

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
MRS. HENDRICKSON & MRS. WASSUM
SUMMER ASSIGNMENTS 2018-2019

Welcome to Advanced Placement Language and Composition! The purpose of this class is “to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers” (College Board). This is a college level class to prepare you to read and write at the college level across all disciplines. By enrolling in this class, you have made a decision to transcend average and become truly exceptional.

Your summer assignment includes the following:

- ✓ *A self-made Rhetorical Strategies Dictionary*
- ✓ *An article on how to annotate*
- ✓ *Read The Gatekeepers with corresponding guided questions and annotations*
- ✓ *Read a secondary work of Non-Fiction with corresponding Essay- prompt is provided*
- ✓ *Sign up for and link your Khan academy accounts to your College Board accounts*

Part 1: Rhetorical Strategies Dictionary

On lined paper, number and define the following terms. Take extra care to create a dictionary that you may reference throughout the school year. Please add extra space (at least double spaced, if not more) so you can add examples and clarify definitions throughout the school year. Place an asterisk next to the ten words with which you are least familiar.

1. Allegory	2. Alliteration	3. Allusion
4. Analogy	5. Anaphora	6. Anecdote
7. Antithesis	8. Apostrophe (not the punctuation mark)	9. Assonance
10. Asyndeton	11. Claim	12. Colloquialism
13. Concession	14. Counter-claim	15. Deductive Reasoning
16. Diction/trope	17. Enumeration	18. Epistrophe
19. Ethos	20. Evidence	21. Hyperbole/Overstatement
22. Imagery	23. Inductive Reasoning	24. Irony (all 3 types) a. Verbal irony b. Dramatic irony c. Situational irony
25. Jargon	26. Juxtaposition	27. Litotes
28. Logical fallacy	29. Logos (the rhetorical appeal)	30. Metaphor
31. Metonymy	32. Modes of composition	33. Narration
34. Onomatopoeia	35. Oxymoron	36. Paradox
37. Parallelism	38. Parenthetical Statement	39. Parody
40. Pathos	41. Personification	42. Polysyndeton
43. Qualifier	44. Rebuttal	45. Refutation
46. Repetition	47. Rhetorical Question	48. Sarcasm
49. Simile	50. Syllogism	51. Symbolism
52. Synecdoche	53. Syntactical Inversion	54. Syntax/scheme
55. Sentence Types a. Simple b. Compound c. Complex d. Compound-Complex	56. Understatement	57. Warrant
58. Zeugma		

Part 2: Read 12 Ways to Mark a text- by Webb ☺

Read and annotate the following article on the benefits of annotating (see link, below). These are the parameters you will apply throughout the year (and probably beyond!) Remember, we are looking for **collegiate level annotations**, which are more than just highlighting in pretty colors. Rather, your annotations should be aligned with your purpose for reading - to understand the importance and benefit of annotating texts. Please note that **MARGIN NOTES ARE REQUIRED** and will be part of the grade for your non-fiction read in Part 3.

STEP 2 Article Read. Use it to annotate your text for Step 3

Twelve Ways to Mark Up a Book by Bert Webb

Books are a fantastic way to gain knowledge. With books, one can learn new techniques, gain new skills, and learn from role models who have been to where one wants to be and can show the way. There are many different ways to read books and just as many ways to remember their salient points. One of the most effective ways to get the most out of a book is to mark it up. There is no standard way to mark up a text, but below are a few ways that students have found effective in marking up a textbook so that one can see the important points quickly, make it more memorable, and make it easy to pick up years later and re-acquaint oneself with the major concepts.

What Not To Do

- **Don't use a highlighter**—Quality marking isn't done with a fat-tipped highlighter. You can't write, which is an important part of marking the text, with a large marker. Get yourself some fine point colored pens to do the job.
- **Don't mark large volumes of text**—You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the 20% of the text that is important and mark that.
- **Don't take the time to mark-up items that you read on a daily basis**—(e.g., magazines, newspapers etc) unimportant or irrelevant items.
- **Don't mark the obvious**—Don't waste time marking up things that are already in your knowledge-base or skill set. If you already know it, you don't need to mark it.

