>Audience is the group of readers to whom the piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or people.</p>	
<p>What is the Purpose of this Piece? List three quotes that contain the Purpose, and explain each choice. (2 sentences, plus at least 2 sentences of explanation for each chosen quote. Discuss not only the meaning of each quote but also the value of certain words in the quote.)</p> <p>Purpose is the reason behind the text. (ie: to inform, persuade, entertain, gain sympathy, encourage, gain support)</p>	
<p>What are some of rhetorical OR satirical devices used in the speeches? (List as many devices as possible and explain each choice by pointing to specific quotes from the piece.)</p> <p>Possible rhetorical strategies: personal anecdote, analogy (comparisons), creation of authority, emotional appeal, logical appeal, parallelism, repetition, loaded/intense diction</p> <p>Possible satirical devices: sarcasm, understatement, overstatement, irony, hyperbole</p>	
<p>What is the tone? (2-3 sentences)</p> <p>To pinpoint the tone, infer the way the author feels toward the subject or characters, or events, or audience. Does the narrator or author shift tone?</p> <p>Some examples of tone: proud, bold, sarcastic, mocking, joyful, affectionate admiration, compassion, happiness, disgusted, fearful, anxious, ironic, intimidated, shallow, confident, insecure, innocent, playful, anguished, enraged, repulsed, appalled.)</p>	