

**AP Language and Composition
Summer Assignment 2016-17**

Welcome to Advanced Placement Language & Composition. Congratulations on choosing to participate in one of Valhalla's most rigorous courses! As you'll discover during the school year, the focus of our class is reading, analyzing, and formulating arguments about both fiction and non-fiction, with a heavy emphasis on argumentation.

In order to expose you to these skills—and to keep you reading and thinking over the summer—you need to complete the following summer assignment:

Part 1- Sign ups

➡ Sign up for the AP Language Summer Assignment Google Classroom Account ([Here is the enrollment code: lg92nrg](#)).

➡ Then sign and return the AP Language and Composition Contract (bright gold sheet).

This part of the assignment is due by **March 31, 2016 at 1:00pm**. Please bring the signed contract to Mrs. Hutchinson in room 404.. IT IS THE GOLDENROD SHEET THAT YOU ALSO RECEIVED.

Part 2- Rhetorical Terms

Using the list provided, create a set of flashcards with the rhetorical term on one side and the definition on the back. We will refer to and add to these flashcards throughout the year, so please make sure they have some extra room on the definition side. **Be prepared for a quiz on these terms the first week of school. Put all cards into a plastic sandwich bag and mark your first and last name on the front with a Sharpie. Please turn this in with your analysis assignment.**

Part 3- Analysis

1. Read and annotate the passages provided. Make sure to underline words that you do not know. Highlight things that stand out to you. Then make notes on evidence, assertions, rhetorical strategies, etc. Remember that annotating is not just highlighting. Make actual notes. You will be turning in these annotations.
2. Paraphrase the passage. Do this by paragraph, if the passage is organized into paragraphs. Outline all of the important parts of the paragraph. Bullet points are fine for this section. Label this section "**Paraphrase**" on your assignment..
3. Write an ABCC paragraph that outlines the author's main claim and the evidence that he/she uses to assert those claims. Label this section "**Assertions.**" (What is the author's main claim/ purpose? What evidence do they use to support their claim?)
5. Record any words that stood out to you as ones that you did not know. Define them and use them in a sentence, or give the quote where the word was used. If you knew every single word in the passage, then write "NONE" for this section. However, this is highly unlikely. If any words are the words we already gave you, just define them in the next section. Label this section, "**Unknown words.**"
6. Define the list of words that we have given you. They are underlined in the passage. Write them in a sentence or give the sentence where the word can be found in the piece. If these words repeat any of the words you underlined, you do not have to do them twice. Just do them in this section. Label this section, "**Vocab.**"
7. Record two examples of rhetorical strategies. For example: one of the 3 appeals, any example of diction (word choice) or syntax (sentence structure). Use your rhetorical terms flashcards to help you. Identify what kind of strategy it is (label the example) and then explain the effect of the rhetorical strategy. How does using this strategy help the author achieve their purpose or make their assertion? This will also be done in ABCC format. You will have two ABCC paragraphs. (What strategies does the author use to achieve their purpose? How do those strategies help them to do that?) Label this section, "**Rhetorical Strategies.**"

Refer to the attached sample if you are confused.

Part 4- Submit

Attach all work in the order listed below. Completed work is due **the first day of school, August 15.**

Checklist (please staple in this order)

- _____ Flashcards (in a plastic baggie. Be sure your name appears on these!)
- _____ Hard copy of all analysis assignments, each of the three articles. Make sure to include the annotated articles. The annotations are part of the assignment.
- _____ Assignments submitted in one file to turnitin.com

Be sure to submit your final typed assignment into **Turnitin.com** by **11:59pm on the day before school begins, August 14.** Here is the information that you need:



Go to Turnitin.com and type in the following class code 12141016
The password for the account is **ORANGEPRIDE**
Find the assignment named **AP Language Summer Assignment**

Upload your paper and you're done!

A word of advice: Your summer assignment is our first look at you as a student - - please do a good job. It is also worth a portion of your first six-week grade. There will be a test on the flashcards during the first two weeks of school and the written assignment is due on August 15, 2016, the first day of school. If you don't think you are going to do the assignment, you should NOT register for this class. The summer assignment is a way for us to see where students are coming in to the class, skill wise. Not doing the assignment is also an indicator that you might not be able to keep up with the work load. Please take this decision seriously. **It is often extremely difficult, if not impossible, to move to a different level class once the school year begins.**

NOTE: The summer assignments are individual assignments. There is absolutely NO collaboration of any sort allowed. Using another student's words, ideas, or notes, or **any part** of another student's work to complete this assignment will be considered a violation of the school's academic honesty policy. Any breach of the school's academic honesty policy will make it impossible for us to write a letter of recommendation for you in the future. It will also earn you a "0" on this assignment, a referral and damage your credibility.

