

Dear AP students and Parents,

First, congratulations on accepting the challenge of taking an AP course. I am looking forward to working with you and helping you achieve your potential as writers and thinkers.

Before your year begins, it is necessary to explain expectations for your work, attitude, and comportment as AP scholars. You are obviously the best English students; otherwise, you would not have chosen the rigorous coursework this class demands. You are expected to be dedicated and self-disciplined, teachable and self-motivated. Although one of the ultimate goals is that you pass the exam, it would be great for each of you to enjoy the process. Being smart is fun, but often requires hard work.

One of the keys to performing well is being “well read.” As you read more widely, your vocabulary becomes broader and richer. Exposure to a variety of literature will allow you to recognize good writing styles and to emulate their correctness in your own writings. Another key to performing well is developing a writing style which incorporates depth of thinking in analysis of a writer’s techniques, methods, style, and presenting intelligent papers about such concepts. A final key to passing the exam is understanding argument and using research to back up your argument. Although you will do projects, the focus must be on content, purpose, and writing.

When you read, keep a dictionary close in order to define any words that you find unfamiliar; write these down for future reference. Be sure to use the pronunciation guides; all too often people sound foolish when they mispronounce words or use a word incorrectly. Be aware of the many allusions that authors use for emphasis or for clarity; don’t be afraid to investigate if something is unfamiliar, and, please, don’t expect someone to give you all the answers.

In addition to required class work, you will read novels outside of class, but the primary focus of this course is reading and analyzing **nonfiction** and the author’s purpose/argument, as well as writing and analyzing the style and purpose of various authors and types of writing.

To help prepare you for our exploration of rhetoric in the fall, you will be reading and writing this summer! In addition, I will make materials available on my schoology page to help you approach the reading and writing required of you. You may access my schoology through your schoology account and use the access code: P99R5-8ZCTD I also want to make myself available to you now, over the summer, and throughout the following school year. Feel free to chat with me in person or via email between now and the exams. I will check my email frequently over the summer. In the fall, know that my door will always be open to you.

With a **positive attitude** and **strong work ethic**, you will have a successful year in AP English!

Sincerely,

Mrs. Bendel  
AP Language and Composition Teacher  
[bendelaplanguag@gmail.com](mailto:bendelaplanguag@gmail.com)

## Mrs. Bendel's-11<sup>th</sup> Grade Advanced Placement Language and Composition Summer Assignment 2020

### Course Overview

Advanced Placement (AP) Language and Composition engages students in the study of rhetoric, “the use of language for persuasive purposes” (Corbett and Connors). Students become skilled readers, using a variety of deconstruction methods. The selections of the course are a combination of texts representative of the literary movements of American literature in addition to texts grouped by rhetorical mode. The analysis of prose and, in turn, the student’s writing focuses on higher purpose, audience expectations, writer’s attitude, and conventions of writing and language as a means of effective communication. Students become mature readers and writers through interpretation, class discussions, inquiry, and written discourse of texts; all of which, allow students to prepare for AP Language and Composition exam as the ultimate culminating assessment for the course.

The following two assignments are required:

1. **Schoology**-Join the AP summer course on Schoology using the following code: 5R25-QFHD-T3V84
  - a. I will post one discussion topic a week. starting July 6th.
  - b. Participate in at least 2 discussions on the schoology page. Participation requires well thought out responses that are not just quotes or repeating ideas from other students. Participation is not just writing one response but engaging with other students on the discussion.
  - c. Use the page to get support and ask questions about the summer work as well as to get your mind into the frame of thinking for AP!
2. **AP Terminology**-A strong foundation in AP terminology is required to be successful both in the class and on the exam. Many of these terms you may know and have used in the past but many may be new. You should know these terms and be ready for a test on these terms within the first month of school, and use any appropriate terms in your summer reading assignment. I will post a Quizlet link on Schoology for you to study once the school year begins but this dictionary will be something you will come back to constantly over the year.
  - a. The terms will be due on the first day of class.
  - b. Your assignment for this should be typed. The font and font size for this assignment are not important.
  - c. You should be using examples from the Ted Talks and summer reading book for as many of the terms as possible! You could lose points if you don’t identify examples from your resources!
3. **Ted talks**-You MUST find two Ted Talk speeches on any topic and complete a SOAPStone on this. A copy of the SOAPStone chart is included. Be ready to share the speeches on the 2<sup>nd</sup> day of class
  - a. Include a link to the speech
  - b. For this assignment you are analyzing the speaker’s styles
  - c. Fill out the soapstone chart (you can type this if you like)
  - d. This assignment will be due on the 2<sup>nd</sup> day we meet.
  - e. We will be using this assignment as a jumping off point for creating our own speeches!
4. **Summer Reading**-You will be required to read 1 book as part of your summer reading. This book will be available for you to check out from school or you can purchase it for yourself.
  - a. *A Lesson Before Dying* by Ernest J. Gaines
  - b. You may choose to take notes while reading but it is not required.
  - c. A test will be given within the first two weeks of school on the book. The date of the test will be given on the first day we meet.
  - d. Many of the discussion board topics will focus on the novel.

