

To: All Students Enrolled in AP English Language and Composition
From: Dr. Gibbons
Subject: Required Summer Reading and Related Assignments

Course Overview and Instructor Contact Information

First, I want to congratulate you on your decision to take AP Language and Composition. This class will challenge you to take your reading and writing abilities to the next level and develop fluency that will serve you well throughout your college career and your life. Additionally, the AP Exam provides you with an opportunity to earn college credit before you leave high school.

The following pages provide you with the information you need to complete the required summer reading assignments, a required part of the additional outside class responsibilities that AP-level courses require (from the *TCSS Student-Parent Information Guide*).

You cannot succeed in this class or on the AP exam if you do not read widely and continually. AP Language and Composition is a college-level English class; thus, it includes a heavy workload, especially required reading. Please be advised that using Cliff's Notes, Spark Notes, or any other similar type of study aid is strictly prohibited. ***Because AP Language and Composition is a reading and writing intensive course, students who have difficulty completing and comprehending the required outside reading or are reluctant to do so are strongly advised to take an advanced or a regular English 11 class.***

You will be signing a hard copy of the following pledge affirming the originality of your work:

I, _____, read the required works in their entirety and completed all assignments independently and to the best of my ability without the assistance of any type of study guide or online assistance.

The curriculum in AP Language and Composition focuses on prose written in a variety of periods, disciplines, and rhetorical contexts and on assignments that will help students become skilled writers who can compose for a variety of purposes. To make the most of the time we have in class, all students are required to complete summer assignments and MOODLE postings.

If you have questions, please come and ask me before the school year ends, and I will be glad to provide further assistance. During the summer months, you can contact me via e-mail at Lgibbons@tcss.net, but please understand that I will be checking e-mail on a weekly—not daily—basis.

Grading Standards

AP Language and Composition is a college-level class. Therefore, all students taking this class are expected to have mastered conventions of grammar, usage, and mechanics. Points will be deducted for any errors, so remember to use the spell and grammar check as well as to proofread with your own eyes. Titles of poems, short stories, and chapter titles are enclosed in "quotation marks." Titles of novels and plays are *italicized* when typing and underlined when you write them by hand.

Setting up a MOODLE Account and Meeting Deadlines

Because competency in twenty-first century technology skills is essential to success in college and the workplace as well as in the larger society, students will be learning in an on-line component of AP Language and Composition as well as in the traditional site-based classroom environment.

To Create an Account in Moodle

The first step is to register as a student for the on-line component of AP Language and Composition. Follow these steps:

- (1) Go to the following URL: <http://moodle.accessdl.state.al.us>
- (2) Follow the prompts to create an account in Moodle
- (3) Follow the prompts to confirm your registration and enroll in a course

Step One: Creating an Account in Moodle. Go to <http://moodle.accessdl.state.al.us/login/index.php> and click “Create New Account.”

ACCESS - Alabama Connecting Classrooms, Educators, & Students Statewide

Home - Log in to the site

Log in

Username

Password

Remember username

[Log in](#)

[Forgotten your username or password?](#)

Cookies must be enabled in your browser

Some courses may allow guest access

[Log in as a guest](#)

Is this your first time here?

