

Summer Assignment
11th grade AP Language and Composition
Mrs. Levandowski and Mrs. Specht

Welcome to the world of AP English. There are two AP English courses: AP Language and Composition (11th) and AP Literature and Composition (12th). The difference between the two can be summarized simply as a difference in perspective. AP Language and Composition looks at writing from the perspective of the writer, whereas AP Literature and Composition looks at writing from the perspective of the reader. AP Literature and Composition addresses literary analysis, including theme, characterization and symbolism.

AP Language and Composition, on the other hand, focuses on rhetoric, the art of writing and speaking well, and involves studying the craft of the writer and the strategies a writer uses to achieve his/her/their purpose. You will be looking at the choices a writer makes in terms of concepts such as diction, syntax, narrative structure, and tone. The curriculum of this course combines literary analysis of the American canon with rhetorical analysis of both fiction and non-fiction texts. Here are the [College Board's Principles](#) when it comes to AP Courses and their content.

The summer assignments will prepare you for the content and rigor of AP English 11. Complete each assignment carefully and thoughtfully, and bring all work listed below with you on the first day of class. You are expected to complete the assignments individually and on your own. All work must be original. Staple your grammar work, and be ready to hand in a physical copy on the first day. **Grammar assignments must be completed by hand with pen or pencil. Students are responsible for printing a copy of the grammar packet in the IMC before the end of the current school year to complete over the summer.**

Warning: Do not wait until the end of August to begin! These assignments are lengthy, and you will need to allocate your time wisely. Commit yourself to approaching this class with discipline, diligence, and perseverance. Remember, this is a college-level class, and everything we do will reflect that. Should any students move into AP English after the start of the year, it will be expected that they complete this summer assignment in full in a prescribed time frame.

Assignment checklist:

- Review the glossary for the rhetorical terms that start on page two of this packet. There will be a quiz on these terms during the first week of school. **(30 points)**
- Read *A Long Day's Journey Into Night* by Eugene O'Neill (ISBN: 9780300093056; you are welcome to use a digital copy)
 - Provide evidence of your close reading of *A Long Day's Journey Into Night* (notes, journal, etc.). Your notes will be used for a timed in-class essay **(50 points)** in the first few days of school. Notes must be printed or handwritten.
- Read *A Raisin in the Sun* by Lorraine Hansberry (ISBN: 9780679755333; you are welcome to use a digital copy)
 - Provide evidence of your close reading of *A Raisin in the Sun* (notes, journal, etc.). Your notes will be used for a timed in-class essay **(50 points)** in the first few days of school. Notes must be printed or handwritten.
- Punctuation and grammar exercises: Please make your corrections in **bright, bold** colored ink or **bold** markings from a pencil; **this must be completed by hand**; digital submissions will not be accepted. This starts on page six. A major punctuation test will be given within the first marking period. **(20 points for packet)**

Assignment #1: Learn the Rhetorical Terms

Types of Rhetorical Choices

Anaphora: Repetition of the same word or group of words at the beginning of successive clauses, sentences, or lines:

This blessed plot, this earth, this realm, this England

Anecdote: A short, personal story: *Louv describes his friend's experience shopping for an SUV and how "The salesman's jaw dropped when I said I didn't want a backseat television."*

Antimetabole: Repetition of words, in successive clauses, in reverse grammatical order (very similar to chiasmus): *When the going gets tough, the tough get going.*

Antithesis: Juxtaposition of contrasting words or ideas (often, although not always, in parallel structure): *"It has been my experience that folks who have no vices have very few virtues."* —Abraham Lincoln

Asyndeton: a stylistic device used in literature and poetry to intentionally eliminate conjunctions between the phrases and in the sentence

A. One type of asyndeton is used between words, phrases and a sentence: *"Are all thy conquests, glories, triumphs, spoils, Shrunken to this little measure?"*

B. Second type is used between sentences or clauses: *"Without looking, without making a sound, without talking."*

Colloquialism: the use of informal words, phrases or even slang in a piece of writing.