All work should be completely yours and yours alone; do not use **any resources, other than the text themselves**, to help you (as in no internet resources or Cliffs notes to give you ideas) The reader wants to know what YOU observed while reading the books, not what someone else noted. All work should be done independently. Any of these infractions could result in zeros on the assignments.

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## AP Language and Composition Terms

In order to be a successful rhetorical analyst, one must be familiar with terminology that is used to discuss rhetoric. On this sheet are some of the important terms with which you will need to become familiar.

Write a definition for each term and then come up with examples (you may want to create a three column chart). Your examples, when possible, should come from the summer reading assignments. Don't just simply write definitions and examples without thought to what they actually mean; make your best effort to understand them.

**Have your work completed by the first class meeting!**

### **Group 1**

1. Figurative language
2. Metaphor
3. Simile
4. Alliteration
5. assonance
6. Oxymoron
7. Analogy
8. Symbol
9. Personification
10. Allusion
11. Hyperbole
12. Imagery
13. Theme
14. Dialect
15. Parable
16. Allegory
17. Irony
18. Verbal irony

### **Group 2**

19. Conceit (as figure of speech)
20. Apostrophe (the figure of speech, not the punctuation mark)
21. Synecdoche
22. Metonymy
23. Euphemism
24. Understatement
25. Pun
26. Colloquialism
27. Malapropism
28. Parody
29. satire
30. Juxtaposition
31. Exemplification

### **Group 3\*A pre-test to see where you are will be given for this category during the first week.**

32. noun
33. pronoun
34. adjective
35. preposition
36. adverb
37. verb
38. conjunction
39. interjection
40. Clause
41. Phrases (grammatical)
42. Subordinate clause
43. Periodic sentence
44. Loose sentence
45. Direct object
46. Indirect object
47. Antecedent
48. Subject complement
49. Predicate adjective
50. Predicate nominative
51. Active voice
52. Passive voice

### **Group 4**

53. Tone
54. Mood
55. Diction
56. Prose
57. Denotation
58. Connotation
59. Aphorism
60. Homily

### **Group 5**

61. parallelism
62. repetition
63. antithesis (the type of parallelism)
64. chiasmus
65. anaphora
66. epistrophe/epiphora
67. asyndeton
68. polysyndeton
69. anadiplosis
70. Syntax

### **Group 6**

71. deductive reasoning
72. inductive reasoning
73. enthymeme
74. Ethical appeal (ethos)
75. Logical appeal (logos)
76. Pathetic appeal (pathos)
77. Syllogism
78. Logical fallacy
79. Ad hominem
80. Equivocation
81. Circular reasoning
82. Non sequitur
83. Post hoc ergo propter hoc
84. Straw man argument

**SOAPSToneS Strategy for articles**

**Title of Reading:** *Always put this at the top of the page*

<b>Parts</b>	<b>Guiding questions</b> -most of the time the responses in this section will be shorter 1-2 sentences.	<b>Extending your responses</b> -Should be 2-3 sentence responses in this section
<b>Speaker</b>	Whose voice is telling the story?	Do not just name the speaker. What can you say about the speaker based upon references to the text? Identify any examples of bias (prejudice to one side of the issue over another) or faulty reasoning in the article.
<b>Occasion</b>	What is the time, place, current situation, context in which the author is writing?	Be certain to discuss and record both the larger occasion, that is those issues or ideas that must have made the speaker think about this issue, as well as the specific and immediate occasion in the article itself.
<b>Audience</b>	Who is the intended audience for this piece?	At whom is this text directed? It's not enough to say "anyone who reads it." You need to identify a specific audience by describing it in detail and the characteristics of this audience. Why this audience? What is the significance of addressing this audience for this piece?
<b>Purpose</b>	Why is the <u>author</u> writing this piece?	The purpose could be a personal one. But it could also be directed at the audience; you will have to decide what the message is and how the author wants his audience to respond.
<b>Subject</b>	Briefly state the main idea(s) of the article	Provide evidence from the text that proves what you believe is the main idea of the article. Identify 3-5 important facts/reasons the author offers to support the main idea. Explain how the evidence proves the main idea.
<b>Tone</b>	What is the feeling or manner of expression used by the author in relation to the purpose and subject? (use the list provided below if necessary)	Try to choose a description of the tone that fits the piece of writing as a whole. Include specific words or phrases from the text and explain how they support your statement.
<b>Shifts</b>	Draw a line where the shifts occur in the text	Think about and explain why you drew the lines where you did. Write a purpose or main idea for each section.

Tone words:					
Afraid	Childish	Dreamy	Inspiring	Proud	Somber
Allusive	Cold	Encouraging	Irreverent	Provocative	Sweet
Angry	Complimentary	Fanciful	Joking	Restrained	Sympathetic
Apologetic	Condescending	Frivolous	Joyful	Sad	Tired
Audacious	Confused	Giddy	Mocking	Sarcastic	Upset
Benevolent	Contemptuous	Happy	Nostalgic	Seductive	Urgent
Bitter	Defensive	Hollow	Objective	Sentimental	Vexed
Boring	Detached	Horrific	Peaceful	Sharp	Vibrant
Candid	Didactic	Humorous	Pitiful	Shocking	Zealous
Celebratory	Dramatic	Inflammatory	Poignant	Silly	

**Final thoughts:** How is information discussed in the article relevant for today?