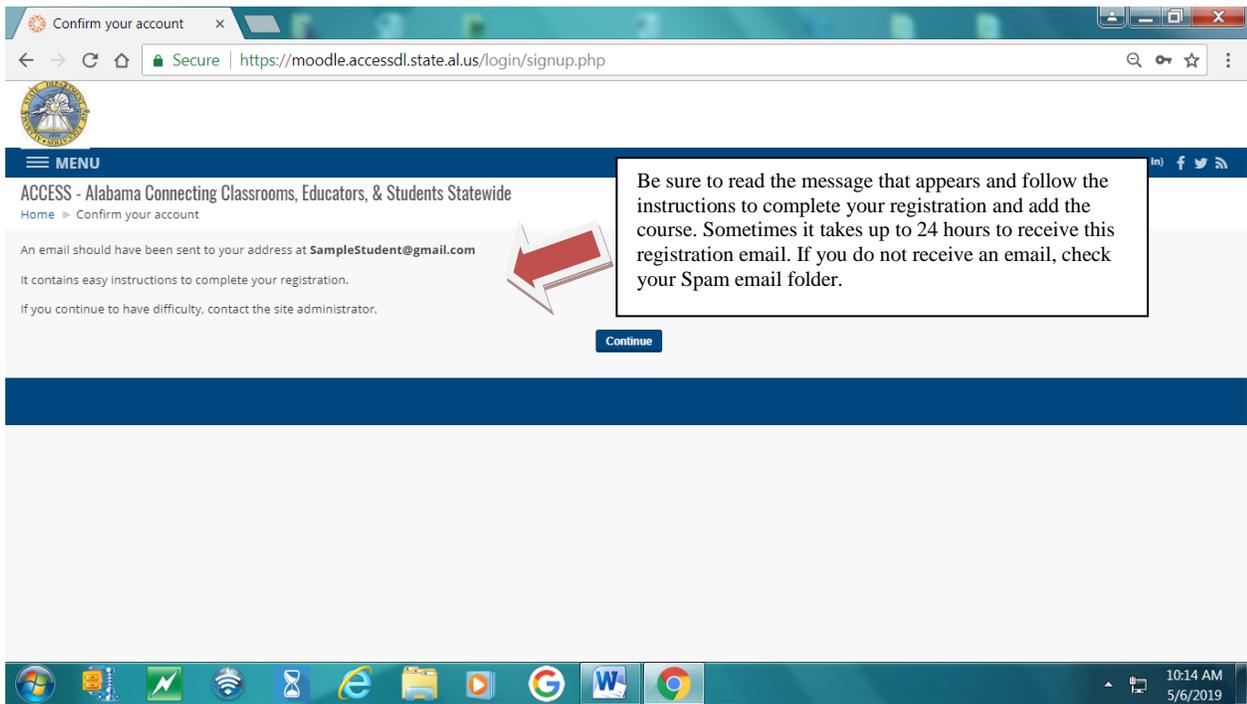
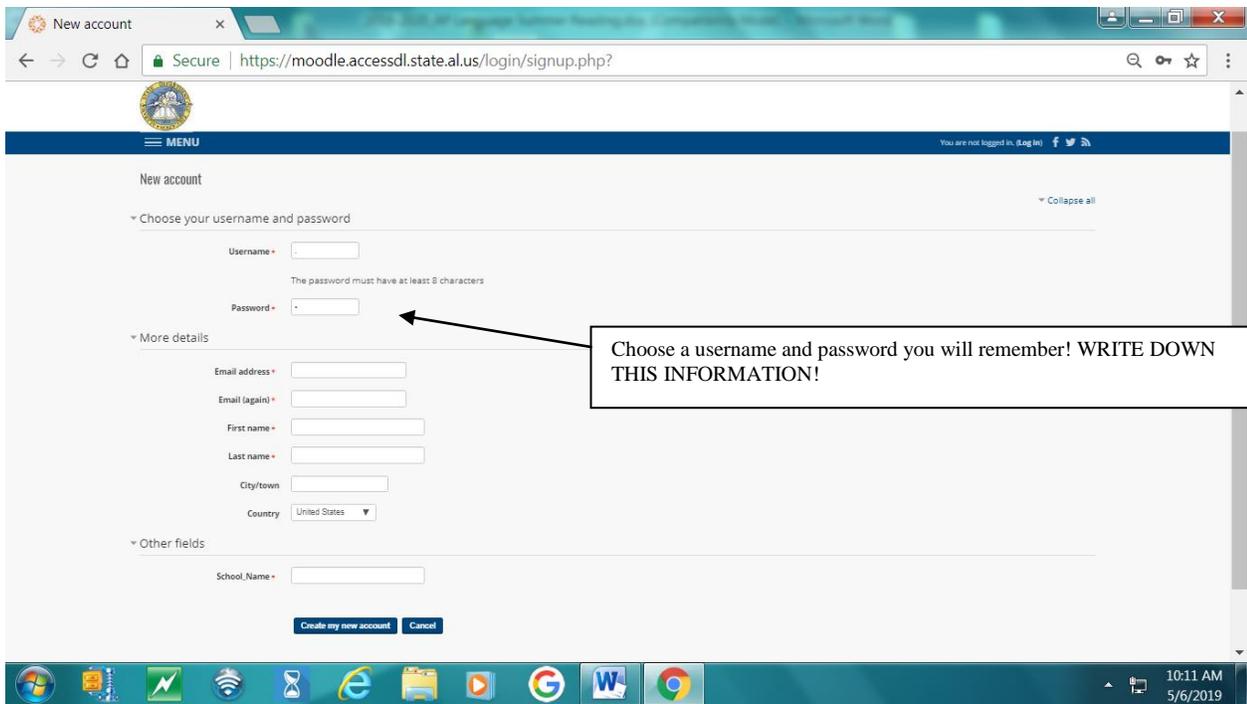
For full access to courses you will need to take a minute to create a new account for yourself on this web site.

