

[AP ENGLISH] [LANGUAGE & COMPOSITION] [Summer Assignments – 2016] [Mr. Drinkwater]

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[®] 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.

EXPECTATIONS FOR FIRST DAY OF SCHOOL (SEPTEMBER 2016)

- **READ & ANNOTATE:** By the first day of school, *Walden* should have been read in its entirety. Additionally, you are strongly encouraged to take notes (these will not be collected) for your own personal use. These notes should pertain to imagery, themes, language, rhetoric, and other areas of intrigue. Given that we will continue looking at the work of Thoreau (and his contemporaries) in September, you will put yourself in an advantageous position by taking thorough notes.
- **ANALYTICAL NARRATIVE:** On the first day of school you will submit an analytical narrative which addresses the following scenario/prompt.

Scenario: Imagine you are traipsing about Walden Pond when all of sudden, you realize that you've gone through a time warp! You no longer hear any of the cars on the now-nonexistent roads, your smartphone is now a paperweight, and there are no planes overhead!

As you continue walking, you stumble upon a cabin and are greeted by Henry David Thoreau. After an enlightening chat he sends you on your way, and you eventually return to the year 2016!

Prompt: What does Thoreau say to you and how do you interpret it? Write a two-three (2-3) page analytical narrative in which you describe your experience in the Walden time warp and analyze something Thoreau said to you. Please adhere to the following guidelines:

- Integrate at least two textual excerpts/quotations (cite chapter name parenthetically)!
- Follow MLA formatting conventions (Times New Roman/12/Double-space)!
- The quality of your work must be consistent with your level. You should write with focus, organization, and detail. Your writing should be free of spelling/grammar mistakes and typographical errors.

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.

Please refer to the attached list of rhetorical and literary terms.

III. COMMON READING EXPERIENCE TITLE

See the 2016 WMHS Summer Reading Program: “For students entering AP Language classes...”

- Options include:
 - *The Boy Who Harnessed the Wind* (Kamkwamba)
 - *The Boys in the Boat* (Brown)
 - *Mr. Penumbra’s 24 Hour Bookstore* (Sloan)
 - *The Rosie Project* (Simsion)

IV. 2016 SUGGESTED SUMMER READING LIST (Required)

See the 2016 WMHS Summer Reading Program packet: “For students entering AP Language classes...”

- Complete the Online Book Review Form found at www.WakefieldReads.org to receive credit.

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SUMMER ASSIGNMENT WEIGHT

<i>Walden</i> Analytical Narrative	50 Points
<i>Walden</i> /Transcendentalism Assessment	100 Points
Rhetorical/Literary Terms Assessment	50 Points
Online Review - 2016 Suggested Reading	20 Points

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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 you 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 me: allen.drinkwater@wpsk12.org (if I don't respond immediately, don't panic – it's summer for me, too).

Other resources: www.WakefieldReads.org & www.DrinkwaterOnline.com