Diction: precise word choice--always use with a descriptor (adjective) before the word "diction": *Examples of correct usage: controlled diction, passionate diction, uplifting diction*

Epistrophe: Ending a series of lines, phrases, clauses, or sentences with the same word or words: *What lies behind us and what lies before us are tiny compared to what lies within us.* —Emerson

Hyperbole: Rhetorical exaggeration. Hyperbole is often accomplished via comparisons, similes, and metaphors: *I've told you a million times not to exaggerate.*

Irony: Speaking/writing in such a way as to imply the contrary of what one says, often for the purpose of derision, mockery, or jest. Remember the three main types of irony: situational, dramatic, verbal.

Juxtaposition: a technique in which two or more ideas, places, people, characters and/or their actions are placed side by side in a piece of writing for the purpose of developing comparisons and contrasts.

Maxim: One of several terms describing short, pithy sayings: *Actions speak louder than words.*

Metonymy: Reference to something or someone by naming one of its attributes: *The pen is mightier than the sword. (The pen is an attribute of thoughts that are written with a pen; the sword is an attribute of military action.)*

Oxymoron: Placing two ordinarily opposing terms adjacent to one another. A compressed paradox: *old news, bittersweet*

Paradox: A statement that is self-contradictory on the surface, yet seems to evoke a truth nonetheless; longer and more complex than an oxymoron: *Whosoever loses his life shall find it.*

Parallelism: Similarity of structure in a pair or series of related words, phrases, or clauses; verb tenses are consistent *I enjoy going out to a movie as much as I enjoy renting a movie and staying home to watch it.*

Parody: an imitation of a particular writer, artist or a genre, exaggerating it deliberately to produce a comic effect.

Polysyndeton: Employing many conjunctions between clauses, often slowing the tempo or rhythm: *I said, "Who killed him?" and he said, "I don't know who killed him but he's dead all right," and it was dark and there was water standing in the street and no lights and windows broke and boats all up in the town and trees blown down and everything all blown and I got a skiff and went out and found my boat where I had her inside Mango Key and she was all right only she was full of water. —Ernest Hemingway*

Satire: a technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration or ridicule.

Syntax: a set of rules in a language. It dictates how words from different parts of speech are put together in order to convey a complete thought. Syntax determines how the chosen words are used to form a sentence. Syntax is NOT diction; syntax refers to the structure within sentences within a piece of writing.

Tone: an attitude of a writer toward a subject or an audience. Tone is generally conveyed through the choice of words or the viewpoint of a writer on a particular subject.

Understatement: a figure of speech employed by writers or speakers to intentionally make a situation seem less important than it really is (also called meiosis): *A person flips out in anger over a hockey game on television and breaks their TV. A comedic understatement would be: "I have a little bit of a temper."*

Vernacular: a literary genre that uses daily used language in writing and speaking.

Voice: the form or a format through which narrators tell their stories.

Wit: a literary device used to make the readers laugh. Wit has paradoxical and mocking quality, and evokes laughter through apt phrasing.

Types of Sentences

Cumulative Sentences: an independent clause followed by a series of subordinate constructions (phrases or clauses) that gather details about a person, place, event, or idea: *Nothing could deflect that wall of water, sweeping away trees and boulders, engulfing streets and villages, churning and roaring like a creature in pain.*

Hortative Sentences: choice of words that encourage action: *"Just try it at least once!"*

Inverted Sentences: a sentence in a normally subject-first language in which the predicate (verb) comes before the subject (noun): *Down the street lived the man and his wife without anyone suspecting that they were really spies for a foreign power.*

Periodic Sentences: A periodic sentence has the main clause or predicate at the end. This is used for emphasis and can be persuasive by putting reasons for something at the beginning before the final point is made. It can also create suspense or interest for the reader: *As long as politicians talk about withdrawal while they attack, as long as the government invades privacy while it discusses human rights, as long as we act in fear while speak of courage, there can be no security, there can be no peace.* (E. Warren)

Rhetorical Triangle and Appeals

Speaker: the voice that speaks behind the scene/writing.

Audience: the person for whom a writer writes, or composer composes. A writer uses a particular style of language, tone, and content according to what he knows about his audience.

Message: idea put across by author.

Ethos: represents credibility or an ethical appeal which involves persuasion by the writer/speaker involved.