Here are the steps:

1. Click the Create New Account button below and complete the information.
2. An email will be immediately sent to your email address.
3. Read your email, and click on the web link it contains. **If you do not receive an email, please wait 24 hours and your account will be confirmed.** Some schools block the email confirmation. **Do not create multiple logins.**
4. Choose your course.
5. If you are prompted for an "enrollment key" - use the one that your teacher has given you. This will "enroll" you in the course.
6. You can now access the full course. From now on you will only need to enter your personal username and password (on the left side of this page) to log in and access any course you have enrolled in.

[Create new account](#)

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Step Two: Confirming Your Registration and Enrolling in a Course

After you receive your confirmation e-mail and confirm your registration, you will see a “Courses” button.

Clicking this button takes you to a “Course Categories” page.

Scroll toward the bottom until you see “Tuscaloosa County.” Double click “Brookwood High School,” and you will be taken to a page that lists all of Dr. Gibbons’s classes.

Double click the appropriate class. Enter the case-sensitive (no spaces) enrollment key

APLanguage2019-2020 and click “Enroll Me in This Course.”

After enrolling in the course, you will receive a welcome message inviting you to edit your profile page within the course. Here on your profile page, you will upload a school-appropriate photo of yourself.

Required Outside Reading Assignments and Due Dates

You may post your assignments as soon as you are prepared to do so. *Dropboxes and discussion boards lock at 11:00 PM on the deadline date. Late submissions are not accepted, so do not wait until the last minute to submit your work.* Also, remember to save your work early, often, and in more than one place. Computer problems or internet accessibility difficulties will not be accepted as excuses for missing deadlines.

Assignment	Date Date
1. MOODLE Discussion Post	Tuesday, May 14, 2019, 11:00 PM
2. MOODLE Assignment Upload- <i>Everything’s An Argument</i>	Tuesday, June 11, 2019, 11:00 PM
3. MOODLE Assignment Upload- <i>Walden</i>	Tuesday, July 2, 2019, 11:00 PM
4. MOODLE Assignment Upload- <i>The Jungle</i>	Tuesday, July 30, 2019, 11:00 PM

Assignment #1–MOODLE discussion post. Write on well-developed paragraph in response to the following prompt and post your paragraph in the introductory discussion forum: Numerous forms of entertainment vie for our attention in today’s world, and the ways we have to access information and multimedia are virtually limitless. Given all of the ways in which we encounter the written word, what types of interactions with fiction and non-fiction texts do you think are most powerful?

Assignment #2-MOODLE assignment upload. *Everything’s An Argument, with Readings*, 6th edition, by Lunsford, Ruskiewicz, and Walters . The full-text of this book is available in the MOODLE course shell and online and provides an introduction to critical reading and rhetorical analysis. For each of the book’s chapters one through six only (you do not have to read the entire book), you will write the chapter name and number and a minimum of three to five bullet points for the main ideas of each chapter. Complete this assignment first; you will use it as you complete your other summer assignments. Include your first and last name on your document and in the file name as well.

Assignment #3 and #4- MOODLE assignment uploads. Major Works Data Sheets (MWDS). Because *what* you read matters just as much as *how much* you read, you will read the two works listed below and complete a MWDS for each text. Include your first and last name on your document and in the file name as well. When the school year begins, we will have some activities related to the outside reading, so having a copy of each book will be helpful.

