

Welcome to Advanced Placement English Language and Composition! I will look forward to meeting you and working with you toward the goal of improving your reading, writing, and test-taking skills as part of the AP English Language curricular trek toward success on the national exam in May. AP English Language focuses on nonfiction readings (speeches, diaries, letters, essays, memoirs, autobiography, biography, etc) and analytical-expository, argumentative, and synthesis (document-based) writings. At the end of this course, hopefully, you will be glad you took the class and very pleased with your academic growth. You are invited to contact me or by email during the summer to address questions you might have.

Overview of AP Language Course Requirements:

- Successful completion of the Summer Reading/Writing assignments listed below is a requirement for enrollment in AP English Language.
- Quarterly parallel reading and writing assignments.
- Quarterly writing assignments including free writes, assigned responses, SAT/ACT practice essays, previous AP Exam question essays, and personal essays (including description, narration, persuasion, argument, cause and effect, comparison/contrast, etc)
- Vocabulary development through frequent vocabulary study and testing
- Students must complete every exam practice multiple choice and essay exercise and work toward skill improvement.
- Students must take the AP English Language Practice Exams (given during class and after school on announced dates close to the national exam).
- Students must take the National Exam in May.

Summer Assignments:

Reading—Please purchase your own copy of the text so that you can mark up the text as you read. This summer, you are to read one book. **You will be reading *Into the Wild* by Jon Krakauer.** Below is a mini-description of *Into the Wild*:

In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given away the \$25,000 in his savings to charity (the equivalent of \$45,000 in today's money), he abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. How McCandless came to die is the unforgettable story of *Into the Wild*.

This text is available for purchase at our wonderful local bookstore, Poor Richard's (Downtown Easley). Poor Richard's is kind enough to order our required reading texts and offer a discount to students when possible. Please tell Poor Richard's that you are purchasing this book for your class at Easley High School.

As you actively read this text, mark up the text—using highlighters/pen/ or Post-Its (or whatever brand you prefer) to mark pages of text that evoke a response—a **significant thought or question, a personal comment, a literary-historical connection, a word**

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study—a new word to learn (look up and write down the appropriate definition for that context) or identification and explanation of a language term (see second page of basic terms and definitions). I do all three things—mark, highlight, and attach a Post-It note to flag a section for a journal entry.

Writing—

Part One: THE JOURNALS:

Read through the entire assignment so that you understand each part of the assignment before you begin.

1. Complete journals as you read. Since the assignment requires a close reading of the text, the information you must collect cannot be found in movies, plot summaries, or Sparknotes. **USE OF THESE AIDS IS NOT ALLOWED.**
2. **THERE IS NO NEED TO COMPLETE THE JOURNALS IN ORDER.** Journal #2, for example, will probably not be the one of the first you complete. Since the symbol you choose must be important to the overall work, this journal should probably be one of the last you complete. You may find a striking image in the first paragraph of the book and complete journal #5 first.
3. Journals must be typed.
4. Make sure you title each journal.
5. Cite page numbers for the text in each journal
6. Journals must cover the entire span of the book.
7. For journals with word counts, the text that you cite should **NOT** comprise the majority of the journal. Your response to the text is what we want to see.

Prepare your journals as follows:

Journal #1: BIBLIOGRAPHIC ENTRY. Write a bibliographic entry for the work. Use Modern Language Association (MLA) style. If you are unfamiliar with MLA style, there are many online guides to help you. One can be found here:

<http://owl.english.purdue.edu/owl/resource/557/01/>

Journal #2: VISUAL SYMBOL. Find a visual symbol important to the work. Explain the symbol and tell why you think the author chose to use that symbol and explain its significance to the overall work. Be sure to cite at least three instances in the text where this symbol appears. (100-150 words)

Journal #3: SETTING. Identify at least 10 phrases or descriptions that identify the setting of the novel. They may describe time, place, region, or atmosphere. Use bulleted phrases and cite the page number. Then, explain how the text you've cited creates the setting(s) you've identified. (100- 150 words)

Journals #4, #5, and #6 (3 journals): STRIKING IMAGES, IDEAS, EVENTS, OBJECTS, PHRASES, WORDS. From the work, choose three items that seem significant or striking – for example, an image, an event, an idea, an object or thing, a phrase, a word. For each, state the context of the item (what it refers to) and why you

think it is significant. (Example: “paper-mache Mephistopheles” (p 23) –refers to the bricklayer who never lays any bricks; Marlow describes him as empty and shallow—the devil’s agent, representing the evils of imperialism.) You must do three (3) journals, each of which must be 100-150 words. Each journal must address a separate image, idea, event, object, phrase, word.

