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AP Language and Composition: Summer Reading 2016*

Read ONE of the literary nonfiction texts below. Use the Journal Entries below to break down your selection rhetorically. Your Journal Entries will serve as your 1st Marking Period Project and as the basis of your IMP Essay. Follow the format given (below) for work submitted to your AP Language and Composition instructor.

In Cold Blood by Truman Capote
How Soccer Explains the World by Franklin Foer
The Omnivore's Dilemma by Michael Pollan
Reading Lolita in Tehran: A Memoir by Azar Nafisi
The Tipping Point by Malcolm Gladwell
Under the Banner of Heaven by Jon Krakauer

In addition, read and annotate TWO of the essays below. They are available, for free, on the Internet.

“Shooting an Elephant” by George Orwell
 “Dumpster Diving” by Lars Eigner
 “A Modest Proposal” by Jonathan Swift

Finally, familiarize yourself with the terms and techniques on the Vocabulary page (attached).

Journal Entries: This will be a TYPED response. Follow the format given below.

Our first unit of the year will be an introduction to rhetoric. We will be reading about it, discussing it, and applying it to your summer reading book. Your first major essay of the course will be an essay that breaks down your book rhetorically. As you read your book, complete the following journal entries. Be ready to turn them in at the beginning of the school year. They will help you start to understand rhetorical analysis and give you a starting point for your first major essay. Your journal entries should be thoughtfully completed, in full sentences. Use specific details to support any assertions that you make. Cite all quotations with page numbers. Your responses should be so thorough that another person reading your response by itself could give you the original prompt.

Journal Entry #1: What is the main argument of this book? Literary nonfiction writers seldom get book deals just to ramble on for pages and pages. There is a purpose to their writing. They are trying to convey some message to an audience. If you are reading a memoir, how is the speaker trying convey his or her life? What is the speaker trying to say about life? If the speaker is writing about a political or historical event, how does the speaker interpret that issue? How do you know? Look for emphatic declarations, moments of reflection, and themes as you read. You might need to start this journal entry at the beginning of the book, start to read, and then go back and add details later.

Journal Entry #2: Who is the speaker of this book? What do you know about the author? Where is he or she from? Why is he or she writing this book? Is he or she trusted? Some of this information might be from the text of the book or book jacket. Also, consult reliable sources online. If you do find information

from additional sources, be sure to note which sites you consulted using proper MLA citations (see the OWL at Purdue for help with MLA. Hint: Wikipedia is a *tertiary* source. It should NEVER be referenced as a definitive source in this class).

Journal Entry #3: Who is the primary audience of this book? Who is going to read this book? Why would someone read this book? How do you know? Some books are for broad audiences, some books are for narrow audiences. Focus on demographics and interests. Try to be as objective as possible in your assessment of the audience.

Journal Entry #4: What evidence/sources does the speaker use? How does the speaker support his or her information? Did this speaker use interviews? Memories? Recollections? Data? Think about his or her sources, and evaluate them critically--especially where memories are concerned. Do you trust his or her sources?

Journal Entry #5: Who might disagree with this book? If a book has an argument (and all of these books do!), then there is going to be someone who disagrees with it. You might say, "This book is a memoir. Who could disagree with it?" The point of disagreement might be with how that speaker looks at life. If it's political or research-based, there will be obvious detractors. Think also about why someone would disagree with this book.

Journal Entry #6: What is the tone of this book? For tone, think about voice and word choice. Find a few examples that prove your point. How does your speaker treat his or her topic? What attitude does he or she have towards the audience?

Journal Entry #7: What has been the impact of this book? This might require a bit of research on your part. If a book was a New York Times bestseller, it made an impact on people. Find out why. You might look at reviews. You might think about what people might learn from your book. You might even ask people who have read this book what they learned from it.

Journal Entry #8: How do you, as a reader, respond to this book? Your personal reactions to books still matter--just make sure that you are supporting your opinions with carefully thought out details. Do you like this book? What's your favorite part of this book? What's your least favorite part of this book?

Journal Entry #9: What would you say about this book to a friend? Feel free to write this in the form of a note to a friend. You might write it to a friend with a particular interest. You might write it to a friend looking for a book recommendation. Be honest. Feel free to use somewhat informal language, but be specific in your evaluation of the book.

Journal Entry #10: Should this book be kept as a possible read on the AP Language summer reading list? Why or why not? I do value student input--if a book is a true dud, I might take it off the list. If it's a great book, then I'll make sure that we keep it.

Format for Submitted Work

- clean, wrinkle-free paper
- 12 point
- Book Antiqua, Courier New font (or some font as clear)
- double-spaced
- use the school heading
- identify your work with an appropriate title

Here is the school heading:

Name
Official Class

Date
Class Section

(skip a line)

Title of Submitted Work
(centered)

Here is an example of the school heading in practice:

John Smith
7M1

11/3/15
EES85X-01

What I Did Over My Summer Vacation

**Many thanks to Parviainen, Wall, and Walsh for ideas, assignments, and guidance.*

AP Language and Composition: Summer Vocabulary

Rhetorical Terms (concepts and terminology related to rhetoric and argument – may be new terminology)

- appeals (ethical, emotional, logical) (related: “rhetorical triangle”)
- argument
- defend, challenge, or qualify
- discourse
- rhetoric
- rhetorical devices
- rhetorical modes
- semantics
- style
- thesis

Literary and stylistic terms (useful for a discussion of style – many you know already)

- connotation
- denotation
- diction
- ellipsis
- equivocation
- euphemism
- hyperbole
- juxtaposition
- malapropism
- mood
- non sequitur
- pedantic
- platitude
- polemic
- sarcasm
- syntax
- tone
- transition
- understatement
- voice

Literary and rhetorical devices (useful for a discussion of writer’s craft or tools a writer may employ.)

- allegory
- alliteration
- allusion
- analogy
- anecdote
- irony
- metaphor
- motif
- oxymoron
- paradox
- parallel syntax (parallelism)
- parody
- pun
- satire
- simile