

LIVE OAK HIGH SCHOOL
AP Language and Composition
2017 – 2018 Summer Assignment

ENGLISH

INTRODUCTION

Welcome to AP Language and Composition! Your teachers have selected three options for your summer reading this year. You will choose one of the following and complete the assignment below:

- *100 Secret Senses* by Amy Tan
- *The Catcher in the Rye* by J.D. Salinger
- *The Red Badge of Courage* by Stephen Crane

Your summer assignments are due on the first Monday back to school: August 21st. You will also be taking a test on the novel of your choosing on that day. Together, this assignment, the AP flashcards, and back-to-school test are worth 5% of your first semester grade.

Please feel free to contact: Mr. Nguyen at nguyeng@mhusd.org. Be warned that it is summer time, so it will take us a longer time to respond.

ASSIGNMENT OVERVIEW

WHAT DO I NEED TO DO?

You must read one of the three novels listed above and collect important quotations (to be used in an essay when you return to school). Next, you will need to make flashcards for a list of literary terms, which can be found at the end of this assignment.

You may buy the novel or borrow it from the public or Live Oak High School libraries.

WHY AM I DOING THIS?

You will spend your junior year reading about the historical impact of American literature and the techniques used in writing. The quotes you find in these novels will form the basis for our first discussion of American literature as well as the first test of your essay writing skills. Consider these essential questions as you read:

1. How is literature molded by world events?
2. How do everyday struggles impact an individual?
3. What are the consequences of listening to or not listening to one's conscience?

WHEN IS THIS DUE?

All parts of this assignment are due August 21, 2016. You will take an exam for reading comprehension on Monday the 21st, as well.

ASSIGNMENT #1: Dialectical Journals

We expect you to complete a typed dialectic journal for the novel as you read. The format of the journals will be as follows:

1. You will choose 6 or more quotes from the novel (each quote must be a minimum of 4 sentences long) that you feel are important to the plot development, character development, theme, conflict, or metaphoric/symbolic language that deepens your understanding of the story. These passages can be chunks of text that you find important, interesting, well-written, and/or confusing and thereby worthy of a discussion. **Note: A quote does not need to be dialogue; it is comprised of any words from the story.**

AP Students: I suggest you choose quotes that reveal some sort of rhetorical/literary device the author utilizes in order to prove his/her point. For instance, in The Catcher In The Rye, Salinger often utilizes a stream of consciousness in order to depict how Holden shifts from idea to the next, what does this reveal about his character? He also utilizes a lot of symbolism – the carousel, the baseball mitt, etc. in order to symbolize some significance to Holden’s developing psyche. Explicate this.

2. You will write out your chosen quote on the left side of your paper. **Don’t forget to write the page number in parenthesis after the quote!**
3. On the right-hand side of the paper next to your quote, you will explain in a short paragraph (of at least 4 sentences) why you think this moment is or these words are important. Does it foreshadow something? Does it connect to something that has already happened? Does it show a character’s personality, or how a character is changing? Does it help to explain the deeper significance of what’s happening in the story? You can ask questions or make connections to other pieces of literature you’ve read. **Your analysis paragraph should NOT summarize or explain the quote. Your teachers have read these texts many times, and do not need the meaning of the quotes explained to them. Instead, discuss WHY THE QUOTE IS IMPORTANT to the novel.**

EXAMPLE DIALECTICAL JOURNAL	
BRIEF PASSAGE/QUOTE (AND PAGE NUMBER)	HOW IT CONTRIBUTES TO THE DEVELOPMENT OF THEME, CHARACTERIZATION, OR AUTHOR’S PURPOSE.
1. QUOTE: “Everything about him was old except his eyes and they were the same color as the sea and they were cheerful and undefeated” (1).	1. ANALYSIS: The old man’s eyes are a startling contrast to his physical appearance. This quote suggests that his external appearance does not match with his internal youthfulness. This contrasts symbolizes his inner strength and determination. I predict that the old man is going to grapple with an external conflict (the sea) as well as an internal conflict (finding his inner strength).
2.	2.
3.	3.
4.	4.