Pathos: an appeal to emotion; a quality that evokes pity or sadness, or emotion.

Logos: the appeal to logic, means to convince an audience by use of logic or reason.

Note: It would be beneficial for you to practice finding any of the above terms (and determining their purpose in the text), identifying elements of the rhetorical triangle, and evaluating the ethos, pathos, and logos of MLK's "I Have a Dream" Speech, which is readily available online for free.

Assignment #2 – *A Long Day’s Journey Into Night*

Directions: American playwright Eugene O’Neill (1888-1953) ushered in an era of realism in American drama and was quite decorated, earning four Pulitzer prizes as well as the Nobel Prize for literature. His masterpiece is *A Long Day’s Journey Into Night*, a largely autobiographical fictionalization of the drug addiction and alcoholism that haunted his family. It is considered one of the finest U.S. plays in the 20th century. Make sure that you can demonstrate your close reading (notes, dialectical journal, etc. – your choice) to be able to use on your timed in class essay. Please note key lines or passages that address themes such as the role of lies/deception, addiction, memory, loneliness, social expectations, personal/broken dreams, and family. Analyze how these themes relate to each of the four main characters and consider the significance of the title in relation to themes.

Assignment #3 – *A Raisin in the Sun*

Directions: Lorraine Hansberry (1930-1965) was the first female African-American author to have her work produced on Broadway. *A Raisin in the Sun* chronicles the struggles of a working family in Chicago’s Southside after World War II. Based on some instances of strife her own family faced while she was growing up, Hansberry crafted a play that dives into themes of racial inequality, family relations, and personal/broken dreams. Make sure that you can demonstrate your close reading (notes, dialectical journal, etc. – your choice) to be able to use on your timed in class essay. Please note key lines or passages that address themes such as lies/deception, racial inequality, societal expectations, dreams, and family. Analyze how these themes relate to each of the main characters and consider the significance of the title in relation to themes (*note: the title is a reference to Langston Hughes’ poem “Harlem,” which is reproduced at the beginning of the play*).

In Class Essay

In the first few days of school, you will be tasked with writing an in class essay on the two plays above. You will be allowed to use your written notes, but not the texts themselves. You will be required to include specific examples from each play to support your claims in your essay, so be sure to take detailed notes. You will not be required to supply direct quotes since you will not have access to the texts while writing, but you can record significant quotes in your notes (based on the themes outlined above), if you want to potentially use them in your essay. If you record quotes in your note taking, remember to record the page number so you can include proper citations. **You will not have access to technology, so ensure your notes are printed or handwritten.**

Assignment # 4 – Punctuation and Usage Exercises

Directions: Print pages 6-11 and complete these exercises **by hand** using bold markings to clearly display your revisions.

1. COMMAS: There are 40 missing commas in the following 13 sentences. Be able to explain why you placed each one. Use the oxford comma when revising these sentences.

1. When Avery came home from school her friends met her at the door and they led her into her own surprise party.
2. Since everyone enjoys being fooled a magician I believe provides excellent entertainment.
3. A gaunt gentleman in black a scarecrow met us at the door.
4. No you will not be permitted to leave the house tonight nor can you stay up late.
5. Maps charts paintings and photographs covered the walls and they in my opinion gave the classroom an interesting appearance.
6. He was born on January 24 1945 in Provincetown which is on Cape Cod.
7. His sister Frances an A+ student is always kidding him about his marks but he doesn't seem to let her worry him.
8. Do you remember George where you found the pamphlets books and other articles?
9. Miss Brown take a letter to Professor John Mills at 221 West Seventh Street Coniston North Carolina.
10. This school in the opinion of many parents provides expert instruction in the classrooms on the playing fields and in the gymnasiums.
11. Yes we have hotel reservations in Winter Park Florida from Friday March 1 to Saturday March 7.
12. A worker who is able to increase his output receives a special bonus but no one is charged for decreasing his output.
13. Cut off from us by the storm the animals in the barn whinnied brayed and grunted all night.

