

June 1, 2018

Dear Student,

Welcome to AP English Language & Composition! I would like to convey both my elation and gratitude in your decision to challenge yourself by enrolling in this course at Captain John L. Chapin High School with me for this upcoming 2018-2019 school year.

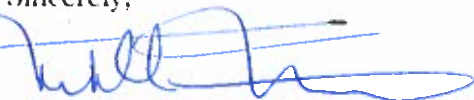
Because AP language and composition is not reliant on an application process, it is especially important to understand that through self-selection, you are volunteering for a challenging college-level course replete with college level rigor and expectations in a secondary level school environment. Time, energy, and motivation are essential skills that an AP student must possess in order to excel. Your enrollment speaks volumes about your character and for that, I applaud you. This course is designed to help students, like you, become skilled readers of prose written in a variety of periods, disciplines, rhetorical contexts, and skilled writers who compose for variety of purposes. I *promise* that you will grow as a writer, reader, speaker and listener, but *you* must be willing to—in the very least—meet the high expectations that are set for you, the scholar.

In preparation of the class, there are five mandatory summer reading and writing assignments which would account for the first major grades of the fall semester. Explanations of the assignments are on the following pages. The summer reading & writing assignments are due at the beginning of class on August 23 or 24 (depending on your schedule); however, if all five assignments are COMPLETE and submitted on or before August 17, 2018 (the end of the first week of school), extra credit will be granted. An excellent opportunity to practice diligent college study habits this is, and avoiding the pit of procrastination is a warning I recommend you heed, lest your peace of mind be disrupted unnecessarily.

Before the start of the school year, please read, review, and discuss the entire packet with your parents, especially the expectations that are outlined in the student performance contract form. It is very important that both you and your parent/guardian understand your role as a student, their role as a parent, and my role as a teacher. Your signed (parent and student) performance contract is due on the first day of school.

If you have any questions over the summer, please contact me via email at mlherrer@cpisd.org. I look forward to meeting and working with you next year!

Sincerely,



Michelle L. Herrera
Captain John L. Chapin
AP English Language & Composition
English III, American Literature

AP English Language & Composition
Mrs. Herrera
Summer Reading Assignment

READ the attached introduction to rhetoric and close reading as a review, Chapter 1 & 2 from the *Language of Composition*. Summarize, and take notes in outline format. Your notes should address who, what, when, where, why, and how for EACH CHAPTER & EACH of the subsections within. Ensure that your notes are TYPED in Times New Roman, 12 point font, and are double spaced with one inch margins. Include pagination and a heading (your name, instructor name, the course & date), in MLA format.

*If you need to review "General Formatting" of MLA, please go to: owl.english.purdue.edu, the Purdue Online Writing Lab (OWL) website. Click on the MLA Overview & Workshop, then click on "General Formatting." You can also find examples of outlines here.

CREATE A set of sturdy flashcards on cardstock or index cards (at least 3x5" in size) for each of the 37 terms on the "Style: Schemes and Tropes" handout attached. On one side list the term, and on the reverse side, list the definition and a found example. Please use definitions and examples that are related to rhetorical writing, specifically schemes and tropes (e.g. rhetorica.net, etc.).

READ & SUMMARIZE the Narrative Life of Frederick Douglass. Although I prefer you to purchase your own copy of the novels because you can properly and freely annotate, there are other options available. You can check out a copy at a local library or read the text online. For example, the novel is available at https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf. This text is both an autobiography and a passionate argument. Being a former slave himself, Mr. Douglass crafts one of the most stylistic and convincing arguments against slavery. In lieu of a reading journal, I would like for you to create a typed (MLA) chapter summary for each chapter, including the preface & letter which includes the following:

- **Document Title:** "Chapter Summaries."
- **Bolded chapter titles** (including the preface & letter). For example, Preface...Chapter 8... etc. followed by the following tasks numbered according:
 1. Major plot action (complete & thorough exposition, rising action, climax, falling action, dénouement).
 2. The specific argument Douglass addresses about slavery
 - a. An example of the "specific argument" I am talking about is:
"In Chapter 7, Douglass makes the argument that slavery is not only detrimental to the slave, but for the masters as well. Through the story of Mrs. Auld, he illustrates how slavery can change a caring and loving individual into a brutal master devoid of human empathy."
 - b. Think of it this way, his *major argument* (thesis statement) might be:
"Slavery is a brutal institution which should be abolished." Each chapter then is like a key point in making his argument.
 3. Your reaction and explanation for your reaction to the chapter (text-to-self, text-to-text, text-to-world are helpful strategies for this section).