5.	5.
6.	6.

<i>Sentence frames you can use to analyze your quotes:</i>			
<ul style="list-style-type: none"> • This quote suggests _____ • At this point, the reader realizes _____ • This passage demonstrates that _____ <p>The use of this word/phrase supports the author's main point of __ by/because __.</p> <ul style="list-style-type: none"> • It is possible to infer that this __ is significant to the author's central idea to _____ because ____. 	<ul style="list-style-type: none"> • The author __ his/her purpose/message of __ by _____. • The author's choice to include this device/word clarifies his/her meaning because it _____. • These words make the reader feel __ which reminds them of ____ and helps the author convince the audience _____. 	<ul style="list-style-type: none"> • The author employs _____ in order to _____. • The vivid use of/mention of _____ dramatizes _____ in order to _____. • The connotative words "____" and "____" within help the author _____. • The structure of the sentence mirrors/builds the _____ tone by _____. • The device/word in these lines serves primarily to _____. 	<ul style="list-style-type: none"> • A critical component of this passage is the word/phrase __ because _____. • The words _____ and _____ draw attention to _____. • When the author says _____, the effect is to make the audience _____. • _____ builds the author's point that _____ since it _____, hence strengthening the overall argument regarding _____.

ASSIGNMENT #2: Literary Term Flashcards

For each of the following terms, create flashcards in which the front of the card has the term and the back has the definition AND two examples – one example from me and the other example from you. **These flashcards must be literal flashcards and not online.** These are key terms for the A.P. test, so they will be extremely useful. As the year continues, we will be adding to the list of terms, so your flashcards will continue to increase and will be highly beneficial for studying before the A.P. exam. You will have regular pop quizzes every week on a random literary/rhetorical devices. The chart below is what the flash card should look like with the word on one side, and the definition and examples on the other side.

1. A Definition
2. Come up with two examples of your own – look up on Google for examples, but they **must** be on your own.

(If you have formatting issues with the chart in downloading, you can always make a similar chart into a new document; if you do this, make sure that you paste the directions in, as well).

Top Level Devices	Definition	Example/Further Explanation	Create two of your own examples. If you are having a hard time, do some Google searching for examples first before creating your own.
Tone	How the author feels towards the subject matter.	Adjectives used by author will demonstrate an	

		emotion. Punctuation can also suggest emotion such as an exclamation mark which would build more extreme emotions.	
Ethos	When the author builds credibility	This can be done by the use of point of views of "I" and "We", discussion of credentials or expertise, use of diction which would appeal to the audience, or the use of expert witness.	
Pathos	Appeals to emotion	This is built by figurative and metaphoric language, connotation, and loaded language	
Logos	Appeal to logic	Use of facts, statistics, logical reasoning, and research	
Satire	Ridicules the shortcomings of people or institutions in an attempt to bring about a change. Often uses humor and sarcasm.	Most of America's comedic TV shows and movies	
Mid Level Devices			
Irony	A discrepancy between appearances and reality. Situational Irony: Takes place when there is a discrepancy between what is expected to happen, or what would be appropriate to happen, and what really does happen. Dramatic Irony: A character in the play or story thinks one thing is true, but the audience or reader knows better.	Ex. The fire truck lights on fire. (Situational) Ex: Scary movies where the audience knows where the villain is but the characters do not.	

	Verbal Irony: Occurs when someone says one thing but really means something else. Also associated with sarcasm.		
Allusion	An indirect reference to a person, place, or event that the author believes the reader will be familiar with.	Using the twin towers to reference 9/11	
Anaphora	The repetition of word or words at the beginning of successful lines, clauses, or phrases.	"I have a dream...." repeated in MLK speech	
Alliteration	The repetition of sounds at the beginning of words. Words just need to be around each other versus right next to each other.	Peter picked pickles EXAMPLE: "When the two youths turned with the flag they saw that much of the regiment had crumbled away, and the dejected remnant was coming slowly back." –Stephen Crane (Note how regiment and remnant are being used; the regiment is gone, a remnant remains...)	
Aposiopesis	A figure of speech wherein a sentence is deliberately broken off and left unfinished, the ending to be supplied by the imagination, giving an impression of unwillingness or inability to continue.	I'll give you a minute to think about your thoughts on this... now let's us begin.	
Pun	A "play on words" based on the multiple meanings of a single word or on words that sound alike but mean different things.	Did you hear about the optometrist who fell into a lens grinder and made a spectacle of himself?	

