

Salem High School

Course Name	AP Language and Composition
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Instructors	Mrs. Feener and Ms. Sherwood
Instructor Contact Info.	jenniferfeener@salemk12.org abbysherwood@salemk12.org

Summer Assignment Rationale	The AP Language and Composition summer assignments allow students to become familiar with a variety of rhetorical strategies, begin to develop various skills of argumentation and to develop close reading skills for both non-fiction and fiction. In additions it asks them to begin to consider their plans for after graduation
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Summer Communication Expectations	The student is expected to complete the assignments listed below by the due dates indicated. Late work is unacceptable for an AP class. Assignments due before the start of school should be submitted via Google Classroom (see bottom for instructions for access to Google Classroom).	Target Dates
		Assignment #1—Must be submitted by July 31 st . Assignment #2—Due on the first day of class. Assignment #3—Due on the second day of class.
	The instructors will provide feedback for the first assignment within the first week of school. Instructors will respond to questions via email.	Target Dates
		Assignment #1—By the end of the first full week of school. Assignments #2 & #3—By the end of September.

Summary of Assignment

The student will:

Assignment #1: Citizens of the World

Write a one to two page *argument essay* in response to a local, national, or global event (based in a news article or video, NPR report, social media post, etc). These responses should identify the complexity of the issue and present a position on the issue, NOT a simple summary of the issue. Your essay should include an introduction paragraph that includes a brief background of the issue and a thesis statement, as well as claim-drive body paragraphs that support your thesis. Your purpose is to persuade the reader to agree with your position on the issue. NO SUMMARIES!

Assignment #2: College Visit and Narrative

Visit a college or university of your choice, either locally or wherever your summer travels take you. Select an institution you would consider as a possible post high school destination. Wander, explore, have lunch, visit the bookstore, be friendly with people, soak in the setting.

- Have your picture taken in the student center, with a statue or monument, or next to a campus sign. Be sure your location is clearly shown.
- Speak to people on campus (students, security, employees, staff, etc).
- *Write a narrative* detailing your experience. You may write in present or past tense, 1st or 3rd person. Write with imagery and description to convey the atmosphere and environment. Appeal to the senses. How did the place feel? Make the reader feel how you felt during your visit. Be specific about likes, dislikes, and the perspective you gained. Use figurative language. Make it interesting. Showcase your voice and style through your diction and syntax. Feel free to include a sketch, a poem, or something else along

with your (not formal) essay and photo.

**You may also want to share what you've been reading, other summer activities, anticipation of your junior year, or anything else that may help introduce (or reintroduce) you to Mrs. Feener and Ms. Sherwood. This writing may also be informal.

Assignment #3: Non-Fiction Reading and Response

Select and acquire a text from the following list. Enjoy the reading. You are encouraged to interact with and annotate your text while reading. Though your reading notes will not be turned in, they will assist and prepare you for discussion of the book once we return to school. What will be turned in are thoughtful and well-written responses to three of the following four prompts. Each is to be typed, double-spaced, and one full page in length.

- 1.) Examine the book's structure and the author's use of language and writing style. How does the structure differ from fiction works? What strategies does the author rely on to engage the reader? Consider: diction, syntax, tone, description, details, and rhetorical devices. Please visit the following website for an overview of rhetorical strategies: rhetoric.byu.edu
- 2.) Is the writer trying to elicit a certain response from the reader? Place this memoir in a cultural context and examine the social issues the author offers commentary on, either directly or indirectly. What argument is the writer making? Has this reading altered or enhanced your view of any particular social issues?
- 3.) Explore techniques the writer utilizes in developing character throughout the text. Include discussion of a memorable scene in the book that reveals character and explore how this scene relates to the whole of the text.
- 4.) (Memoirs Only*) Memoirs, in some way, typically contain coming of age stories addressing the quest to discover or define a person. Elements may include family, friendship, community, home, culture, values, education, rebellion, travel, politics. . . What does "coming of age" mean to your author?



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Attachments and Materials Needed to Complete	James McBride* - The Color of Water Nick Flynn* - Another Bullshit Night in Suck City Mindy Kaling* - Why is Everyone Hanging Out Without Me? (And Other Concerns) Luis Alberto - Devil's Highway Marina Keegan - The Opposite of Loneliness Gloria Anzaldua - Borderlands La Frontera
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How to Use Google Classroom:

1. Go to classroom.google.com
2. Sign in using your school learn account login
3. If you have never used Google Classroom: Click on "Student"
6. Click "Join Class!"
7. Put in your class code: **f7q4ikg**