

AP English Language and Composition Summer Reading Assignment

Welcome to our AP English Language and Composition course at Skyview High School!

This assignment is not only designed to help you prepare for the upcoming school year, but for college and your eventual AP English Language and Composition exam, where skills developed through avid reading and careful writing are essential. Only the well-read student can respond knowledgeably and intelligently to the open essay questions on the AP exam, which is why summer reading is vital to your success, as is the need for continuous brain exercise during the summer months. Thoughtful, concise writing is also requisite for the AP test as well as college. So, expect to practice expressing your thoughts and ideas primarily through writing once the school year begins.

In this packet, you will find the instructional requirements and materials for your summer assignment. **These assignments are due on the first day of school.** Remember to pace yourself accordingly during the summer break; teachers will recognize last-minute work when they see it.

The summer assignment for AP English Language and Composition not only indicates your willingness to work hard, but it also measures your commitment to the course. ***AP English classes are for students who love to read, to write, and to explore literature.*** We will spend much of our coursework reading deeply and critically, as well as improving our writing. Both reading and writing will be part of your daily practice this coming school year, which should be exciting for you. An AP student is expected to put exceptional effort into all readings and assignments.

An electronic copy of this assignment is located online in the AP Information tab on Skyview's webpage: http://skyview.vansd.org/AP_Information/index.html.

If you have any questions or concerns about this assignment, please see Ms. Annis or Mr. Wyley before the end of the school year.

Happy reading! See you Fall 2016!

Skyview High School English Department

The Assignment:

1. Obtain a copy of Erik Larson's *Devil in the White City*, and read and annotate it. From this non-fiction best seller's back cover: "Erik Larson intertwines the true tale of the 1893 World's Fair and the cunning serial killer who used the fair to lure his victims to their death. Combining meticulous research with nail-biting storytelling, Erik Larson has crafted a narrative with all the wonder of newly discovered history and the thrills of the best fiction".
2. Complete responses to the Five Reading Prompts below. In these prompts you will analyze how the author makes language choices to express his **tone** toward a specific subject.
 - a. **Tone** is the author's attitude toward the subject or theme and is revealed through diction (word choice), syntax (sentence structure), and voice.
 - b. Your entries need not be lengthy, but they should answer the question, include evidence from the text, and justify your answer through analysis. They will be graded on completion, as well as on the depth of their thoughtful and appropriate analysis.
 - c. They should also be written in a formal academic style (no "I" or "you", no contractions, and no slang).
 - d. Please type your responses, format them in MLA, print them, and have them ready to submit the first day of school.
3. Create a note card for each rhetorical device listed below. Write the rhetorical device name on one side of the note card and record the definition and example on the back side (A good resource for definitions is the website *Silva Rhetoricae* at rhetoric.byu.edu).
 - a. Bring your notecards with you to class on the first day.
 - b. There will be a test on these terms within the first couple weeks of school.

Five Reading Journal Prompts:

1. In what ways does Larson create a suspenseful tone throughout the story? Quote at least one passage from the book on which you base your conclusion, and explain how that passage justifies your reasoning.
2. What is Larson's attitude towards Burnham? Quote at least one passage from the book on which you base your conclusion, and explain how that passage justifies your reasoning.
3. What is Larson's attitude towards Holmes? Quote at least one passage from the book on which you base your conclusion, and explain how that passage justifies your reasoning.
4. What is his attitude towards "The White City", and how does that compare or contrast to his attitude towards Chicago? Quote at least one passage from the book on which you base your conclusion, and explain how that passage justifies your reasoning.
5. What claim might Larson make towards 19th century America in this novel? How does he use tone to communicate that claim? Quote at least one passage from the book on which you base your conclusion, and explain how that passage justifies your reasoning.

Example Journal Response (using a passage from a different book as an example so as not to steal your analytical thunder!):

Question: What is Capote's attitude towards Perry Smith during the course of *In Cold Blood*? Quote at least one passage from the book on which you base your claim, and explain how that passage justifies your reasoning.

Passage: "But Dick became convinced that Perry was that rarity, a 'natural killer'—absolutely sane, but conscienceless, and capable of dealing, with or without motive, the coldest-blooded deathblows. It was Dick's theory that such a gift could, under his supervision, be profitably exploited. Having reached this conclusion, he had proceeded to woo Perry, flatter him—pretend, for example, that he believed all the buried treasure stuff and share his beachcomber yearnings and seaport longings, none of which appealed to Dick, who wanted 'a regular life,' with a business of his own, a house, a horse to ride, a new car, and 'plenty of blond chicken.' It was important that Perry not suspect this—not until Perry, with his gift, had helped further Dick's ambitions" (Capote 55).

Journal Response: During this passage, Capote reveals Dick's true feelings for Perry. The reader discovers that Dick is simply using Perry for his "gift" of being "conscienceless" and being a "natural killer" that Dick believes will help "further" his "ambitions." **Using this description, Capote creates a sympathetic feeling in his audience towards Perry as he shows that he is being "profitably exploited" by Dick** trying—and succeeding—to "woo Perry, flatter him," instead of actually wanting to be his friend. Capote shows that Dick is willing to do whatever he can to get Perry to perform "the coldest-blooded deathblows," by pretending to "share his beachcomber yearning and seaport longings," that Perry has had for most of his life. Dick, though is already shown to be a cruel, almost heartless, person, is thoroughly established in this passage; the one person he truly looks after is himself, and his relationship with Perry isn't much of a relationship or friendship at all. This portrayal causes the audience to have sympathy and pity for Perry. The effect of the audience's sympathy is that readers will share Capote's attitude of envisioning Perry as an innocent and Dick as a remorseless psychopath.

Rhetorical Devices for Your Notecards:

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| 1. Rhetoric | 11. Analogy | 21. Oxymoron |
| 2. Ethos | 12. Anaphora | 22. Parallelism |
| 3. Pathos | 13. Chiasmus | 23. Personification |
| 4. Logos | 14. Epistrophe | 24. Polysyndeton |
| 5. Anastrophe | 15. Hyperbole | 25. Pun |
| 6. Antithesis | 16. Irony | 26. Rhetorical Question |
| 7. Apostrophe | 17. Litotes | 27. Scheme |
| 8. Asyndeton | 18. Juxtaposition | 28. Simile |
| 9. Alliteration | 19. Metaphor | 29. Syntax |
| 10. Allusion | 20. Metonymy | 30. Trope |