Juxtaposition	A form of contrast by which writers call attention to dissimilar ideas	“Injustice anywhere is a threat to justice everywhere.”	
Absolute	Words without limitations which create an automatic logical fallacy since the word does not allow for exceptions.	Words such as “all, every, never, none”	
Metaphor	A figure of speech that makes a comparison between two unlike things without the use of such specific words of comparison as like, as, than, or resembles.	The detective listened to her tales with a wooden face. The metaphor compare a face to a piece of wood.	
Euphony	The quality of being pleasing to the ear, especially through a harmonious combination of words.	For example, euphonic words leave little breath on your hand as you say them with your hand almost covering your mouth.	
Understatement	A statement that says less than what is meant.	Example: During the second war with Iraq, American troops complained of a fierce sand- storm that made even the night-vision equipment useless. A British commando commented about the storm: “It’s a bit breezy.”	
Apostrophe	Calling out to an imaginative, dead, or absent person or to a place, thing, or personified abstraction. If you are calling out to a spiritual being, it is also called an invocation .	Calling out to God	
Simile	A figure of speech that makes an explicitly comparison between two unlike things, using words such as like, as , than, or resembles.	Her eyes were as bright as the stars in the darkened sky. The comparison here is between her eyes and the stars.	

Oxymoron	A figure of speech that combines opposite or contradictory terms in a brief phrase.	Examples: horrific laughter, jumbo shrimp	
Kenning	Two worded (sometimes hyphenated in archaic language) nickname	Wound-hoe for a sword or a wave traveler for a surfer	
Paradox	A statement that appears self-contradictory, but that reveals a kind of truth.	Examples: "The best government is the least government." Thoreau KOAN is a paradox used in Zen Buddhism to gain intuitive knowledge: "What is the sound of one hand clapping?"	
Euphemism	A mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something unpleasant or embarrassing.	Example: Saying a person "went to a better place" versus that he/she died.	
Imagery	The use of language to evoke a picture or a concrete sensation of a person, a thing, a place, or an experience. Using your five senses.	The dark green forest caved in on me with its smell of earth and decay.	
Cacophony	Repetition of harsh, discordant sounds	When you say the words with your hand near your mouth, you will feel a lot of air. "K" sounds for example.	
Appositive	Using a noun or noun phrase to rename another noun.	The student, a hard-working individual with grit and determination , scored high marks on the recent exam. (The appositive is highlighted in bold).	

Epistrophe	Device of repetition in which the same expression (single word or phrase) is repeated at the end of two or more lines, clauses, or sentences (it is the opposite of anaphora).	I went to bed , slept in my bed , and at 6AM, got out of bed .	
Metonymy	A figure of speech in which a person, place, or thing, is referred to by something closely associated with it.	“We requested from the crown support for our petition.” The crown is used to represent the monarch.	
Synecdoche	A figure of speech in which a part represents the whole.	“If you don’t drive properly, you will lose your wheels.” The wheels represent the entire car.”	
Assonance	The repetition of vowel sounds within words. Might be next to each other or just around each other.	The nice mice scattered about the house as they tried to flee from the hungry cat.	
Consonance	Repetition of consonant (any letter that is not a vowel) sounds within or at the end of words. If it comes at the beginning of words, the device is called alliteration.	Example: Pitter Patter with the repetition of the “t” and “r” sound. Words can be around each other, not just next to each other.	
Antimetabole/Chiasmus	Parallel structure where words are inverted on each side. Repetition of words in successive clauses in reverse grammatical order. In poetry, this is called chiasmus.	“Ask not what your country can do for you but what you can do for your country.” Moliere: “One should eat to live, not live to eat.”	
Antithesis	Combination of contrasting/opposing words and parallel structure	“One small step for man; one giant leap for mankind.”	

