

## Welcome to AP Language and Composition!

Get ready for a year of thought-provoking discussion, mind-blowing reading, and galvanizing writing. We are excited that you have decided to join us on this journey.

### Course Overview

“The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods” (AP College Board).

### Course Prerequisites

- successful completion of Honors English 10 or English 10
- the desire to read college-level texts
- the appreciation for the craft of writing and, as such, the recognition of the effort involved in honing this craft
- the willingness to collaborate with peers

For more information, see the College Board website:

<https://apstudent.collegeboard.org/apcourse/ap-english-language-and-composition>.

## Summer Assignment

**Due Monday, August 19, 2019. No late work accepted.** The first two weeks of the class will revolve around the reading, and there will be assessments on this reading during the second week of class.

**Read and annotate the following (mandatory):**

*The Narrative of the Life of Frederick Douglass* by Frederick Douglass

**For extra credit, read and annotate any one of the following:**

### **Fiction**

- *Beloved* by Toni Morrison
- *The Underground Railroad* by Colson Whitehead
- *Uncle Tom’s Cabin* by Harriet Beecher Stowe
- *The Confessions of Nat Turner* by William Styron
- *Roots* by Alex Haley

### **Non-fiction**

- *The Slaves’ War: The Civil War in the Words of Former Slaves* by Andrew Ward
- *Incidents in the Life of a Slave Girl* by Harriet Ann Jacobs

- *12 Years a Slave* by Solomon Northup
- *A Slave No More: Two Men Who Escaped to Freedom, Including Their Own Stories of Emancipation* by David W. Blight
- *Up from Slavery* by Booker T. Washington
- *Barracoon: The Story of the Last Black Cargo* by Zora Neal Hurston
- Any other fiction or non-fiction critically acclaimed text that focuses on slavery – **Please e-mail Ms. Hill or Ms. Kasner for approval if you select a book not on this list.**

**Read Mortimer J. Adler’s “How to Mark a Book”** (click on link below) and let this short essay guide you in annotating these two texts. Obviously if you do not purchase your books, then you should use post-its to annotate.



How to Mark a Book.docx

**Additional Annotating Tips – Making Text Connections**

- **Text-to-Self:** How do the characters, the conflicts, the themes remind you of your own life or someone’s life who you know well?
- **Text-to-Text:** How do the characters, the conflicts, the themes remind you of other texts you’ve read or viewed (books, movies, tv shows, paintings, political cartoons, ads)?
- **Text-to-World:** How do the characters, the conflicts, the themes relate to today’s world?
- **Text-to-Itself:** How is the author using diction (word choice), figurative language, tone, syntax (sentence structure) to convey an idea? How is one part of the text connected to another part of the text?

**Questions over the summer?**

Please email Ms. Hill [thill@dusd.net](mailto:thill@dusd.net) or Ms. Kasner [dkasner@dusd.net](mailto:dkasner@dusd.net). Remember, however, that it is summer, so do not expect a same-day response. 😊

