

AP 2016-2017 Summer Reading Packet
English Language and Composition
Ms. Abernathy
Grade 11

Due Date: The First Day of School

Welcome to the Advanced Placement English program. I look forward to a productive, challenging, and intellectually stimulating year together. During the summer, you will read a piece of text, as well as construct an English III AP style essay. The assignments included in this packet are designed to serve as the basis for our discussions and activities at the beginning of the semester as well as an introduction to the type of coursework you will be expected to complete in preparation for the AP exam. All work is expected to be completed on a computer. If one is not available to you, please know that our local libraries have computers and printers for public use. Please use the summer reading checklist (included in this packet) to make sure you have done all summer reading requirements.

The summer reading assignment will NOT be taken late. This assignment will not only prepare you for AP English III, but it will also measure your work ethic and responsibility to an AP class. This class will be treated like a college-level course, therefore work produced should reflect a seriousness of that nature, including turning assignments in on time. This assignment is due the first day of class, NO EXCEPTIONS. If your assignment is NOT given to me that day, you will receive NO credit for the assignment, and I will ask to have a discussion with you about your dedication to the course.

Please also note: All written work is to be original. Do not collaborate with your peers. Please be forewarned that phrases, sentences, and/or ideas copied from analytical sources (either paper or online) or from other students will result in no credit for the assignment. I am aware of your various writing styles; please do not let me catch your writing style in someone else's work. Academic dishonesty will NOT be accepted in this course. Contact me via email (amabernathy@gaston.k12.nc.us) should you have any questions regarding the summer reading assignment. Please be patient if I do not respond right away. I will not be able to check my email every day over the summer months.

The following MLA heading should appear in the upper left hand corner (double-spaced) on all AP English Language and Composition work.

Your Name

Ms. Abernathy

AP English Language and Composition

29 August 2016 (your due date)

Assignment #1:

Exposure to the AP Test Format and Expectations

In May, you will be encouraged to take the national AP examination with the hope of earning college credits. In order to prepare you for this exam, you will compose one of the essays that are included on the examination.

AP Rhetorical Analysis Essay: You will write a rhetorical analysis essay in response to an AP English Language and Composition essay prompt. A rhetorical analysis essay will demonstrate your ability to present a successfully analyzed essay. Your analysis should explore the rhetorician's goals, the techniques (or tools) used, examples of those techniques, and the effectiveness of those techniques. When writing a rhetorical analysis, you are NOT summarizing the text; instead, you're discussing *what* the rhetorician's argument is and *how* the rhetorician makes his or her argument.

You will be asked to read a piece of nonfiction. You will then formulate an analysis by developing a thesis and then constructing an essay in which you support your thesis using evidence from the piece. This essay should be at least five paragraphs in length. You may use direct quotes and/or paraphrasing when supporting your thesis, but avoid merely summarizing the quotes.

Please review this section carefully: The rhetorical analysis essay will be scored on the AP scale of 1--9 style and then converted into a score out of 100 points. I will be assessing your writing, style, organization, focus, content, and ability to analyze and integrate evidence into your writing to support your thesis. Please be aware that this essay will be critically evaluated and in order to earn a high score, you must not only meet the requirements, but also demonstrate your skill as a writer and critical thinker. On the national AP exam, most students score in the middle range (5--6 on a 9 point scale). It is quite difficult to earn an 8 or 9. You must demonstrate a sophisticated writing style, provide insightful analysis, and convey a mature, academic tone.

Review of Steps for Completing a Rhetorical Analysis Essay:

1. Read the piece and annotate as you read. You should be noting the goal or purpose of the piece; the appeals, evidence, and techniques used and why; examples of those appeals, evidence, and techniques; and your explanation of why they did or didn't work. A good place to start is to answer each of these considerations in a sentence or two on scratch paper. Don't worry about how it sounds – just answer the questions.
2. Identify examples of these uncovered techniques in the text. You should have multiple examples for each technique used.
3. Next, address the effectiveness of each technique.
4. After brainstorming and doing the actual analysis, you are ready to write a thesis. Remember to choose the three (or four) techniques for which you can make the strongest case. Rhetoricians employ many techniques; focus on the ones that are the most prevalent or interesting and that you can describe persuasively.
5. Finally, write your introduction, paragraphs, and conclusion.

AP English Language and Composition Rhetorical Analysis Essay Prompt Assignment 1

The writer of the following passage expresses an attitude toward work and in so doing makes certain assumptions about human nature. In a well-written essay, define precisely what that attitude and those assumptions are and analyze how the writer uses language to convince the reader of the rightness of his position.

For there is a perennial nobleness, and even sacredness, in Work. Were he never so benighted, forgetful of his high calling, there is always hope in a man that actually and earnestly works: in Idleness alone is there perpetual despair. Work, never so Mammonish, mean, is in communication with Nature; the real desire to get Work done will itself lead one more and more to truth, to Nature's appointments and regulations, which are truth.

The latest Gospel in this world is, Know thy work and do it. "Know thyself:" long enough has that poor "self" of thine tormented thee; thou wilt never get to "know" it, I believe! Think it not thy business, this of knowing thyself; thou art an unknowable individual: know what thou canst work at; and work at it, like a Hercules! That will be thy better plan.

