



In preparation for AP English Language and Composition, your summer assignments involve filling out a college application, reading, writing, and memorizing terms.

1. Complete the common college application by the first day of class<sup>1</sup>. Everything pertaining to you and your family should be filled out—names, addresses, schools attended, name of guidance counselor, etc. You must also have completed a typed first draft of your college application essay. Go to the common application essay prompts link below, and choose one of the prompts.  
NOTE: Even if you are applying to schools that do not use the common college application or Apply Texas application, you must still fill out the common college application. Doing so will give you the opportunity to gather in one place information that you will be using on any application.
  - You can download a copy of the common college application at [www.commonapp.org](http://www.commonapp.org)
  - For essay topics, go to <http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2017-2018-essay-prompts>
  - This is a graded assignment worth 50 points. Bring your typed essay along with a printed out copy of your online application with you to the first English class.
2. Read and annotate<sup>2</sup> the novel *1984* by George Orwell. You will have a test on this during the first weeks of school.
3. Read *Tuesdays with Morrie* by Mitch Albom. Then write a personal response to this book. If you liked the book, explain why; if you didn't like the book, explain why. Use specific examples from the text to support your comments. Your response should be typed, double spaced, 12 point font, properly proofread, and approximately one page in length. Do not go over one page. This is a graded assignment worth 50 points.
4. Read *The Shallows* by Nicholas Carr, making note of key aspects of his argument throughout the book. Then write a one page response in which you first state the overall thesis of his book, and then highlight eight significant points in his argument, commenting on how effectively these points support his thesis. Your response should be typed, double spaced, 12 point font, properly proofread, and approximately one page in length. Do not go over one page. This is a graded assignment worth 50 points.

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<sup>1</sup> If you are **only** applying to Texas schools, you may fill out the Apply Texas application instead of the common college application. This can be found at [www.applytexas.org](http://www.applytexas.org)  
Though not all Texas schools require essays, you must still write one for this summer assignment. See this link for sample topics. [https://www.applytexas.org/adappc/html/preview16/frs\\_essay.html](https://www.applytexas.org/adappc/html/preview16/frs_essay.html)  
You may also write your essay using one of the Common Application essay prompts.

<sup>2</sup> To *annotate* a text means to take notes on the pages of a text while reading. It is a way of engaging with and entering into an author's art and ideas. The goal is to have a rich, satisfying, and thought-provoking reading experience.  
To annotate wells means to *thoughtfully* and *frequently* do the following as you read:

- underline and/or star key sentences (thesis statements, important topic sentences of sections, etc.)
- circle and define any words that you do not know yet
- note transitions to help you map out the structure of the book's flow
- ask questions in the margins
- make comments about your own thoughts about / reactions to the text
- speculate on the book's theme as you go
- write bullet summary of what happened at end of each chapter.

5. Rhetoric Theory Terms for the AP English Language and Composition Exam
- A. **Make flashcards** of these terms on 3 x 5 index cards; you'll use these cards all year. Leave room on your cards to add examples that you'll encounter throughout the reading during the school year.
  - B. **Memorize the definitions listed below; you will be tested on these definitions on the second class meeting;** the test format will be matching.

1. **Rhetoric:** the art of persuasion through words

2. *The three rhetorical appeals*

- a. **Ethos:** appeal to an audience's sense of trust in the speaker's good will, good sense, and good character; ethos is established by both who you are, what you say, and how you say it
- b. **Pathos:** appeal to an audience's emotions (e.g., pity, anger, fear)
- c. **Logos:** appeal to an audience's reason

3. **Rhetorical triangle:** a diagram that illustrates the interrelationship among the speaker, audience, and subject in determining a text

4. **Stance:** a speaker's attitude toward the audience (differing from tone, which is the speaker's attitude toward the subject)

5. **Thesis:** the main point of an essay or argument; a thesis may be open, closed, or counterargumentative

6. **Concession:** an acknowledgment 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

*The rhetorical situation: SOAPStone*

- 7. **Subject:** the topic on which a speaker writes or speaks
- 8. **Occasion:** the social, political, historical, and situational context of a text; the context is the circumstances, atmosphere, attitude, and events surrounding a text; the time and place a speech is given or a piece is written
- 9. **Audience:** the listener, viewer, or reader of a text; most texts are likely to have multiple audiences.
- 10. **Purpose:** the goal the speaker wants to achieve (to entertain, inform, persuade, prove)
- 11. **Style:** a) a writer's unique pattern of diction and syntax; b) the level of formality of a speech
- 12. **Tone:** a speaker's attitude toward a subject as conveyed by the speaker's stylistic and rhetorical choices

*Rhetorical forms*

- 13. **Classical Argument:** a six-part approach to making an argument that includes a section for each of the following:
- 14. **Exordium / introduction:** introduces the reader to the subject under discussion; speaker announces the subject and purpose and appeals to ethos in order to establish credibility
- 15. **Narration / narration / background:** provides factual information and background material on the subject at hand or establishes why the subject is a problem that needs addressing
- 16. **Division:** outlines the points to be made in the text
- 17. **Confirmation:** usually the major part of the text, the confirmation includes the proof needed to make the writer's or speaker's case; it strongly appeals to reader's sense of reason
- 18. **Refutation:** addresses the counterargument and denies its validity while, usually, making some concessions; it is a bridge between the writer's proof and conclusion
- 19. **Peroration / conclusion:** brings the essay to a satisfying close; it typically appeals to pathos (feelings of the audience) as it moves the audience toward the conclusion
- 20. **Rogerial Argument:** a form of arguing that prioritizes defining the problem and showing common ground

21. **Polemic:** Greek for “hostile”; an aggressive argument that tries to establish the superiority of one opinion over all others. Polemics generally do not concede that opposing opinions have any merit.
22. **Satire:** the use of irony or sarcasm to critique society or an individual
23. **Anecdote:** a brief story used to illustrate a point or claim
24. **Propaganda:** the spread of ideas and information to further a cause; in its negative sense, propaganda is the use of rumors, lies, disinformation, and scare tactics in order to damage or promote a cause

### *Ten Modes of Development*

1. **Description:** a description of a thing (person, place, thing); usually filled with sensory images
2. **Narration:** telling a story
3. **Exemplification:** giving and explaining an example
4. **Division/ analysis:** dividing something up into the parts that make it up
5. **Classification:** placing something into the class of things to which it belongs
6. **Comparison and contrast:** comparing what is similar between unlike things, or what is dissimilar between alike things
7. **Process analysis:** describing how something is done
8. **Definition:** defining what a thing is (genus plus difference)
9. **Cause and effect analysis:** analyzing and speculating about the probable and possible causes and/or effects of something
10. **Argument and persuasion:** getting an audience to see or do something