

Welcome to AP English Language and Composition!

We want to welcome you to AP Language! It is such a great class; you're in for a real treat! Our goal is to make you a savvy reader and writer, and working toward that goal is going to be a lot of fun. With a positive attitude and strong work ethic, we know you will have a successful year in AP English! If you have any questions about the assignment or the class, please email Beth.Morgan@cobbk12.org. We'll see you soon -

I. On Writing: a Memoir of the Craft by Stephen King (this book is available for purchase at bookstores or online – it is worth noting that you will need a physical book as an ebooks won't suitable for the task)

II. Essays (pdfs of essays and rhetorical triangle located on the blog beginning May 24th)

- "Is Google Making Us Stupid" by Nicholas Carr*
- "Solitude and Leadership" by William Deresiewicz*
- "The Greatest Nature Essay Ever" by Brian Doyle*

I. On Writing –The Assignment

Remember, while you're reading, you should look for words that are not in your lexicon; it's really all about the words and we'd like you to add some new ones to your vocabulary this summer. Aim for at least 25 – you should list them (being sure to include the page number) on a sheet of paper AND define them!

Beginning with the “First Forward” and continuing through the entire “C.V.” section

You'll notice that the first portion of King's book is a traditional memoir. To that end, we want you to read carefully for not only his story, but also his writing style. What makes the book interesting? Funny? Emotional? For your assignment, you will select **FIVE quotes** that you think are particularly well written and/or produce a particularly strong reaction in you (the reader). You will create a dialectical journal for these five quotes following the format below. Keep in mind that you are analyzing the quote for effective craft, imagery, style, word choice, details, etc. – we want you to tell us everything you can about why you selected the quote you did. It's also worth mentioning that this is our first impression of you as an analytical thinker, so do your best.

Dialectical Journal Student Sample

IMAGERY “What foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short-winded elations of men” (Fitzgerald 7).	I found this sentence thought provoking and an interesting use of imagery . By using strong visual imagery, Fitzgerald allowed multiple interpretations of this sentence. “Foul dust” could possibly relate to laziness since that is the reason why dust exists, a lack of motivation to clean and tidy a room or place. Dust also suggests an idea of aged existence. “In the wake of his dreams” could allude to a funeral, which is possibly a harbinger for a death in the story of a main character. “Abortive sorrows and short-winded elations of men” is a strong sentence to say “I don’t care.” The use of “abortive” could also relate to the sudden and unexpected death of a character.
DETAILS “My own house was an eye-sore, but it was a small eye-sore and it had been overlooked, so I had a view of the water, a partial view of my neighbor’s lawn and the consoling proximity of millionaires—all for eighty dollars a month” (Fitzgerald 10).	Nick Carraway, a man from a prominent family, will not shame his family by living a “bad” life; he must make friends with the rich and become popular, which is the great American Dream. Under normal circumstances, one would not buy a house that is an eye-sore , but the proximity to the affluent aids the decision. Pride is also present in the American Dream, and Nick can say that he lives with millionaires. In addition, Nick is new to New York, and living by millionaires is a great start to becoming a well-known man. The usage of the dash was very effective and emphasized the “privileges” Nick has compared to others. However, this urge to become popular with an upper class is destructive, for there is no limit to how popular one can be, so the hopes and dreams of people searching for an easy life can only be hopes and dreams.

Concluding with the “Toolbox” and “On Writing” sections

The tenor of the book shifts dramatically from memoir to manual for these sections. Our hope is that you will find tips, tricks and tools that will elevate your own writing. To that end, we want

you to create a “Top Ten Takeaways” from these sections of the book. You will need to rank your items and explain what you like about each and why it is ranked accordingly.

Our purpose with this book is to introduce you to and engage you in the memoir form. Beyond that, Kings’s “Toolbox” and “On Writing” sections should offer ideas about how to elevate your own writing and analysis skills.

Summative Assessments: *You may have a test and/or a graded discussion and/or an in-class write after the semester begins.*

Be prepared to turn in your journal, your Top Ten Takeaways and your word lists during the first week of school.

II. Essays –The Assignment

Please note –pdfs (essays and rhetorical triangle) will be on teacher blog beginning May 24th

You should print and read each of the essays carefully. Annotate while you read and pay close attention to the rhetorical triangle: Who/what is the audience? Who is the speaker? What is the message? What emotions are evoked (pathos)? What arrangement is used by the writer (logos)? Is the writer credible (ethos), how do you know? What jargon or challenging vocabulary do you notice?

In addition, copy/paste the following chart (or hand draw it) and as you read each essay, use the diagram to take notes on your ideas. Write on the chart.

So, the take away is –

- 1) print each essay
- 2) annotate each essay striving to go beyond your personal comments and more into analysis
- 3) print or hand draw the rhetorical triangle for each essay
- 4) write your ideas/analysis on the rhetorical triangle diagram

Our purpose is to help you engage in the reading in ways that help you prepare for rhetorical analysis, argument and synthesis and to show evidence of that engagement on the page.

Be prepared to turn in your rhetorical triangles and annotations during the first week of school.

Summative Assessments: *You may be assigned rhetorical analysis papers, presentations, and/or group projects regarding these essays. Be prepared to turn triangles and annotations.*