Journal #7: FIGURES OF SPEECH. Find three examples of figures of speech in the book (metaphor, simile, personification, onomatopoeia, oxymoron, irony, hyperbole, symbol, allusion) (a) Record the example and cite the page number, (b) identify the technique, (c) explain its meaning in context of the book. The explanations should each be a minimum of 50 words, for a total of 150 words minimum.

Journal #8: STRUCTURE. Explain how the work is put together (the architecture of the work) and what effect this structure has on the work as a whole. (100-150 words)

Journals #9, #10, and #11 (3 journals): KEY PASSAGES. Find three (3) key textual references (phrase, sentence, paragraph, excerpt) that you find significant. Copy the passage correctly (quotation marks, cite page number) and explain the significance of the passage to the book as a whole. Make sure to represent the beginning, middle, and end of the book (example: “he had the pose of a Buddha” (p.4) – allusion. The allusion describes Marlow’s sitting position and even his trance-like state while he is telling his story. It also identifies him as someone unusual and different from the rest of the crew.). (100-150 words for each journal.)

Journal #12: PERSONAL RESPONSE. Write about your impression of the book, after you have completed the reading and the journals. Consider your emotional reaction, positive and negative factors, connections to your own interests and experiences. **DO NOT SIMPLY GIVE A THUMBS-UP, THUMBS-DOWN RECOMMENDATION!** (100-150 words)

Honesty Statement: You must type the following statement, print it out, sign and date it, and attach it to the front of your assignment:

I have honestly completed this assignment in its entirety. All responses are mine, and mine alone. I have not plagiarized any part of this assignment. This is truly my work.

You may type your journal entries, but a handwritten form is certainly appropriate. A personal reaction is appropriate, but you must also include the terminology listed below to develop your skills toward the concepts of the AP English Language course. **Top scores for journals will be based on correct use of the terms listed below. Journals that only record personal reactions to the texts will receive a grade no higher than 75%.**

Basic AP English Language Rhetorical Terms and Concepts to address in your reading journal entries:

Allusion—a reference to a published work of literature or a historical event or person

Connotation—the associations and implied meanings of a word (as distinct from its dictionary meaning); consider the writer's word choices and the impact of those choices on the reader and the purpose of the text

Denotation—the dictionary definition of a word (write down words you do not know and note the dictionary's definition that best matches the reading context)

Dialect- regional speech patterns (gonna', you guys, etc)

Dialogue—recorded conversation between two or more individuals

Diction- word choice (formal or informal, educated or colloquial words (casual, like conversation), **slang** (generational use of words) **jargon** (specialized vocabulary of a job or activity—such as military jargon), **standard English** (grammatically correct) or **non-standard English** (violates grammar rules)

Imagery- language that creates strong sensory impressions (sight, taste, touch, smell, hearing)

Irony- a discrepancy or incongruity that adds depth

- **Verbal Irony**- the discrepancy occurs regarding what is said and what is really meant
- **Situational Irony**- the discrepancy occurs regarding the situational circumstances and what would be ideal or appropriate
- **Dramatic Irony**- the discrepancy occurs regarding what the author/audience knows and understands in comparison to what the characters in the story-line are experiencing or discovering

Mode of Discourse—the organizational style the writer chose to use including description, narration, exposition, persuasion, cause and effect, etc)

Point of View—the vantage point of the storyteller (first person, omniscient, limited omniscient, objective, stream of consciousness)

Purpose- why the author has written the text—directly related to the mode of discourse

Tone—the attitude of the writer regarding his subject (displayed in word choice, writing style, etc)

Syntax—grammatical patterns/sentence length and variety (Does the writer have a repeating pattern such as use of dashes, semicolons, modifying phrases, rhetorical questions, etc? Does the writer employ parallelism or repetition for effect? Are the sentences varied in length and style? Are the paragraphs varied in length and style?)

Writing—

Part Two: Flashcards:

Directions: Create 4x6 flashcards for each of the terms and definitions listed. These terms will be utilized throughout the duration of the school year and are an important component of the AP exam. Leave enough room on each card to cite examples in the future. You must handwrite these (no cutting and pasting typed text). There will be a total of almost 300 words that you will learn this year in AP Language and Composition; however, we will begin with just the first 50.