It has been written, "an endless significance lies in Work"; a man perfects himself by working. Foul jungles are cleared away, fair seedfields rise instead, and stately cities; and withal the man himself first ceases to be jungle and foul unwholesome desert thereby. Consider how, even in the meanest sorts of Labour, the whole soul of a man is composed into a kind of real harmony, the instant he sets himself to work!

Doubt, Desire, Sorrow, Remorse, Indignation, Despair itself, all these like hell-dogs lie beleaguering the soul of the poor dayworker, as of every man: but he bends himself with free valour against his task, and all these are stilled, all these shrink murmuring far off into their caves. The man is now a man. The blessed glow of Labour in him, is it not as purifying fire, wherein all poison is burnt up, and of sour smoke itself there is made bright blessed flame!

Blessed is he who has found his work; let him ask no other blessedness. He has a work, a life-purpose; he has found it, and will follow it! How, as a free-flowing channel, dug and torn by noble force through the sour mudswamp of one's existence, like an ever-deepening river there, it runs and flows; -- draining off the sour festering water, gradually from the root of the remotest grass-blade; making, instead of pestilential swamp, a green fruitful meadow with its clear-flowing stream. How blessed for the meadow itself, let the stream and its value be great or small! Labour is Life: from the inmost heart of the Worker rises his god-given Force, the sacred celestial Life-essence breathed into him by Almighty God; from his inmost heart awakens him to all nobleness, -- to all knowledge, "self-knowledge" and much else, so soon as Work fitly begins. Knowledge? The knowledge that will hold good in working, cleave thou to that; for Nature herself accredits that, says Yea to that. Properly thou hast no other knowledge but what thou hast got by working: the rest is yet all a hypothesis of knowledge; a thing to be argued of in schools, a thing floating in the clouds, in endless logic-vortices, till we try it and fix it. "Doubt, of whatever kind, can be ended by Action alone."

Assignment II:

Read and write about one of the following books.

Critically and closely read one of the following books, which can be purchased from Amazon.com or a bookstore, or checked out from a library. If you must check the book out from a library, please be aware that you will need that same book again when class starts. Read a summary of each before choosing the right one for you!

- *How Starbucks Saved My Life* by Michael Gates Gill
- *Teacher Man* by Frank McCourt
- *Sugar Changed The World* by Marc Aronson, Marina Budhos
- *The Shallows: What the Internet is Doing to Our Brains* by Nicholas Carr
- *Profiles in Courage* by John F. Kennedy
- *Nickle and Dimed* by Barbara Ehrenreich
- *Fast Food Nation* by Eric Schlosser

Follow the directions below to properly analyze the book you choose:

1) Use proper MLA heading at the top of your paper (as shown in the example)

2) In one paragraph, IDENTIFY the writer, subject, intended audience, and the occasion (context, event, or situation that prompted the writing) as best you can. In the next sentence or two, sum up the writer's viewpoint/opinion on the subject and his/her purpose for writing the commentary. Identify the writer's tone (attitude about the subject). If you need a list of TONE words, google "tone words" or use the one I have given you.

2) In one paragraph, describe the overall STRUCTURE of the piece. Structure shapes meaning. How does the writer pull the reader in early on in the piece? How does he/she build interest/tension? Why does the writer choose this particular sequence or organization of ideas? What is the effect on the reader?

3) In one paragraph, describe what some of the book's strongest points or arguments are? What makes them strong? If any points seem weak or confusing, point these out and explain what makes them weak. In general, does the writer appeal mainly to ethos, pathos, or logos? And if so, what main strategies are used?

facts anecdotal evidence/ examples logical reasoning
hypophora (look this up if needed) cause-effect contrast

4) Instead of writing a paragraph 4, make a chart for the following information:

- List 10 of the most effective rhetorical strategies or techniques the writer used to bolster his/her argument or opinion.
- Beside or beneath each strategy, copy at least one good example from the text.
- Beside the example(s), comment on how effective each one is in influencing the reader. You should CONSTANTLY be keeping in mind the author's purpose. Punctuate each quoted passage correctly. (Google MLA rules for punctuating quoted material.)

Rhetorical Strategies / Devices and stylistic terms you might include in your analysis:

- Diction: How do certain word choices and their connotations influence the tone and persuasive power of this piece?
- Syntax, or sentence constructions: Does the writer use any of the following for great effect?

Parallelism Repetition Juxtaposition Contrast/comparison
Climactic order Rhetorical question Anecdote anastrophe periodic sentence

- Other rhetorical devices and literary elements: Does the writer use any of the following, and if so, what is the impact? How does the device strengthen the argument?

imagery metaphor/simile analogy allusion
irony hyperbole understatement

****The following links will provide some background information on how to construct an AP-type essay as well as rhetorical devices with examples.**

Go to this link for step-Links to literary and rhetorical elements defined with examples:

<http://www.powayusd.com/pusdwvhs/AP/2010-2011/Docs/Summer%20Assignments/RhetoricalTermsList.pdf>

Directions for composing an AP-style essay:

<http://www.franklin.kyschools.us/Downloads/How%20to%20write%20a%20rhetorical%20analysis%20essay.pdf>

