

AP Language and Composition Summer Work 2017 DBHS

AP English Language and Composition Course Overview

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions *rhetorically*: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g. memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students' knowledge and control of formal conventions of written language and help students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

Course Goals

Developing critical literacy: to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, writing, listening, and speaking.

Facilitating informed citizenship: the course serves the larger goal of cultivating the critical literacy skills students need for lifelong learning. Beyond their academic lives, students should be able to use literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.

- Adapted from AP College Board course description 2014

Welcome to AP Language and Composition Summer reading. You will be reading selected essays from the text *The Language of Composition* (also used throughout the school year) and the novel *Narrative of the Life of Frederick Douglass, an American Slave*. Both texts are available from the textbook room. Please make sure to check out the texts in a timely manner so you have plenty of time to finish your summer reading before school begins.

Texts required for AP Language:

1. *The Language of Composition* 2nd ed - by Shea, Scanlon and Aufses.
2. *Narrative of the Life of Frederick Douglass, an American Slave* – Frederick Douglass.

Both texts are available in our textbook room. If you choose to purchase your own copy of *Narrative of the Life of Frederick Douglass*, please make sure it is the complete unabridged novel with preface and Letter from Wendall Phillips, ESQ. You can also find the complete text online at a number of sites including https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf

Summer Assignment

***The Language of Composition 2nd ed* by Shea, Scanlon and Aufses:**

1. Read Chapter One of *The Language of Composition* text “An Introduction to Rhetoric” pp 1-29. Be able to define and identify the Rhetorical terms in the glossary at the end of the chapter pp 36-38. These words will be on the test the first week of school.

You will notice that there are a number of activities to complete throughout the chapter. While you are not required to turn in any written work for the activities in the chapter, you should pay close attention to the activities as you will be required to perform many of these skills on the exam at the beginning of the school year.

2. Read the following essays in *The Language of Composition* text.
 1. Francine Prose, *I Know Why the Caged Bird Cannot Read* pg 176
 2. Ralph Waldo Emerson, from *Education* pg 189
 3. James Baldwin, *A Talk to Teachers* pg 197
 4. Kyoko Mori, *School* pg 204
 5. Sherman Alexie, *Superman and Me* pg 215
 6. David Sedaris, *Me Talk Pretty One Day* pg 218
 7. Margaret Talbot, *Best in Class* pg 223
 8. David Foster Wallace, *This is Water: Some Thoughts, Delivered on a Significant Occasion, about Living a Compassionate Life* pg 232

After you have read all the essays, choose three (3) essays to SOAPS (review pp 5 and 6 in the text) you may use the format shown on pg 6 for your work . You will be required to turn the three (3) SOAPS in on the first full day of school. You will not turn in any other written work for the essays at this time, however, you should review the Questions for Discussion and Questions on Rhetoric and Style at the end of each essay to help prepare for the test at the beginning of the year.

Narrative of the Life of Frederick Douglass an American Slave

Read the text, *Narrative of the Life of Frederick Douglass*, including the Preface and The Letter from Wendall Phillips, Esq. After you have finished reading *Narrative of the Life*, you will write a Major Works Data Sheet (MWDS). AN MWDS asks you to find pertinent information about the text. You will fill out the document and submit it to Turnitin once you have signed up for Turnitin with your teacher in the Fall. **PLEASE MAKE SURE ALL WORK IS IN YOUR OWN WORDS TO AVOID PLAGIARISM.**

During the first weeks of school, we will review a majority of the essays through assigned, student-led power point presentations and teacher-led discussions. We will also discuss the novel in class; therefore, because participation is vital for success in the class you will need to have read the novel and essays. More importantly, approximately one week into the beginning of the school year we will have an extensive test on the summer assignment including the vocab in chapter one, the eight essays and *Narrative of the Life of Frederick Douglass* which will indicate how carefully you have read the summer assignment. Be prepared.

If you have any questions, please feel free to contact Mrs. Kelly – email is on the teachers’ websites at DBHS.org.