COMPOSE a well-developed narrative essay that will provide insight to me, as your instructor about you, my new AP English Language & Composition student. In connection to the novel assigned to the Summer Assignment, *Narrative Life of Frederick Douglass*, I thought it apropos to ask you to detail a snapshot of your life in the form of narrative writing. Like Douglass's writing, you should attempt to develop an argument that answers the following question about yourself. This essay must be submitted as a hardcopy in MLA format.

Prompt:

AP English Language & Composition is a course designed to not only prepare you demands and expectations of college, but also proffers an opportunity to earn college credit at the high school level. Although this is the major goal for AP studies, many high school students seek to enroll in AP English Language & Composition for other various reasons.

In a well-developed essay, explain why you have decided to join AP English Language & Composition, what you hope to achieve by the end of the year, and how hard you are willing to work to reach those goals.

Collect at least 2 op-ed (opinion/editorial) pieces and 3 news/feature articles (e.g. Time magazine articles, etc.). You may not have more than once piece by the same author. **NO POP CULTURE REFERENCES** (e.g. sports, art, fashion, real-estate, etc.) Your news article should pose an argument that you can identify and consider and that potential causes discussion. Be sure to select articles from a variety of newspapers or magazines. Copy or print out the article piece (five in total), and for EACH piece, complete the attached graphic organizer (handwrite your analysis on the template) and "Journalist / Columnist Response" handout. Notice that each form has a month assigned to it, so you will need to ensure that you are reading and collecting sources through each summer month—2 for June, 2 for July, and 1 for August.

AP Language centers on non-fiction readings, forming opinions, creating arguments, analyzing how language is used & for what purpose, and evaluating sources. It is imperative that we build a strong foundation of knowledge from which you can draw from to substantiate your own arguments that you will be asked to make in the future. Therefore, reading quality news and articles from renowned sources, such as Time, US News & World Report, The Atlantic, Newsweek, etc. is a practice you should begin in the summer and continue throughout the upcoming school year. "The Week in Review" section of the Sunday New York Times provides an outstanding opportunity to review arguments posed throughout the week, and The Huffington Post online is also a valuable resource to investigate.

Again, this practice of keeping up with current events around the globe will help build a foundation of knowledge and understanding of the processes of argumentation & the effective use of elements of composition. I cannot emphasize enough the importance of continuous reading of current events, as it will give you an advantage not only in AP English Language & Composition, but in all subjects as well. The more you read, the better!

FAQ's

What if I will be on vacation during a portion of the summer and I do not have access to sources?

What if I join the class late, and I no longer have newspapers for that month?

1. Use your cell phone to access articles online (Many sources will archive their text by dates, so if you join the class late, and need to back track this is an option).

2. Use the public library before you go and when you get back home (resources are kept on file for several weeks past the publication dates).

3. Phone a friend or family member and ask them buy and save you several sources for you to read when you come home.

4. Subscribe to news magazines & sources (many are free) before you leave and catch up reading when you get home.

5. **MAKE YOUR LIFE EASY & Do NOT PROCRASTINATE.**

***Toward the end of the first week of school, you will have a quiz regarding the novel (*Narrative Life of Frederick Douglass*), Chapter 1 & 2 (*Language of Composition*), and the rhetorical devices. The summer assignments will be used as a premise for upcoming coursework at the start of the new year as well, so it is especially important to thoroughly read the novel, chapter sections, and familiarize yourself with the vocabulary.

Introduction to Rhetoric & Close Reading

Directions: Read, summarize, outline (do not complete the activities). See “Summer Reading Assignment” handout for detailed instructions.

Scan the QR code below

If you have difficulty viewing the files attached, visit the following weblink:

[http://www.montgomeryschoolsmd.org/uploadedFiles/schools/rockvillehs/academics/EngGrade11/APLanguage2013\(1\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/schools/rockvillehs/academics/EngGrade11/APLanguage2013(1).pdf)

or contact me at mlherrer@episd.org



AP Language and Composition

Rhetorical Schemes and Tropes

Schemes of Balance

1. Parallelism
2. Isocolon
3. Antithesis

Schemes of Unusual or Inverted Word Order

4. Anastrophe
5. Parenthesis
6. Apposition

Schemes of Omission

7. Ellipsis
8. Asyndeton

Schemes of Repetition

9. Polysyndeton
10. Alliteration
11. Assonance
12. Anaphora
13. Epistrophe
14. Epanalepsis
15. Anadiplosis
16. Climax (climactic sentence)
17. Antimetabole
18. Chiasmus
19. Polyptoton

Tropes of Comparison

20. Metaphor
21. Simile
22. Synecdoche
23. Metonymy

Tropes of Word Play

24. Puns
25. Zeugma
26. Anthimeria
27. Periphrasis
28. Personification
29. Apostrophe

Tropes of Exaggeration

30. Hyperbole
31. Litotes
32. Rhetorical Question
33. Irony
34. Sarcasm
35. Onomatopoeia
36. Oxymoron
37. Paradox

*A scheme is a change in the standard word order or pattern.