2. COLONS AND SEMICOLONS: Add colons and semicolons where appropriate.

1. You take the high road I'll take the low road.
2. Many kinds of people jammed the trains at holiday time boys and girls going home from college, soldiers on a 72-hour pass, traveling salesmen hurrying to their families.
3. The box was filled with candy, nuts, fruit, and 10-cent toys.
4. All of us had to choose our own materials furthermore she insisted that we pick out our patterns ourselves.
5. I enjoy ice skating I learned to roller skate when I was a mere child.

6. Apparently, my measuring hadn't been too good for instance I was very much surprised to find the pieces didn't quite match in places.
7. I agree with your opinion of London it's a great place to walk, window shop, go to the theatre, and listen to street musicians.
8. When she went to camp, she had to take blankets, sheets, toilet articles, a flashlight, and poison ivy lotion.
9. I like your analysis of their relationship it was the best of times and the worst of times.
10. The principal began as follows "There are several important matters that must be discussed at this time..."
11. The broker who is a friend of mine visited first then his friend whom I just met joined us and finally my friends the only invited guests arrived.

3. APOSTROPHES: Rewrite the following phrases using apostrophes where appropriate.

1. boat of Tom and Jerry _____
2. soft skin of babies _____
3. song of sailors _____
4. rest of two weeks _____
5. garage of Nick and Carol _____
6. worth of ten million dollars _____
7. agreement of the gentlemen _____
8. singing of the birds _____
9. plans of the school board _____
10. locker room of the men _____
11. horses of Lee and Bob _____ (each owns his own horse)
12. delay of six months _____
13. signatures of driver and witness _____

4. PARALLELISM: Identify errors in parallelism and revise these sentences where necessary.

1. I not only enjoyed the plot of the new book but also the vivid illustrations.

2. They plan to buy the property first and then building condominiums on it.
3. Because of her ambition and because she is interested in nutrition, June attended an international institute for nutritional advancement in London.
4. In vocabulary, we first studied synonyms, and then antonyms were pursued by us.
5. To study astronomy and traveling in Africa are his main goals.
6. The judge insisted that he either return the stolen goods or pay for them.
7. Linda learned Latin root words, and then she studied Greek derivatives.
8. That young man works hard eats right, and he takes a vitamin every day.
9. Mary proved to be sweet, friendly, and someone who is very pretty.
10. The teacher both gave us a lecture on the war and a worksheet for homework.

5. SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT: The following sentences contain errors in both subject-verb and pronoun-antecedent agreement. Make revisions where necessary.

1. Do you know what the differences between human beings and animals is?
2. One of the differences are that human beings can reason.
3. You may ask: Don't dogs and monkeys have the ability to think?
4. Yes, but this kind of thinking and human understanding, although they seem identical, is not really the same thing.
5. When human beings use their minds to reason, they are using their minds in a very complicated manner.
6. Sometimes it seems that there is reasoning processes going on in the minds of particularly smart monkeys and dogs, but they are not really using intelligent understanding.
7. People has the capacity to adapt themselves to their surroundings.
8. This ability to change their surroundings and adapt to them also distinguish human beings from animals.
9. The human abilities to cultivate plants, tame animals, and draw energy from wind and water further distinguishes them.

10. Classified by Linnaeus in 1735 as *Homo sapiens*, which means “man the wise,” humanity is thus differentiated from the animals by the ability to understand, or be wise.

6. PRONOUN CASE: Choose the correct pronoun; be able to explain your choices.

1. To (who, whom) was the letter addressed?
2. Among those who had never been absent from school were Bobby and (I, me).
3. Listening to Ella Fitzgerald records keeps my friends and (I, me) occupied for hours and hours.
4. Will you help the others and (we, us) with the class work that we missed?
5. Please use the desk between Lee and (I, me).
6. (Who, Whom) do you think Sequoia was?
7. Besides Sharon and (I, me), there are no other candidates for the office.
8. Our teacher thought that Sue and (I, me) were not paying attention.
9. You and (I, me) are now eligible for a National Merit Scholarship.
10. The gift that the class sent to (she, her) and her husband was a transistor radio.
11. Do you think Lynn and (she, her) would make good exchange students?
12. The Chamber of Commerce presented Mia and (he, him) with the awards for the best term papers.
13. The new neighbors are no more cooperative than (they, them).