Connotation	The associations and emotional overtones that have become attached to a word or phrase, in addition to its strict dictionary definition.	Home vs house vs shack vs mansion	
Denotation	Literal definition of a word.	Friendship can be defined as a relationship between two people based upon respect and understanding.	
Loaded Language	Wording that attempts to influence an audience by using appeal to emotion or stereotypes	Patriotic language such as “freedom” and “liberty”	
Hyperbole	A figure of speech that uses an incredible exaggeration or overstatement, for effect.	“If I told you once, I’ve told you a million times....”	
Personification	Attributing human characteristics to an animal or inanimate object. Also called anthropomorphism.	The table laughed as the dog stole the food while the family was distracted.	
Point of View	The vantage point from which the writer tells the story.	Examples: First person, second person, third person	
Extended Metaphor	Metaphor that is extended or developed as far as the writer wants to take it. Metaphor goes beyond one sentence.	“All the world’s a stage, and all the men and women merely players; They have their exits and their entrances; And one man in his time plays many parts.” -Shakespeare	
Conceit	An elaborate metaphor that compares two things that are startlingly different.	Example: Alice in Wonderland	

Analogy	A point by point comparison between two things for the purpose of clarifying the less familiar of the two subjects	Metaphors and Similies but also could be built over the course of a paragraph	
Figurative Language	Words which are inaccurate if interpreted literally, but are used to describe. Similes and metaphors are common forms.	Her smile was as big as the sun.	
Induction	When one gathers/states facts first and then provides the conclusion	“This marble from the bag is black. That marble from the bag is black. A third marble from the bag is black. Therefore all the marbles in the bag black.”	
Deduction	When one provides the conclusion or hypothesis first and then provides facts/evidence second.	Examples: When you open an essay with a thesis and then prove the thesis using the body paragraphs.	
Concession/Refutation	An acknowledgement that an opposing argument may be true or reasonable. In a strong argument, a concession is usually accompanied by a refutation challenging the validity of the opposing argument.	“I may not know everything and I think that the scientists have a good point, but I still believe....”	
Repetition	Repeating words or phrases for effect.	Example: I really love pizza. This food is my greatest love because it reminds me of a cheesy romantic comedy.	
Fallacy	Error in logic.	Someone asks you a question and you respond but not in a way that directly addresses what was asked.	

Aphorism	Brief, cleverly worded statement that makes a wise observation about life, or of a principle or accepted general truth. Also called maxim , epigram . If done at the beginning of a text or a chapter, often called an epigraph .	“A penny saved is a penny earned.”	
Archetype	Universally understood symbol, character type, or plot event	colors, elements of nature, good vs evil, the villain	
Polysyndeton	Sentence which uses a conjunction with NO commas to separate the items in a series. Instead of X, Y, and Z... Polysyndeton results in X and Y and Z...	I like cookies and cake and pie and pretty much anything sweet.	
Asyndeton	Commas used without conjunction to separate a series of words, thus emphasizing the parts equally: instead of X, Y, and Z... the writer uses X,Y,Z.... Removal of conjunctions.	I love oranges, lemons, limes....	
Bombast	Using lots of high diction and big words in order to sound more intelligent or knowledgeable.	People in politics do this a lot. They use a lot of big words and then we trust them more. Meanwhile, they may not truly know what they are talking about.	
Diction	A speaker or writer’s choice of words chosen specifically with the audience in mind.	Ex: High diction has more formal language vs low diction uses more slang and conversational words.	

