

# [AP ENGLISH] [LANGUAGE & COMPOSITION]

[Summer Assignments – 2018]

[Mr. Drinkwater][Mrs. Fishman]

Welcome to Advanced Placement English Language and Composition! This college-level course is offered to junior-year students who are steadfast readers, dedicated writers, and enthusiastic analysts of the written word. As outlined in the College Board's *AP<sup>®</sup> English Language and Composition Course Description*, "The AP English Language and Composition course focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing" (8).

As such, this course is designed to improve both the reading and writing abilities of students by investigating a wide array of texts for their formal qualities, rhetorical contexts, and deeper implications. In order to best prepare for the school year ahead, we will begin our journey together by completing a number of summer assignments.

## I. WALDEN - Henry David Thoreau

Noted for both its content and form, Henry David Thoreau's writing has spent more than one hundred and fifty years inspiring readers from backgrounds as differing as those of pacifist Mahatma Gandhi, anarchist Emma Goldman, and civil rights activist Martin Luther King, Jr. *Walden*, Thoreau's most (in)famous work, chronicles the writer's attempt to reflect upon society by stepping outside of it, dwelling in a cabin on Walden Pond in Concord, Massachusetts, and striving for simplicity.

### [READING LOG]

By the first day of school, you will have read *Walden* in its entirety, from chapter 1 ("Economy") through chapter 18 (the "Conclusion"). By the time of our first class meeting, you will have made a copy of the "*Walden* Reading Log (Summer 2018)" document (found on Classroom), and typed an explanation *of* and personal reaction *to* each passage listed. (Please refer to the example posted on Classroom.) This assignment will be submitted via TurnItIn.com on the very first day of school

### [EXAM]

During the opening days of the school year, each AP Language class will take an exam on Thoreau's *Walden*. This assessment is an opportunity for students to demonstrate the fact that they have read the text carefully and considered it thoughtfully. As such, the exam will consist of both a multiple choice section as well as a formal written analysis.

### [AMERICAN TRANSCENDENTALISM]

Traditionally, the very first unit in AP Language has been a survey of the literary movement known as American Transcendentalism. Given that Thoreau is one of the premiere figures of this movement, reading *Walden* over the summer helps students prepare to read the work of the other titans of American Transcendentalism. As is the case with Thoreau's writing, the texts found in this unit require intense focus and patience in order to be understood, appreciated, and enjoyed.

## II. RHETORICAL & LITERARY TERMS

In order to engage in discussions that contain an elevated level of depth and sophistication, we will study some of the most regularly-employed rhetorical and literary terms. By understanding these terms fully, we will have an additional language at our disposal for describing the techniques, styles, and formal elements of the works we read. Shortly after returning to school we will have an assessment to gauge our familiarity with these terms – students should be able to identify a term by its definition, the definition for a term, or an example for either.

## SUMMER ASSIGNMENTS - SCORING

<i>Walden</i> - Reading Log	25 Points
<i>Walden</i> - Exam	100 Points
Rhetorical/Literary Terms Assessment	50 Points

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## DROPPING AP ENGLISH

All students who are enrolled in AP Language on the first day of school will be expected to submit the *Walden* Reading Log and take both the *Walden* Exam and the Rhetorical/Literary Terms Assessment.

**Even if you drop AP Language, these assessments will count towards your Term I average.**

In short, if you are considering moving to Junior Honors English or Junior English CP, please do so as soon as possible.

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## NOTES ON NOTES

Developing your own style of taking notes is important. You need to find a way to make your notes thorough yet concise. In addition to taking notes on the areas suggested, bring your own insights to your notes. For example, include questions and perhaps brief answers or engage in a running dialogue with yourself over the course of your notes. Finally, make sure your notes are understandable and accessible upon completion. If you were asked to write an essay on the importance of setting or the development of conflict could you easily access pertinent information from your notes? Notes consisting of a condensed summary of each of each chapter may not prove to be the most useful reference.

Your notes should serve as a useful resource to you.

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## QUESTIONS/CONCERNS

If you have any questions or concerns, feel free to see me before the end of the school year. If your questions or concerns arise after we have left for the summer, feel free to email us:

[allen.drinkwater@wpsk12.org](mailto:allen.drinkwater@wpsk12.org)

[megan.fishman@wpsk12.org](mailto:megan.fishman@wpsk12.org)

If we don't respond immediately, don't panic – it's summer for us, too!

Other Resources:

[www.DrinkwaterOnline.com](http://www.DrinkwaterOnline.com)

[www.WakefieldReads.org](http://www.WakefieldReads.org)