

**AP Language and Composition
Summer Assignment 2017
Robbinsville High School**

Part 1 – Weekly Reading & Writing

Reading:

Readings should be features as well as opinion-editorial articles. You should be finding one or more articles from one of these publications every week. By the first day of class, you should have a collection of 10 articles with a one page response for each of these articles.

Read from one or more of the following publications:

The New York Times
Time
Newsweek
US News & World Report
The New Yorker

Writing:

Following the SOAPS method, complete the one-page responses. Each written evaluation should be innovative and original. Look to see what others might not see as you write, and remember to make connections.

The SOAPS method:

the **S**ubject being described

the **O**ccasion for the writing

the specific **A**udience the author is addressing

the **P**urpose of the writing

the **S**peaker's characteristics, attitude, views (distinguish between author and speaker)

* Please see next page for one-page responses and active reading grading scales

Part 2 – Assigned Reading:

Obtain *The Grammar Bible* by Michael Strumpf. Understanding and practicing form and structure of Standard Written English will be assessed within the first week of class sessions (September 7th).

Part 3 – Assigned Reading:

Obtain *The Tragedy of Macbeth* by William Shakespeare and conduct an active reading. Active reading is designed to improve comprehension and retention by increasing the reader's involvement in the text. Responses must be in the form of notes taken directly in the text. You are asked to comment on the rhetorical strategies and use of language including: character

motivation, imagery and symbolism, and tone and mood. Also offer personal reactions to the message of the author. This is due on the first day of class.

Part 4 – Definition of Terms

The following are terms that you are expected to define, know and have prepared for the first day of class. These terms should be used to help you analyze all of the work you will have read over the summer and the pieces you will be reading during the school year. Definitions can be found on Course Pages.

Expletive	Scesis Onomaton	Apostrophe
Asyndeton	Apophasis	Enthymeme
Polysyndeton	Metanoia	Climax
Understatement	Aporia	Diacope
Litotes	Simile	Antimetabole
Parallelism	Analogy	Antiphrasis
Chiasmus	Metaphor	Epizeuxis
Zeugma	Catachresis	Aposiopesis
Antithesis	Synecdoche	Anacoluthon
Anaphora	Metonymy	Enumeratio
Epistrophe	Personification	Antanagoge
Anadiplosis	Hyperbole	Parataxis
Conduplicatio	Allusion	Hypotaxis
Epanalepsis	Eponym	Sententia
Hypophora	Oxymoron	Exemplum
Rhetorical Question	Epithet	Pleonasm
Procatalepsis	Hyperbaton	Assonance
Metabasis	Parenthesis	Dirimens Copulatio
Distinctio	Alliteration	Symploce
Amplification	Onomatopoeia	Appositive

College Essay Writing Requirement:

The final Unit of Junior English covers the college application essay writing process. All Juniors will work with their English teacher to draft, edit and revise their college essay. In addition, the first unit of Senior English is a review of the college essay writing process. In order for the students to be able to workshop their essay with their teacher, they must come prepared for Senior English with a typed, double spaced copy of a 500 to 650 word college essay on the first day of class. It should be a polished draft that is saved on their Rville Google account. Students who are new to our district and are incoming Seniors should come prepared with a typed, double spaced copy of a 500 to 650 word college essay on the first day of class.

<http://www.commonapp.org/whats-appening/application-updates/common-application-announces-2016-2017-essay-prompts>

SOAPS PROMPT AND RUBRIC

Prompt:

Analyze the method(s) the writer uses to engage his/her target audience for each of the articles. Using the SOAPS method to guide your analysis, offer a response of **1 page**. You will be scored according to the scale below. Each writing response must contain the article and writing response. Attach this copy of the grading scale to your completed work.

3 – Excellent

2 – Adequate

1 – Hardly

0 – Not At All

Focus _____

Evidence Choice _____

Evidence Use _____

Clarity _____

Coherence _____

Name: _____

Grade Total: _____/15