Thanks, we look forward to getting to know you in the fall.

SAMPLE OF ANALYSIS ASSIGNMENT- Use this as a model as to what you should do for EACH passage.

Analysis of Samuel Johnson, *Preface to a Dictionary of the English Language*

Paraphrase

Paragraph 1 :

- Johnson recalls that it is fate for lower employment for some careers

Paragraph 2 :

- believes among the unhappy mortals with lower employment are the writers of dictionaries
- lexicographers considered as the "slaves of science" and given some praise for their work

Paragraph 3 :

- Johnson attempted to make a dictionary of the English language
- believes the English language has been neglected overtime

Paragraph 4 :

- when he began his work, Johnson found the language as "copious without order" and

how it was perplexed and confusing

- acknowledges the work of lexicographers

Paragraph 5 :

- recalls how he arranged words for his dictionary and says how he had to understand the usage of the term
- applied his common knowledge on particular words

Paragraph 6 :

- distinguished the irregularities in the language
- argues how every language must be tolerated among the imperfections of human things

Paragraph 7 :

- describes how all common words were merely oral and then written
- language divided into individual letters and writers use to enhance the new language

Assertions

Johnson's central argument of the "Preface to a Dictionary of the English Language" was that he argues how lexicographers are unappreciated and that they should be recognized for their work on dictionaries. Not only does he believe that writers are unappreciated, but he also establishes the idea that the English language is complex throughout the passage.

Johnson establishes his central argument throughout the passage by claiming how dictionary writers are neglected for their work and that the English composition is complex. He assures how lexicographers can "only hope to escape reproach" and how "...negative recompense has been granted to very few." He argues how lexicographers have not been recognized for their mass amount work towards the English language and composing dictionaries. Johnson also argues how he attempted compiling a dictionary and how it is very hard to do so. Johnson also asserts that the English language has "perplexity" and how it was "copious without order".

Johnson's passage reflects how he calls for more appreciation for lexicographers and supports the fact that the English language is very complicated.

Unknown Words

Diligence

Definition : careful and persistent work or effort

Sentence : It is fate of those who toil at the lower employments of life, where success would have been without applause, and diligence without reward.

Vocabulary

Toil

Definition : work extremely hard or incessantly

Sentence : It is fate of those who toil at the lower employments of life, to be rather driven by the fear of evil attracted by the prospect of good.

Censure

Definition : the expression of formal disapproval

Sentence : It is fate of those who toil at the lower employments of life, to be rather driven by the fear of evil attracted by the prospect of good; to be exposed to censure.

Exuberance

Definition : the quality of being full of energy, excitement, and cheerfulness

Sentence : I have attempted a dictionary of the English language while it was employed in the cultivation of every species of literature, has itself been hitherto neglected, suffered to spread, under the direction of chance, into wild exuberance, resigned to the tyranny of time and fashion, and exposed to the corruptions of ignorance, and caprices of innovation.

Tyranny

Definition : an oppressive, harsh, or unjust act

Sentence : I have attempted a dictionary of the English language while it was employed in the cultivation of every species of literature, has itself been hitherto neglected, suffered to spread, under the direction of chance, into wild exuberance, resigned to the tyranny of time and fashion, and exposed to the corruptions of ignorance, and caprices of innovation.

Copious

Definition : abundant in supply or quantity

Sentence : I found our speech copious without order and energetic without rules.

Ascertain

Definition : find out for certain; make sure of

Sentence : Having therefore no assistance but from general grammar, I applied myself to

the perusal of our writers; and noting whatever might be of use to ascertain or illustrate any word or phrase.

Anomalies

Definition : a deviation from the common rule, type, arrangement, or form

Sentence : Every language has its anomalies, which, though inconvenient, and in themselves once unnecessary, must be tolerated among the imperfections of human things and which require only to be registered.

Vitiated

Definition : spoil or impair the quality or efficiency of

Sentence : When this wild and barbarous jargon was first reduced to an alphabet, every penman endeavoured to express, as he could, the sounds which he was accustomed to pronounce or to receive, and vitiated in writing such words as were already vitiated in speech.

