

**AP Language and Composition 2018****Teacher: Mrs. Kristen Lynch****Email: [klynch@southlandscs.com](mailto:klynch@southlandscs.com)**

As we study writing, we are packing a toolbox you will be able to use in your future studies and careers. Every activity and assignment herein is intended to help you pack that toolbox so that you can access it first for the exam and later for academic and personal success. It is a pleasure to find so many students at Southlands High School ready to challenge themselves by enrolling in Advanced Placement English Language and Composition, a college level course that mirrors college freshman composition.

While AP Language and Composition is focused on preparing students for the AP Exam, its larger purpose is to train students for college thinking, speaking, and writing. AP English Language is geared toward passing the Advanced Placement Exam and touching on junior year curriculum. The course is writing intensive, with focus on rhetorical devices and stylistic analysis of non-fiction texts. The exam tests understanding and knowledge of style and rhetoric as applied primarily to non-fiction and narratives. The student must be able to discuss these concepts using the correct terminology and write manipulating these devices.

The major assignments include summer reading and writing, independent reading, class reading, timed writings, discussion, practice AP exams, a rhetoric project, and oral defense of outside reading. Evaluating classic American text through looking at such important concepts as diction, point of view, tone, mood, and theme will ready students to do so in a more expedient manner for the timed reading portion of the AP Exam. It will also prepare students for discussion of these features on an ongoing basis next school year.

There are three distinct assignments for students entering AP Language and Composition in the FALL 2018 Semester. They include: Reading all of *The Elements of Style* and completing the Chapter Four assignment, reading *Outliers: The Story of Success* and completing the short essay assignment, and the defining terms assignment. As you work on these assignments, you may contact Mrs. Lynch at the email found above. Please clearly articulate your concern or inquiry and include your full name. All assignments are due on the first day of class. **No assignments will be accepted late.** Failure to turn the assignments in on time may result in your removal from AP English Language and Composition.

**Part I: The Elements of Style by Strunk and White assignment****Step 1: Read the entirety of the text *The Elements of Style*.****Step 2: Focus on Chapter 4: Words and Commonly Misused Expressions**

In chapter 4 of *The Elements of Style* by Strunk and White, you will find an extensive list of misused words and expressions. Begin by perusing the entire list and studying the errors commonly made and the proper use of the words and phrases. Then create a personal list of SIX misused words/expressions that you will commit to learning how to correct.



For each, record:

- the word/phrase
- a description of the commonly made error and how to correct it (put this in your OWN words)
- an original example of the error and the correction (taken from an actual old essay and or composition from a previous course you have written)
- a brief explanation of why you made each selection \*\*\*THIS IS IMPORTANT

Example:

Word or Phrase	Error	Why	Correction
All right	I did <u>alright</u> on the exam	All right is two words not one	I did all right on the exam

\*\*I chose to focus on this word as one of my ten because it is one that I misuse frequently. I did not realize it is properly written as two words, so whenever I used the word I am sure it was written incorrectly.

## **Part II :                      Outliers:The Story of Success                      by Malcom Gladwell**

**Read the WHOLE book, annotating as you go. Answer each of the following questions in 300-500 words. Please respond with proper mechanics, dividing your complete thoughts into paragraphs, and presenting the writing typed and in correct MLA format.**

1. Explain the 10,000 hour rule, what it means metaphorically and literally for AP students, and what adjustments to your academic and non-academic habits you and your classmates will have to make. Consider including a plan for your academic success in the Lang&Comp classroom and in preparation for the exam in May. Roughly we will spend 184 hours in class preparing...as a frame of reference and to assist you in your mathematical calculations.
2. When it comes to personal success, what does Gladwell argue is the trouble with geniuses? Using at least one example for support, how does information in chapters three and four cause the contemporary American myth of personal success to further break down? Beyond a brilliant intellect, what else does Gladwell suggest contributes to success?
3. How does the epilogue, "A Jamaican Story," bring together all of the lessons of Outliers, namely personal success? In considering all of these lessons, how does this influence how you view your own personal success? How will you view opportunities and your historical and cultural legacies as you begin this academic year?

## **Part III:                      AP Language Analysis Terms – The BIG Preview**

Argument and literary analysis are important parts of the Advanced Placement Language and Composition course. To prepare to analyze there are some common terms that all students should



know. Look-up and record the **LITERARY definitions** for each of the following terms. You will have a matching quiz on 25 of these terms and definitions within the first week of class. Feel free to record the terms and definitions on paper or on note cards. **Please hand-write the term and definition** for the following words. (**DO NOT TYPE**) Define both the capitalized and lowercase words. Make it **legible and useful**. This is a study guide for you to use throughout the school year and especially before the exam.

1. AUTHORITY\*

2. AUDIENCE\*

3. BACKING

4. ASSERTION

5. MEANS VS. ENDS

6. DEDUCTIVE REASONING

7. INDUCTIVE REASONING

8. ALLITERATION

9. TONE\*

10. DICTION

a. Denotation

b. Connotation

c. Colloquial

d. Formal

e. Informal

f. Concrete

g. Abstract

11. DETAIL

a. Mood

b. Imagery

c. Setting



## 12. FIGURATIVE LANGUAGE

- d. Allusion
- e. Simile
- f. Metaphor
- g. Personification
- h. Hyperbole
- i. Understatement
- j. Paradox
- k. Verbal Irony
- l. Analogy
- m. Anecdote
- n. Metonymy
- o. Synecdoche

## 13. RHETORICAL MODES/ MODES OF DISCOURSE

- a. Exemplification
- b. Cause/Effect
- c. Description
- d. Process Analysis
- e. Narration\*
- f. Comparison/Contrast
- g. Exposition
- h. Argumentation
- i. Repetition

## 14. POINT OF VIEW

- a. First Person



- b. Second Person
- c. Third Person
- d. Subjective\*
- e. Objective\*

## 15. SYNTAX

- a. Anaphora
- b. Antithesis
- c. Asyndeton
- d. Polysyndeton
- e. Parallel sentence
- f. Periodic sentence
- g. Rhetorical question
- h. Inverted syntax

You may find help with rhetorical terms on the following sites:

1. <http://humanities.byu.edu/rhetoric/silva.htm>
2. <http://www.mhhe.com/socscience/english/basics/chapterlinks.htm>
3. <https://owl.english.purdue.edu/owl/>

Copy and paste into your browser if the hyperlink does not work for you.

\* Be sure to look up these terms (any one with an asterisk next to it) as they relate to rhetoric and writing in general, for there may be many different definitions and applications for such terms. Leave room to add additional information as the school year progresses.

REMEMBER, you are looking for definitions that relate to LITERATURE and WRITING!

**Estimated time required for the AP LANG&COMP summer tasks,  
INCLUDING the reading of the two books: 24-30 hours.**