

## ***AP Language and Composition Summer Reading***

Welcome to Advanced Placement Language and Composition! This class is designed to introduce students to college-level writing and reading. In preparation for our long and intellectually stimulating journey together to the AP exam, you are required to complete the following tasks before your first day of class:

### 1. Read:

Read *Left to Tell* by Immaculee Ilibagiza- **copies of this book may be obtained in my classroom before break, or purchased.** I greatly encourage you to read this book in hard copy. Studies show that students fair much better when reading print, as opposed to digital writing. Go outside, bring some lemonade with you, and sit in the shade. Reading in the summer should be a pleasure, and **AP students will be expected to read thoroughly and often.**

### 2. Annotate:

Students are expected to annotate as they read. You are required to write at least three annotations per chapter, but you are encouraged to do more! Remember, you are expected to be an advanced student, and the work expected from you will match that label. Annotations may be done with sticky notes, writing directly in the text (if you own your own copy,) or handwritten notes that are taken while reading. All notes should be handwritten. See list of annotation ideas below.

### 3. Write:

This essay is meant to be a diagnostic of how well you write, and what skills we must work on in class to get you up to AP level. This is not a time to slack off. This should be an example of your best writing.

Write an argumentative essay:

As defined by *The Language of Composition: Second Edition*:

**Ethos:** Greek for “character.” Speakers appeal to ethos to demonstrate that they are credible and trustworthy to speak on a given topic. Ethos is established by both who you are and what you say.

**Pathos:** Greek for “suffering” or “experience.” Speakers appeal to pathos to emotionally motivate their audience. More specifically appeals to pathos may play on the audience’s values, desires, and hopes, on the one hand, or fears and prejudices on the other.

**Logos:** Greek for “embodied thought” Speakers appeal to logos, or reason, by offering clear, rational ideas and using specific details, examples, facts, statistics, or expert testimony to back them up.

**Purpose:** The goal the speaker wants to achieve.

**Argumentative Prompt:** What is the purpose of Ilibagiza's memoir? Analyze this purpose through the lens of ethos, pathos, and logos. How does the author use ethos, pathos, and logos to convey her purpose? You may argue for one or all of the terms.

Annotations	_____/50
Is your essay at least three pages, double spaced and in MLA format. (Please review MLA conventions if needed <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a> ). This essay should be in the third person.	_____/30
Does the essay establish a thesis? Does this thesis reflect the requirements of the writing prompt?	_____/20
Do body paragraphs support the claim made in your thesis? Do you give citations to back up claims- either direct quotes or summaries? Are page numbers clearly indicated in MLA format?	_____/50
<b>Total:</b>	_____/150

Papers and annotations are to be submitted on the first day of class. This will be the first grade entered for the first quarter. All papers will receive 10% off for each day late. Please contact me at [gloriann.curley@plymouthchristian.org](mailto:gloriann.curley@plymouthchristian.org) before the due date if any issues arise. I am always willing to help my students, even during the summer! You may submit your paper early to my email, if you wish.

I look forward to a rigorous and rewarding year!  
 Mrs. Gloriann Curley  
[gloriann.curley@plymouthchristian.org](mailto:gloriann.curley@plymouthchristian.org)

**Here are some ideas for annotations/close reading:**

What is the author saying?

- Summarize the text in the margin

- You can do this “as you go” in chunks
- Or, you can do this as a big summary for yourself somewhere in the margins.

Are there any hard or important words?

- Highlight or underline words that you do not know
- Don’t stop there! Define them in the margin.

What does the author want me to understand?

- Who is speaking in the passage?
- Who seems to be the main audience? (To whom is the narrator speaking?)
- What is the first thing that jumps out at me? Why?
- Are these two things connected? How?
- What seems important here? Why?
- What does the author mean by \_\_\_\_\_?
- Is the author trying to convince me of something? What? How do I know?
- Is there something missing from this passage that I expected to find? Why might the author have left this out?
- Is there anything that could have been explained more thoroughly for greater clarity?
- Is there a message or main idea? What in the text led me to this conclusion?
- How does this sentence/passage fit into the text as a whole?

How does the author “play with language” to add to meaning?

- What literary terms could you apply to this passage?
  - Alliteration
  - Assonance
  - Consonance
  - Acronyms
  - Rhyme scheme
  - Internal rhyme
  - Figurative language like simile, metaphor, hyperbole, personification...
  - Allusion
  - Foreshadowing
  - Imagery
  - Irony- Verbal, dramatic, or situational
  - Symbols
  - Ethos, pathos, logos
  - Purpose
- What elements of style are used? Why?
  - Tone
  - Voice
  - Mood
  - Diction
- What are the elements of the genre that the author uses?
  - For example, if it’s a mystery, what makes it a mystery?
- How are paragraphs or stanzas organized?