What To Do

- **Mark the text with a pencil, pen, or even better, colored fine-tipped pens**—Remember, you are not highlighting, you are writing.
- **Know your preferences**—Some of you have an aversion to mark directly in the text. Books are precious things to many people and they want to protect them from damage and even the wear and tear of everyday use. If this describes you, grab some Post-it brand notes and do your marking and writing on them. This also gives you the advantage to move and reorganize them should you see fit. As for me, I like to mark directly on the page. I find that my books become more valuable to me when I add my contributions to the information that they contain.
- **Underline the topic sentence in a passage**—Remember, each paragraph has one topic sentence. The rest is supporting information and examples. Identify the topic sentence to find it easier.
- **Use codes**—Flag text with codes (e.g. Question marks to indicate disagreement, Exclamation marks to note agreement or to flag a strong statement, triangles to indicate a change in thinking, or a star for the topic sentence).
- **Write the passage topic in the margin as a reminder**—Just a word or two.
- **Write questions in the margin**—When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
- **Circle new and unfamiliar words**—Look them up as soon as possible.
- **Add your or other author's perspectives in the margins**—Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say? Add these ideas in the margins.

- **Add cross-reference notes to other works on the same topic**—Use the author’s name and a shortened version of the other book’s title.
- **Add structure to a narrative text**—Use 1,2,3,4...or outline format. I.A.B.C.1,2,3,a, b, c...to add a structure that you understand
- **Draw arrows to related ideas**—or unrelated ideas
- **Summarize**—Add your own summary after the last paragraph. That simple exercise will crystalize your thinking on the topic. If you can’t write it, you don’t understand it.

Extras

Post-It Brand Notes are great ways to also mark locations within books, much like bookmarks do. With Post-its, however, you can mark on them so you can see where you are turning before you start flipping through the pages. One can also use colored paper clips to identify pages or chapters that are important.

Conclusion

The idea is to enter, by way of your markings, into a conversation with the author so that his knowledge is added to yours so that a synthesis occurs and you gain a new understanding.

A new—or new looking—book is treasure. In my experience, however, I have found that a well-marked book, becomes more like a treasured friend—one that you enjoy seeing again and again. It becomes much more enjoyable than a sterile copy that comes straight from the bookstore. Don’t be afraid to mark up the books that you love.

Part 3: Read, annotate, and answer the guided questions for *The Gatekeepers* by Jacques Steinberg

Guided questions and annotations are attached. This text will be used as a reference piece throughout the year.

Guided Questions for *The Gatekeepers* – Be sure to make all responses in complete sentences- we are looking at thoroughness.

Introduction:

1. Meritocracy—define and explain the impact on acceptance. Provide 5 examples from the text

Chapter 1: The Tortilla Test

1. What is the Tortilla Test?
2. On page 21 it says, “A body of research existed that showed that a student’s verbal and mathematical aptitude, which was what the tests [SAT] were supposed to measure, was heavily influenced by how much intellectual engagement he or she got after school, particularly at home.” How much influence do you believe your “after school” intellectual engagement impacts you?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 2: Don’t Send Me Poems

1. Nice title. Why the advice?
2. How do you think that “shades of gray” in the admissions process, can help or hurt you?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 3: Istanbul (Not Constantinople)

1. How would early decision benefit you, if it were an option?
2. How does having a diverse admissions board help in the admissions process? Now that it is so competitive today to get into college, do you think that even matters?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 4: Considered Without Prejudice

1. If you could get into your first school of choice, but have to rescind all other offers, would you? Even before know what kind of money/financial aid you were being offered?
2. What is the median SAT score of the school of your choice? What are you currently doing to get to that score?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 5: Read Faster, Say No

1. Do you think that moving from paper applications to online applications has made the process of getting into college less personal? Has it made the process more efficient or less? Easier or harder?
2. How are you going to make your essay personal, yet crafted in a way that still lets your personality shine through?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 6: Thundercats and X-Men

1. What is affirmative action? Do you believe that it is a fair practice in the role of admissions? Use examples from the text.
2. At this point in the text, what do you think is the biggest thing schools look for in a candidate? Reflecting on your two years of high school thus far, what do you believe is your biggest selling point?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 7: Nothing to Do with the Dope

1. What makes you stand out from your peers? What experience have you overcome or learned from that that has built your character
2. How do you demonstrate exceptional character? How will you present this in a college essay?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 8: Things Seem to Have Gone Well

1. How do you feel getting notified in an email vs. the less personal letter by traditional mail? Do you think that this process has lost some of its personal touch?
2. What are 5 things that you expect from a college during the admissions process—from submitting your application to receiving your notification?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 9: 420-ed

1. What would you do if you scored a perfect score on the SAT or ACT and still got denied from your first choice of schools?
2. Do you think that sending Thank You letters to the school you have applied to is good practice? Would you do it before your application is accepted or after? Would you still do it even if you weren't accepted?
3. Identify at least one strategy/tips you have learned from this chapter

Chapter 10: Unnamed Gorgeous Small Liberal Arts School

1. What are you looking for in a college when you start looking at schools? Aesthetics? Clubs? Housing? Programs?
2. Throughout the book many things/ideas are introduced that had an impact on admissions. Create a list of the things that contributes to a student getting into college.
3. Identify at least one strategy/tips you have learned from this chapter

Part 4: Non-fiction Text

You will read a text of non-fiction from the list provided and write a well-organized, ARGUMENTATIVE essay that responds to the prompt below. You MUST use the text you chose to read as the foundation for your argument, however, you should also bring in other historical or literary examples. Please remember that though you are not MANDATED to annotate this text, it is important that you read thoroughly as it something you will need to reference throughout the year.