Rhetorical Strategies

In the "Preface to a Dictionary of the English Language", Samuel Johnson utilizes rhetorical strategies in order to support his argument in which lexicographers are unappreciated and that the composition of English is very perplexed. In the first paragraph, Johnson uses anaphora and repeats the phrase "to be" in order to emphasize how lower employments of careers, such as lexicographers, are deemed to be fateful jobs from the beginning. His use of anaphora affirms how lexicographers are denounced in society. Furthermore, Johnson displays parallel structure in his fourth paragraph, in which he repeats clauses such as "I applied.. I found etc." in order to exhibit his trial for composing a dictionary and his acknowledgement of the great work it takes to compile the English language. Johnson establishes his position with the rhetorical strategies throughout the passage of anaphora and parallel structure to defend how lexicographers were not appreciated for their works on the English dictionary and displays how the English as a language is very complex.

AP Language and Composition
Please return this contract by March 31, 2016

All students who wish to take AP Language and Composition are required to sign this contract to acknowledge that students and parents are making an informed decision regarding enrollment in this particular English course.

By registering for AP Language and Composition, I understand and agree to abide by the following:

1. This is a challenging, goal-oriented, two semester course for highly motivated students who have a strong desire to engage in the college-level skills of concise scholastic writing and close analytical reading of mature works of recognized literary merit.
2. Assignments and papers will be graded on a standard that demands college level academic rigor. Grading will be based on college level achievement in addition to effort.
3. Summer assignments are to be completed and submitted on August 15, 2016, the first day of school. Failure to complete and submit the summer assignment will result in a lower grade in the class. Late assignments will receive late credit. Summer assignments will be part of the first semester grade.
4. Class discussions are a significant part of the learning experience. I agree to come prepared for class and to participate in all discussions.
5. **A stellar attendance record is essential for success in AP Language and Composition. When it is necessary to be absent, I will commit to turning in my work in advance and to making up missing work in a timely fashion. Any personal appointments and trips should be scheduled outside of class time. I also commit to getting to class on time. I realize that every moment in class is a learning opportunity.**
6. The sheer volume and challenging nature of the AP English Language and Composition reading and writing requirements means that I am expected to complete 1-2 hours of homework per night during the school week.
7. I will read demanding literature that will contain content that is mature and which will require my time, commitment, and openness. These works are used as part of the AP English curriculum to develop analytical thinking skills and are selected in accordance with the requirements of the College Board. Because these works are part of a College Board approved syllabus **no substitutions will be made for these works.** A complete reading list and syllabus will be posted on the teacher website.
8. As part of the course requirements students will be required to use several technology tools that will include Google Drive and Turnitin.com.

I have read the above and understand these expectations. **Please print name clearly.**

Student Name _____ Signature _____

Date _____

I have read the above and I agree to support my student's commitment to AP Language and Composition.

Parent Name _____ Signature _____

Date _____

Student Email _____ Parent

Email _____

English Teacher's Recommendation

I recommend the above student for AP Language and Composition.

Teacher Name _____ Teacher

Signature _____ Date _____

Analysis Assignment #1- Charles Lamb, *The Two Races of Men*

The human species, according to the best theory I can form of it, is composed of two distinct races: the men who borrow, and the men who lend. To these two original diversities may be reduced all those impertinent classifications of Gothic and Celtic tribes, white men, black men, red men. All the dwellers upon earth, "Parthians, and Medes, and Elamites," flock hither, and do naturally fall in with one or other of these primary distinctions. The infinite superiority of the former, which I choose to designate as "the great race," is discernible in their figure, port, and a certain instinctive sovereignty. The latter are born degraded: "He shall serve his brethren." There is something in the air of one of this cast, lean and suspicious, contrasting with the open, trusting, generous manners of the other.

Observe who have been the greatest borrowers of all ages -- Alcibiades, Falstaff, Sir Richard Steele, our late, incomparable Brinsley -- what a family likeness in all four! What a careless, even deportment has your borrower! What rosy gills! What a beautiful reliance on Providence does he manifest, taking no more thought than lilies. What contempt for money, accounting it (yours and mine especially) no better than dross. What a liberal confounding of those pedantic distinctions of meum and tuum, or rather, what a noble simplification of language (beyond Tooke), resolving these supposed opposites into one clear intelligible pronoun adjective! What near approaches does he make to the primitive community -- to the extent of one half of the principle at least!

He is the true taxer who "calleth all the world up to be taxed"; and the distance is as vast between him and one of us as subsisted betwixt the Augustan Majesty and the poorest obolar Jew who paid it tribute-pittance at Jerusalem. His exactions, too, have such a cheerful voluntary air so far removed from your sour parochial or state gatherers, those ink-horn varlets who carry their want of welcome in their faces. He comes to you with a smile and troubles you with no receipt, confining himself to no set season. Every day is his Candlemas or his Feast of Holy Michael. He applies the lene tormentum of a pleasant look to your purse, which to that gentle warmth expands her silken leaves as naturally as the cloak of the traveler for which sun and wind contended. He is the true Propontic, which never ebbs, the sea which takes handsomely at each man's hand. In vain the victim, whom he delights to honor, struggles with destiny; he is in the net. Lend, therefore, cheerfully, O man ordained to lend, that you lose not in the end, with your worldly penny, the reversion promised. Combine not preposterously in your own person the penalties of Lazarus and of Dives, but when you see the proper authority coming, meet it smilingly, as it were half way. Come, [give] a handsome sacrifice. See how light he makes of it! Strain not courtesies with a noble enemy.