Symbol	A person, place, thing, or event that has meaning in itself and that also stands for something more than itself.	Wind is symbolic for change when used in poetry and prose.	
Sentence Structures			
Complex Sentence	A sentence with an independent and dependent clause.	If I study hard, I believe I can pass the AP Language Exam.	
Parallel Structure	Repetition of patterns of parts of speech. The repetition of words or phrases that have similar grammatical structures.	Any sentence with a list should be in parallel structure because each part of the list should be the same part of speech or pattern of parts of speech (noun, verb, adjective) Ex: I like swimming in the ocean, playing volleyball in the sand, and looking for sandcrabs.	
Declarative Sentence	A sentences that provides a claim.	Students should read more in order to become better writers.	
Simple Sentence	A sentence with one independent clause. A telegraphic sentence is a simple sentence with five words or less.	Please go to the office!	
Syntax	Sentence Structure	For examples, think about the effect of certain types of sentences. Long sentences make one feel calmer. What would short sentences do?	
Compound Sentence	A sentence with two independent clauses	Summer is a great time to travel; however, one must also allow time to rest and prepare for the next school year.	

Interrogative Sentence	A sentence that asks a question. A rhetorical question asked for an effect, and not actually requiring an answer.	Example: An author asks: do you know what I am talking about?	
Imperative Sentence	A sentence which gives a command.	Clean your room and wash the dishes right away!	
Cumulative/Loose Sentence	One in which the main clause comes first, followed by further dependent grammatical units.	Hawthorne: "Hester gazed after him a little while, looking with a half-fantastic curiosity to see whether the tender grass of early spring would not be blighted beneath him, and show the wavering track of this footsteps, sere and brown, across its cheerful verdure."	
Periodic Sentence	Sentence that places the main idea or central complete thought at the end of the sentence, after all introductory elements.	In spite of heavy snow and cold temperatures, the game continued.	
Zeugma	The distribution property in English. When you form a list and apply a word or set of words to each part of the list in your mind versus doing it for real on paper. It reduces redundancy.	I walked to the store, gym, and restaurant. In our heads, we apply "walked to the" to each element versus really writing: I walked to the store, walked to the gym, and walked to the restaurant.	
Syllepsis	A type of zeugma where there are literal and abstract applications of the word or phrase being distributed.	I rend my heart and my clothes. "rend my heart" is abstract and "rend my clothes" is literal.	
Inverted Syntax	Inversion of the usual, normal, or logical order of the parts of a sentence. Purpose is rhythm	Yoda speak. Ex. To the store I go.	

	or emphasis or euphony. Also called anastrophe.		
Sylogism	Use of cause and effect language. Can be either inductive or deductive depending on how it is used.	Inductive: I see farms and cows (FACTS), therefore; I must be in the countryside (CONCLUSION/PREMISE). Deductive: If you are organized and gritty (CONCLUSION/PREMISE), you will be successful in college (FACT) .	
Canon	Main or core works within a subject.	For instance, many literature pieces have references to the bible.	

ASSIGNMENT #3: Planning an Argumentative Essay

The following passage is from Rights of Man, a book written by the pamphleteer Thomas Paine in 1791. Born in England, Paine was an intellectual, a revolutionary, and a supporter of American independence from England.

Directions: Read the passage carefully. Then, in the graphic organizer on the following page, plan an essay that examines the extent to which Paine’s characterization of America holds true today. Use appropriate evidence to support your argument.

If there is a country in the world, where concord, according to common calculation, would be least expected, it is America. Made up, as it is, of people from different nations, accustomed to different forms and habits of government, speaking different languages, and more different in their modes of worship, it would appear that the union of such a people was impracticable; but by the simple operation of constructing government on the principles of society and the rights of man, every difficulty retires, and all the parts are brought into cordial unison. There, the poor are not oppressed, the rich are not privileged. . . . Their taxes are few, because their government is just; and as there is nothing to render them wretched, there is nothing to engender riots and tumults.

Use this graphic organizer or create your own:

Thesis/Central Claim:		
Supporting/Sub Claim <i>Specific reasons why the thesis statement is true.</i>	Evidence <i>Observations, experiences, or facts that help prove the claim.</i>	Reasoning <i>The logical connection (connotations and denotations) between the evidence and supporting claim. Why and how does the selected evidence support the sub-claim?</i>