*A trope is the use of a word or phrase in a way not usually intended.

Name of journalist: _____
Title of column: _____
Name of newspaper: _____
Complete Date of Publication _____

Thesis or main idea of column: _____

Supporting reasons, examples, facts, details:

- 1.
- 2.
- 3.

Defend or challenge the writer's thesis:

What is the tone of the article? How does the author convey this tone?

What rhetorical strategies do you find in the article? (Consider techniques that add to the effectiveness of the article). Cite at least one example of rhetorical strategy or technique in the text.

- 1.
- 2.
- 3.

Words (at least two elevated words) from the article to define and add to your vocabulary:

Word	Part of speech in context of article	Definition

Source _____

Date of Article. June _____

(Name of newspaper article)

Student Name: _____

Purpose. (Write one sentence description of the article in the box below.)

Summary.

Summarize the current event in your own word in the box to the right. Answer the following, Who? What? When? Where? Why? How?

Impact.

What is the impact, effect, of the current event on the nation, state, or local community?

Opposing Views.

Every story has another side. What arguments or issues might be presented that do not support the current view? Are you getting the whole story?

Values. (What impact will this have on you personally? Make a connection somehow.)

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Advanced Placement English Language & Composition
Performance Contract

Enrollment in this course represents the student's understanding of and agreement to the following conditions:

--Because many colleges will award college credit upon successful completion of the AP English Language & Composition course and the corresponding AP exam, the curriculum will reflect both the rigor and the demand of a college-level course.

--Because a successful performance on the AP exam is necessary in order to receive college credit, it is expected that all students enrolled in the AP course will take the AP exam, or make every effort to do so.

--Because AP courses integrate both survey and skill, students will experience material at an accelerated rate. For this reason, attendance is imperative.

--Because AP courses are designed to evaluate both performance and progress according to the College Board standards, students will be expected to complete any and all assignments and assessments which demonstrate mastery and improvement. Failure to do so will result in failure.

As a student enrolled in AP English Language & Composition, I agree to (initial next to each):

Complete all summer work as assigned

Complete all assigned reading and writing by assigned due dates

Understand NO LATE WORK is accepted

Attend class punctually and regularly

Make up work within one day of return from absence

Fully participate in class discussions as both an active listener and speaker

Respect a variety of viewpoints

Continually strive to improve my skills in reading demanding literature and writing for a variety of purposes

Complete all graded in-class work in blue or black in, while out of class assignments will be typed and follow MLA format

Ask for help when I need assistance on understanding assignments or successfully completing them

Attempt to take the AP English Language & Composition exam on

May 15, 2019

Recognize that not meeting course requirements may result in my being dropped from the course.

**Advanced Placement English Language & Composition
Performance Contract**

Print Student Name _____ Student Signature _____

As a **parent / guardian** with a student enrolled in AP English Language & Composition, I agree to (initial next to each):

___ Recognize that my child has elected to take a college level course offered at Capt. John L. Chapin high school requiring more commitment than many other courses

___ Support my child in completing course work on time

___ Encourage my child to attend class punctually and regularly

___ Recognize that much of the out of class work required in the course is reading

___ Look at the student's progress regularly through Parent Portal

___ Understand that **NO LATE WORK** is permitted

___ Contact the teacher when I need additional information about the performance of my child in the course

Print Parent name _____ Parent Signature _____

As the AP English Language & Composition **instructor**, I agree to:

___ Provide a curriculum that is rich in challenging literature selected from a range of periods and authors.

___ Provide a variety of writing assignments that will prepare students for the type of writing expected at colleges / universities.

___ Evaluate student writing with specific scoring scales and provide opportunities for individual conferencing

___ Assist students with college and scholarship essays, and help prepare them for the AP exam

___ Conduct class discussions that require higher level thinking skills

___ Treat students with dignity, respect, and fairness.

___ Be available during conference hours and after school for students to seek help

___ Conference with students and / or parents if students fall below acceptable performance levels

___ Drop or encourage students to drop who are not meeting course requirements

Advanced Placement English Language & Composition

Performance Contract

Encourage all students to take the AP English Lang & Comp exam on _____

Michelle L. Herrera

Teacher Signature _____