Analysis Assignment #2- Francis Bacon, *Of Marriage and Single Life*

HE that hath wife and children hath given hostages to fortune; for they are impediments to great enterprises, either of virtue or mischief. Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men; which both in affection and means have married and endowed the public. Yet it were great reason that those that have children should have greatest care of future times; unto which they know they must transmit their dearest pledges. Some there are, who though they lead a single life, yet their thoughts do end with themselves, and account future times impertinences. ¹Nay, there are some other that account wife and children but as bills of charges. Nay more, there are some foolish rich covetous men, that take a pride in having no children, because they may be thought so much the richer. For perhaps they have heard some talk, Such an one is a great rich man, and another except to it, Yea, but he hath a great charge of children; as if it were an abatement to his riches. But the most ordinary cause of a single life is liberty, especially in certain self-pleasing and humorous ² minds, which are so sensible of every restraint, as they will go near to think their girdles and garters to be bonds and shackles. Unmarried men are best friends, best masters, best servants; but not always best subjects; for they are light to run away; and almost all fugitives are of that condition. A single life doth well with churchmen; for charity will hardly water the ground where it must first fill a pool. It is indifferent for judges and magistrates; for if they be facile and corrupt, you shall have a servant five times worse than a wife. For soldiers, I find the generals commonly in their hortatives put men in mind of their wives and children; and I think the despising of marriage amongst the Turks maketh the vulgar soldier more base. Certainly wife and children are a kind of discipline of humanity; and single men, though they may be many times more charitable, because their means are less exhaust, yet, on the other side, they are more cruel and hardhearted (good to make severe inquisitors), because their tenderness is not so oft called upon. Grave natures, led by custom, and therefore constant, are commonly loving husbands, as was said of Ulysses, *vetulam suam prætulit immortalitati* [he preferred his old wife to immortality]. Chaste women are often proud and froward, as presuming upon the merit of their chastity. It is one of the best bonds both of chastity and obedience in the wife, if she think her husband wise; which she will never do if she find him jealous. Wives are young men's mistresses; companions for middle age; and old men's nurses. So as a man may have a quarrel ³ to marry when he will. But yet he ⁴ was reputed one of the wise men, that made answer to the question, when a man should marry,—A young man not yet, an elder man not at all. It is often seen that bad husbands have very good wives; whether it be that it raiseth the price of their husband's kindness when it comes; or that the wives take a pride in their patience. But this never fails, if the bad husbands were of their own choosing, against their friends' consent; for then they will be sure to make good their own folly.

Note 1. Not their affair.

Note 2. Capricious.

Note 3. Pretext.

Note 4. Thales.

Analysis Assignment #3- Helen Keller, *The Story of My Life*

Even in the days before my teacher came, I used to feel along the square stiff boxwood hedges, and, guided by the sense of smell, would find the first violets and lilies. There, too, after a fit of temper, I went to find comfort and to hide my hot

face in the cool leaves and grass. What joy it was to lose myself in that garden of flowers, to wander happily from spot to spot, until, coming suddenly upon a beautiful vine, I recognized it by its leaves and blossoms, and knew it was the vine which covered the tumble-down summer-house at the farther end of the garden! Here, also, were trailing clematis, drooping jessamine, and some rare sweet flowers called butterfly lilies, because their fragile petals resemble butterflies' wings. But the roses--they were loveliest of all. Never have I found in the greenhouses of the North such heart-satisfying roses as the climbing roses of my southern home. They used to hang in long festoons from our porch, filling the whole air with their fragrance, untainted by any earthy smell; and in the early morning, washed in the dew, they felt so soft, so pure, I could not help wondering if they did not resemble the asphodels of God's garden.

The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, every one was emphatic about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Helen Everett. But in the excitement of carrying me to church my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.

I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted every one's attention by saying "Tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech was lost. I ceased making the sound "wah-wah" only when I learned to spell the word.

They tell me I walked the day I was a year old. My mother had just taken me out of the bath-tub and was holding me in her lap, when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.

These happy days did not last long. One brief spring, musical with the song of robin and mocking-bird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the dreary month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a new-born baby. They called it acute congestion of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.