

**AP Language and Composition – Mrs. Dabrieo (Day-Bree-Oh)**  
**Course Information and Summer Reading/Assignments**

**Course Information**

The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students write in both informal and formal contexts to gain authority and learn to take risks in writing. In addition, the informed use of research materials and the ability to synthesize varied sources are integral parts of the AP English Language and Composition course. Students evaluate the legitimacy and purpose of sources used, and learn to sort through disparate interpretations to analyze, reflect upon, and write about a topic. (©2010 The College Board)

**What YOU Can Expect**

If you elect to take this course, you will be required to take the AP English Language and Composition exam in May of 2016. The exam is over three hours, with a 60-minute multiple choice section and a 120-minute writing section, during which you will write three different essays. The cost of the exam is over \$90.

The course is writing-intensive and focuses on nonfiction as well as analysis of rhetoric and style. You will learn different methods of writing and different approaches to analyzing the writing of others. You will learn new vocabulary terms about writing – sample terms include metonymy, synecdoche, hypophora, asyndeton, syntax, and diction.

**Summer Reading and Assignments**

You are required to read two books for this course. All students must read ***Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*** by Jay Heinrichs. In addition, you must read one of the books from this short list of popular nonfiction:

***Assassination Vacation*** by Sarah Vowell

***The Tipping Point*** by Malcolm Gladwell

***The Day the World Came to Town: 9/11 in Gander,***

***Newfoundland*** by Jim DeFede

***Night*** by Elie Wiesel

You are encouraged to research the subject matter of these books and choose the book that interests you most. Please note: all these books may contain mature themes, situations, and language.

**Two additional assignments are attached to this handout;** all reading and assignments must be completed and ready to turn in on your first day of class in September. Follow all instructions carefully. *Late assignments will not be accepted; first impressions are important.*

### **Edmodo.com**

Edmodo is an education networking website that we will use over the summer and all year in class together. It is a place where we can post assignments, responses, questions, web links, etc. Our group name is AP English Language & Comp 2015-2016. **Go to the website, create a username and password, and**

**then join our group by using the following access code: k43njr**

Please do this by June 20, 2015.

Even if you already use Edmodo for another class, you will need to sign on to our group specifically. Please keep your username and password information safe, as I may not have access to it; also, please do not share our group information with anyone outside of class.

Should you need to contact me directly over the summer, you can do so by email: [kdabrieo@north-reading.k12.ma.us](mailto:kdabrieo@north-reading.k12.ma.us).

### **AP Contract: What I Expect**

You will sign a contract to become a member of this class, and the responsibilities of an Advanced Placement student should be taken very seriously. I hold you to a standard above your peers – Advanced Placement means exactly that. We will be doing college-level work together, and the rigor of this course cannot be overstated. We will be preparing for a high-stakes exam that requires higher level thinking and writing skills. I encourage you to reexamine your commitment to this course to make sure that you are prepared for the challenges it will present; you have until June 1<sup>st</sup> to make any necessary schedule changes with your guidance counselor.

## SOAPSTone Graphic Organizer - AP English Language & Comp

Use your chosen summer reading book (not Heinrichs) to complete this graphic organizer. Answers should be thorough and written in complete sentences. This template is available on Edmodo so that you can type your responses (preferred).

Student's Name:		
Title of Book:		
Author:		
Subject	Explain the general topic, content, and ideas contained in the text. What is this piece about?	
Occasion	Explain the time and place of the piece; the situation or context which gave rise to the writing of this book. Is the occasion relevant to today's world? Why or why not?	
Audience	Note the reader/group of readers to whom this piece is directed. What qualities, beliefs, or values do the audience members have in common? What assumptions, if any, has the author made about his/her audience?	
Purpose	Explain the reason behind the text. What does the writer want the audience to do, feel, say or choose? In literature, we call this the theme of the piece. What is the ultimate message of the text, and how does the writer present it?	
Speaker	Explain the voice behind the writing. Who is the author of the book? What compelled him or her to write it? What do we know about the writer's life and views that shape this text?	
Tone	Explain the tone of the book. What choice of words and use of rhetorical devices let you know the speaker's tone? What words can be used to describe the tone? Does the tone of the book change at various points, and if so, why?	

### Essay – AP English Language & Comp

Follow the instructions below and write an essay of at least 500 words in response. Your essay should be typed, using a 12-point font and double spacing. Please type your full name and class block in the upper corner of your first page. Print a hard copy to be handed in on your first day of class.

The selections below are taken from a speech delivered in 1861 by Wendell Phillips, a prominent white American abolitionist. The speech, written near the beginning of the Civil War, when Northerners were debating whether to allow African Americans to serve in the military, celebrates the achievements of the Haitian general Toussaint-Louverture (c. 1744-1803). Toussaint-Louverture was a former slave who led the struggle to liberate other enslaved Haitians. At one time, he was the most powerful leader in Haiti, which was threatened alternately by French, Spanish, and British armies.

Read the selections carefully. Then write an essay in which you analyze the strategies that the speaker uses to praise his subject and move his audience.

Line 5 If I stood here tonight to tell the story of Napoleon, I should take it from the lips of Frenchmen, who find no language rich enough to paint the great captain of the nineteenth century. Were I here to tell you the story of Washington, I should take it from your hearts,—you, who think no marble white enough on which to carve the name of the Father of his Country. [Applause.] I am about to tell you the story of a negro who has left hardly one written line. I am to glean it from the reluctant testimony of Britons, Frenchmen, Spaniards,—men who despised him as a negro and a slave, and hated him because he had beaten them in many a battle. All the materials for his biography are from the lips of his enemies. . . .

15 [Toussaint] forged a thunderbolt and hurled it at what? At the proudest blood in Europe, the Spaniard, and sent him home conquered [cheers]; at the most warlike blood in Europe, the French, and put them under his feet; at the pluckiest blood in Europe, the English, and they skulked home to Jamaica. [Applause.] Now if Cromwell<sup>1</sup> was a general, at least this man was a soldier. I know it was a small territory;

25 it was not as large as the continent; but it was as large as that Attica<sup>2</sup>, which, with Athens for a capital, has filled the earth with its fame for two thousand years. We measure genius by quality, not by quantity. . . .

30 I would call him Cromwell, but Cromwell was only a soldier, and the state he founded went down with him into his grave. I would call him Washington, but the great Virginian held slaves. This man risked his empire rather than permit the slave-trade in the humblest village of his dominions.

35 You think me a fanatic tonight, for you read history, not with your eyes, but with your prejudices. But fifty years hence, when Truth gets a hearing, the Muse of History will put Phocion for the Greek, and Brutus for the Roman, Hampden for England, Fayette for France, choose Washington as the bright, consummate flower of our earlier civilization, and 40 John Brown the ripe fruit of our noonday [thunders of applause], then, dipping her pen in the sunlight, will write in the clear blue, above them all, the name of the soldier, the statesman, the martyr, Toussaint-Louverture. [Long-continued applause.]

<sup>1</sup> Oliver Cromwell: 1599-1658. Important English political leader known for military skill

<sup>2</sup> Classical Greece