7. QUOTATION MARKS (and other punctuation): Insert quotation marks and other required punctuation, such as underlining, end marks, and commas.

1. Each month in the Farm Journal there is a feature called Ideas That Make Kitchens Convenient.
2. Do you keep up with the news Mr. Green asked through the newspapers television radio or all of these mediums
3. Our teacher quotes Willa Cather’s words: there are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before.
4. Can you tell me where I can find the poem Snow-Bound Jane asked the librarian.
5. On the stock exchange, the phrase cutting a melon has nothing to do with breakfast fruit; it means simply that stockholders are receiving a large extra dividend.
6. You don’t know the half of it the mechanic said gloomily your engine block is cracked too.
7. The words every man for himself may describe the way most of us actually behave but don’t you think we’d be happier if we followed the words whatsoever ye would that men should do to you, do ye even so to them.

8. Perhaps Lincoln's finest memorial is the poem *When Lilacs Last in the Dooryard Bloom'd* in Walt Whitman's book *Sequel to Drum-Taps*.
9. Did you say I'll be there at eight or I'll be there late?
10. Ms. Hammer warned us that the movie was in her own words a parody of the novel; furthermore, she advised us not to waste our money and time by seeing it.

8. PUNCTUATION REVIEW #1: Add punctuation marks and revise errors in parallelism where appropriate.

1. A scrawny friendly dog wandered out onto the field and the umpire stopped the game.
2. Since they do not conduct electricity the following materials can be used as insulators rubber glass cloth and plastics.
3. Now Ill need to go back and strike out some *ands* and *sos*.
4. Diving from the deck of a ship requires more nerve than a leaping into the pool
5. There are only three primary colors in painting red blue and yellow.
6. If Id followed my teachers instruction Id have added some action verbs to replace too many weak *weres*.
7. A housewife must have more strength than a soldier, more stamina than a boxer, and be more patient than a hunter.
8. The top three seniors in this year's class have the following four-year averages Marvin Adams 94.8 Ruth Ann Cummins 93.6 and Jean Derf 92.8.
9. In his speech to the Sock and Buskin our dramatic club Mr. Henry Stevenson Jr. quoted from several Shakespearean plays.
10. It's a job to write a composition on "My Familys Most Remarkable Character."
11. Harriet Tubman was a leader of the Underground Railway she rescued more than 300 slaves.
12. From 1851 to 1864 the United States had four presidents.
13. Miss Hepburn acted brilliantly, convincingly, and with great passion.
14. My papers purpose is to describe my dog Frodos main characteristics.
15. Other colors are mixtures of primary colors for instance purple is a mixture of red and blue.

16. I not only liked *All Quiet on the Western Front* but also *Bless the Beasts and the Children*.
17. From 1 15 to 1 50 p.m. I was so sleepy that my mind wandered completely tuning out the lesson I rested my head on my right palm and let my eyelids sag to half-mast.
18. Hes remarkably clever in devising ways to get the teachers attention.
19. It took me less time doing the research than to write the report.

9. PUNCTUATION REVIEW #2: Make any necessary changes in punctuation and parallelism. Your punctuation test will use this format.

1. The *Lafayette Chronicle* the Smiths home town newspaper has an article describing why their family business is so successful each child must work in the factory before assuming a managerial position.
2. Since we were called away unexpectedly, we were unable to attend Steph and Andys party however we still managed to give them an hours notice.
3. Getting ready for bed that night we decided that the Wegmans farm was the perfect place for a summer picnic it was secluded spacious and no child could get hurt by anything there.
4. My parents much to my surprise decided to take a cruise unfortunately their flight was delayed by eight hours because of the winter storms destructive influence.
5. Our friends whose dog seemed somewhat excitable at first didn't know whether we would enjoy sightseeing resting or prefer to stay at home.
6. The roar of one planes engine was deafening the roar of two planes engines was too much to take.
7. Don't even give it a moments thought accept the offer.
8. The following people were asked to attend the meeting the senior citizens leader the towns mayor and the childrens representative.
9. Your excuse for not visiting the cities slums is transparent superficial and not something I would have expected from someone with a background like yours.