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1. **rhetorical question:** a question asked solely to produce an effect and not to elicit a reply
2. **refutation:** when a writer delivers relevant opposing arguments
3. **allegory:** a narrative in which character, action, and setting represent abstract concepts apart from the literal meaning of a story - the underlying meaning usually has a moral, social, religious, or political significance
4. **metonymy:** the substitution of a term naming an object closely associated with the word in mind for the word itself
5. **qualifier:** a statement that indicates the force of the argument
6. **declarative sentence:** makes a statement (sentence type)
7. **interrogative sentence:** asks a question (sentence type)
8. **imperative sentence:** gives a command (sentence type)
9. **exclamatory sentence:** makes an interjection (Sentence type)
10. **thesis:** the central claim and overall purpose of a work
11. **bias:** a predisposition or subjective opinion
12. **anecdote:** a short account of an interesting or humorous incident, intended to illustrate or support a point
13. **analogy:** a comparison to a directly parallel case; the process of drawing a comparison between two things based on a partial similarity of like features
14. **idiom:** an expression that means something other than the literal meanings of its individual words
15. **tone:** the voice and attitude the writer has chosen to project
16. **mood:** the overall atmosphere of a work and the mood is how that atmosphere makes a reader feel
17. **antithesis:** a contrast in language to bring out a contrast in ideas
18. **allusion:** a brief reference to a person, event, or place - real or fictitious - or to a work of art
19. **juxtaposition:** placing two ideas side by side or close together
20. **anticipating audience response:** the rhetorical technique of anticipating counterarguments and offering a refutation
21. **euphemism:** substitutions of an inoffensive, indirect, or agreeable expression for a word or phrase perceived as socially unacceptable or harsh
22. **paradox:** a phrase or statement that while seeming contradictory or absurd may actually be well founded or true. Used to attract attention or to secure emphasis
23. **cliché:** a timeworn expression that through overuse has lost its power to evoke concrete images
24. **irony:** the discrepancy between appearance and reality: verbal, situational, dramatic, and Socratic
25. **oxymoron:** a self-contradictory combination of words
26. **logos:** appealing to logical reasoning and sound evidence
27. **ethos:** appealing to the audience's shared values
28. **pathos:** evoking and manipulating emotions
29. **aphorism:** a concise or tersely phrased statement in principle, truth, or opinion. Often found in fields like law, politics, and art
30. **deductive reasoning:** method of reasoning that moves from a general premise to a specific conclusion

31. **inductive reasoning:** method of reasoning that moves from specific evidence to a general conclusion based on this evidence
32. **diction:** choice of words in a work and an important element of style
33. **abstract language:** language describing ideas and qualities
34. **concrete language:** language describing observable, specific things
35. **colloquialism:** words characteristic to familiar conversation
36. **denotation:** specific, exact meaning of a word as defined
37. **connotation:** The emotional implications that a word may carry
38. **polysyndeton:** repetition of conjunctions in close succession
39. **synecdoche:** part is used for a whole or the whole for a part
40. **satire:** genre of writing used to critique or ridicule through humor or sarcasm
41. **syntax:** how a sentence is constructed
42. **simple sentence:** a complete sentence that is neither compound, nor complex. (1 subject, 1 predicate)
43. **compound sentence:** a sentence that contains 2 independent clauses joined by a coordinating conjunction
44. **complex sentence:** an independent clause joined by one or more dependent clauses
45. **antecedent:** the word to which a pronoun refers
46. **parallelism:** when the arrangement of parts of a sentence is similarly phrased or constructed
47. **loose sentence:** when a sentence is grammatically complete before its end
48. **periodic sentence:** when a sentence is not grammatically complete before its end
49. **anaphora:** the same expression is repeated at the beginning of 2 or more consecutive lines
50. **chiasmus:** second half of an expression is balanced against the first, but with the parts reversed

Grading details:

- I will collect your completed work on the first day of class—a major assessment. No late work will be accepted for academic credit.
- Do not purchase a notebook or folder for this assignment. Simply, paper clip your pages together for submission.
- After a class period of discussion, you will take a major test to demonstrate that you read and comprehended the text.

Good luck! I know you will do great! This book is one of my all-time favorites – actually, I am a huge Jon Krakauer fan. I will be re-reading this novel and taking notes as well. I will also be creating my own notecards. I am so excited to have a classroom discussion with you that will be full of engaging and insightful commentary. Please contact me with any and all questions.