ESSAY PROMPT

Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.

--Horace

Consider this quotation about adversity from Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace's assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person's character. Support your argument with appropriate examples from your selected novel as well as from your personal observations and experience. For this project, outside research is discouraged. Your response should be original and NOT refer to additional sources. Plagiarism will result in a zero.

ESSAY GUIDELINES:

- Your argument should be the focus of your essay. Use your selected novel to develop and support your claim. Add commentary to explain the relevance of your support. Avoid merely summarizing the text. Cite quotes, summaries, and paraphrases from the novel by including the author's last name and page number in parentheses after each. For example: (Orwell 24).
- We understand that your text might not *directly* relate to the quote. As an intelligent, creative writer, it is your job to determine how you can use the text to logically support your claim, i.e. other historical or literary examples of academic importance. **← You may choose to include background knowledge, such as historical knowledge or literary support. This is not a research paper, but a paper that may give you the opportunity for you to provide additional support to your text.**
- Your essay should be between 3-4 pages in length (single-sided). There is no prescribed paragraph number, just make sure that the essay is thorough, complete, and well-organized.
- Please hand write your essay. Write only on the FRONT side of each page.
- Your essay will be scored using the AP Argument rubric (see attached).
- Due Date: **The first day of school!**

Reading Options

Choose one:

NON-FICTION:

1. *Black Like Me* by John Howard Griffin
2. *Healing our World: Inside Doctors Without Borders* by David Morely
3. *Ditch Digger's Daughter* by Y. Thornton
4. *Dreams from My Father: A Story of Race and Inheritance* by Barack Obama
5. *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
6. *Geeks: How Two Lost Boys Rode the Internet Out of Idaho* by Jon Katz
7. *Unbroken* by Laura Hillenbrand
8. *In Cold Blood* by Truman Capote
9. *Left to Tell: Discovering God Amidst the Rwandan Holocaust* by Immaculee Ilibagiza
10. *Blink: The Power of Thinking without Thinking* by Malcolm Gladwell
11. *Making the Second Ghetto: Race and Housing in Chicago 1940-1960* by Arnold R. Hirsch
12. *Stiff: The Curious Lives of Human Cadavers* by Mary Roach
13. *Uncommon: Finding Your Path to Significance* by Tony Dungy
14. *Woman Warrior* by Maxine Hong Kingston
15. *Wild: From Lost to Found on the Pacific Crest Trail* by Cheryl Strayed
16. *Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time* by Greg Mortenson
17. *I am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai
18. *Angela's Ashes* by Frank McCourt
19. *How to Win Friends and Influence People* by Dale Carnegie

Step 5: Be sure to register for Khan Academy and link it to your College Board account. Directions are below!!

How to Link Accounts Instructions

Step 1: If you DO NOT already have a College Board account, go to www.collegeboard.org and create one. If you DO have one, proceed to Step 2 (and make sure you always remember how to get in to it). If you two College Board accounts, you must call the help desk and have them merge your accounts.

Step 2: Log into <http://www.khanacademy.org/sat> and use your Edsby log in to enter.

Step 3: If you have not created a Khan academy account, do so—again, please use something you will remember for the rest of your time in high school. If you have an account, proceed to Step 4.

Step 4: Click on your account in the upper right corner where your name appears.

Step 5: Click on settings

Step 6: Scroll down to the link that says connect to College Board. Follow the instructions.

Step 7: When this is done, it will bring you back to the Khan Academy Page; here you will click on “Display Scores”.

Step 8: Once linked, you will be able to practice for the PSAT, SAT and other exams including any AP exams you are taking. Try doing at least one quiz or lesson per week during the summer.

Step 9: Be sure to screen shot the Khan Academy page that shows your linkage and scores from College Board and Print. This should be included in your summer assignment work to be turned in in August.

* If you have trouble, please look to the directions on the left hand side of your Khan Academy screen and this should help solve the issue.

Please feel free to contact us over the summer via email. However, please understand that we do not check emails every day; responses may be delayed. **Do not wait until the last minute if you have questions!**

Have a great summer! See you in August!

Sincerely,

Andrea Hendrickson – andrea.hendrickson@sdhc.k12.fl.us

Corrie Wassum – corrie.wassum@sdhc.k12.fl.us

