

AP Language & Composition Summer Assignment 2022-23

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Sign up for Summer Google Classroom for updates, information and a place to post questions that the entire group can see. (This alleviates me getting the same e-mail several times).

Class Code: jvpbhkm

AP Language & Composition: This course will be designed for juniors wishing to challenge themselves at the Advanced Placement College Level. Exceptional command and comprehension of advanced vocabulary, reading comprehension of challenging texts and written expression is a must for success.

Language and Composition focuses on non-fiction works with a high concentration of writing for different purposes and audiences; close reading of complex texts, elements of rhetoric and linguistics, analyzing effective text structures for complexity, tone, syntax, diction and effect on style and author's purpose. Non-fiction works such as: letters, memoirs, histories, biographies, critical analysis, literary theory, speeches, journalism, social criticism, prose and argumentative positions will also be included. Some possible authors included are: Maya Angelou, Elizabeth Cady Stanton, Malcolm Gladwell, Sherman Alexie, David Sedaris, Abigail Adams, Amy Tan, Josh Neufeld and James Baldwin. Students must receive a 3 or higher on the AP Test to receive college credit.

The summer assignment will be due on Tuesday September 13th.

Required Reading: *The Tipping Point* by Malcolm Gladwell (can be found on You Tube for free narrated by Gladwell himself if you did not pick up the required reading in June).
<https://www.youtube.com/watch?v=pGtEdwyXELw&t=37s>

Assignment: For this assignment you will be breaking down and analyzing rhetorical choices found in *The Tipping Point* as well as becoming familiar with necessary literary terminology for success in this course. **This is a completely different approach than fiction. You are focusing on analyzing the author's purpose and rhetorical choices used to achieve this purpose. You are not analyzing the content of the work. You will complete several tasks to achieve this purpose.**

Part 1: The primary component of this AP Language course will be the composition of effective, credible, logically sound analysis of rhetorical techniques and choices made by an author. You will eventually learn how to compose a full length analytical essay. But for now, we are going to focus on what rhetorical choices are and how they are used in aiding an argument or claim. **Textual references and quotes should be provided to support your answers. You do not need any outside critical sources for this assignment. This part of the summer assignment will be due 9/13.**

You will complete the following tasks for *The Tipping Point* and submit to Turn It In. Academic honesty is taken very seriously. This assignment is individual and should not be a collaboration with any other student. Academic dishonesty/ plagiarism will receive a zero and a discipline referral. The responses to these tasks should be in **well-developed paragraph form for a total of 7 paragraphs. Please number your responses individually 1-7.**

- Task 1: Read the novel; develop an understanding of the text's claims, line of reasoning and ascertain the author's purpose. Then, write a summary of the piece. Include your personal views (likes/ dislikes) as well as any reflections or revelations based on the author's main purpose.
- Task 2: Read the text in context – consider the time period in which it was written and the social and political atmosphere of that time, in essence the exigence or the spark **of why** the piece was written. What is this text in response to? How does the author reveal these contextual elements in the text? What is the purpose of this?
- Task 3: Who is the primary audience? What clues in the writing (style or content) lead you to that conclusion? Why is this important in understanding the author's main argument?
- Task 4: Choose one of the following rhetorical devices: diction (formal or informal), author's tone or use of repetition (repetition can be concepts or ideas that repeat or specific words or phrases to illustrate a point). How does the device you chose help to accomplish the author's purpose? Analyze why the author uses it and in what context. How does the device drive the author's main claim?
- Task 5: Choose one of the following examples of figurative language/techniques: metaphors, allusions, analogies, imagery, anecdotes. How does this specific technique help to accomplish the author's main purpose? Give specific examples and connect to the purpose of the main claim.
- Task 6: Choose one of the following ways the author arranges the ideas in their argument and analyze its effectiveness to the overall line of reasoning and claim of the novel. **Choices:** Cause and Effect, Establishing Credibility and Trust with the Intended Audience, Inductive or Deductive Reasoning. What type of writing style is the author employing through how their argument is arranged? What is the purpose of this arrangement?
- Task 7: Choose one of the appeals from the rhetorical triangle: Ethos, Pathos or Logos. Which one does the author use most successfully throughout the text to further show the result of their rhetorical choices and techniques? Analyze in detail. ***** If you chose Credibility and Trust for Task 6 do not use Ethos here – it's too repetitive.**

Part 2: Definitions – You WILL NOT turn this in for a grade. You do however, need to know these terms and understand how they are relative to a non-fiction literature course. **There will be an application test the first few days of school to establish your mastery of this terminology and why it is so important to understand their relevance to the class and content.** Analyzing non-fiction is so very different than fiction and knowing these terms is a must for success. Some of these words you may know already and many of them will be new to you. You may want to make flashcards for the words you do not know to help you study for the test.

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| 1. Abstract language | 2. Ad hominem | 3. Allegory |
| 4. Allusion | 5. Analogy | 6. Anaphora |
| 7. Anecdote | 8. Annotation | 9. Antecedent |
| 10. Antithesis | 11. Aphorism | 12. Apostrophe (not the ‘) |
| 13. Assonance | 14. Cacophony | |
| 15. Citation | 16. Claim | 17. Colloquialism |
| 18. Common Knowledge | 19. Connotation | |
| 20. Consonance | 21. Cumulative Sentence | 22. Deductive Reasoning |
| 23. Denotation | 24. Diction | |
| 25. Either – Or Reasoning | 26. Ellipsis | 27. Ethical Appeal (Ethos) |
| 28. Euphemism | 29. Exigence (rhetorical def.) | 30. False/Faulty Analogy |
| 31. Figurative Language | 32. Hyperbole | 33. Imagery |
| 34. Inductive Reasoning | | |
| 35. Line of Reasoning | | |
| 36. Logical Appeal (Logos) | | |
| 37. Logical Fallacy | 38. Metaphor | |
| 39. Mood | 40. Narrative | 41. Non-Sequitur |
| 42. Oversimplification | 43. Oxymoron | 44. Paradox |