Assignment #3-MOODLE assignment upload. Major Works Data Sheet on *Walden* by Henry David Thoreau.

Assignment #4-MOODLE assignment upload. Major Works Data sheet on *The Jungle* by Upton Sinclair.

Guidelines for Major Works Data Sheets (MWDS)

In addition, students will create a Major Works Data Sheet (MWDS) for each work, guidelines for which are listed below. You will upload your MWDS into the appropriate place by the deadline. Remember as well to save an e-copy of all MWDSs in a secure place because you will use them as study materials for the AP exam. You must include the following information on your MWDS in the order that it appears below:

- (1) Title, author, and original publication date
- (2) A one paragraph summary of relevant biographical information about the author and historical information about the time period during which the text was published. (Note: *Relevant* refers to information that you can see reflected in the text.) Remember to include MLA in-text citations and a Works Cited page at the end of each MWDS. The OWL at Purdue provides reliable information about MLA format. <https://owl.english.purdue.edu/owl/resource/747/01/>
- (3) A minimum of five significant quotes, accompanied by related reflections and analysis, each of which must include this information:
 - The chapter(s) from the text to which you are responding.
 - You must include one significant quote for each of the following literary elements: **setting**, **imagery**, **characterization**, **symbolism**, and **theme**, and an explanation of *how* the chosen quote exemplifies the literary element. Label each entry with the name of the primary literary element it exemplifies, and **underline** names of literary devices included in your discussion of how they build meaning in the work as a whole.
 - Asking yourself these questions will guide you in writing your reflection: Why is the quote important? What does the quote reveal? Why does the author say things this way? What is the tone/mood of the passage?

A sample of a well-developed literary and stylistic analysis using a quote from Lorraine Hansberry's play *A Raisin in the Sun* follows:

Act III, A Raisin in the Sun –Characterization Quote

“There is always something left to love. And if you ain't learned that, you ain't learned nothing. Have you cried for that boy today? I don't mean for yourself and for the family 'cause we lost the money. I mean for him: what he been through and what it done to him. Child, when do you think is the time to love somebody the most? When they done good and made things easy for everybody? Well then, you ain't through learning—because that ain't the time at all. It's when he's at his lowest and can't believe in hisself 'cause the world done whipped him so! When you starts measuring somebody, measure him right, child, measure him right. Make sure you done taken into account what hills and valleys he come through before he got to wherever he is.”

Literary and Stylistic Analysis

Dialect and **figurative language**, including **imagery** and **metaphor**, **characterize** Mama as the underlying strength of the Younger household and relate to the **theme** of perseverance in the face of adversity that is reflected throughout the play. Even though double negatives and the non-standard “ain't” sprinkle Mama's speech, her words reflect her heartfelt conviction that unconditional love never wavers, despite a person's actions. Her use of the “hills and valleys” **metaphor** reflects both Walter Lee's struggles and the struggles of the African-American race, relating to the play's significance as an artifact of American history and the Civil Rights Movement. Stylistically, Hansberry's punctuation

brings the printed words to life on the page, showing how an actor would deliver Mama’s speech: pausing for emphasis at the **commas**; calling attention to words that follow **dashes** and **colons**, raising her voice to deliver sentences that end with an **exclamation mark**. In these ways, Hansberry’s use of literary and stylistic techniques reflects the play’s theme that African-Americans, represented by the members of the fictional “Younger” family—the surname itself a metaphor for younger generations being the hope for the future—continue their struggle to overcome the staggering obstacles standing between them and the promise of the American Dream.

- (4) A brief essay (one page) in which you analyze the text using the methods described in chapter six, “Rhetorical Analysis,” of *Everything’s An Argument*. The organizational structure is up to you, but you are required to cite supporting evidence from both the text you read and from *Everything’s An Argument*. Pages 92-93 in *Everything’s An Argument* provide a list of questions to guide your thinking about the text, and pp. 98-104 offer an overview of the three modes of persuasion: pathos, ethos, and logos. Samples of written analysis are included throughout the chapter.
- (5) An MLA-formatted Works Cited page. You can find reliable information about MLA formatting on Purdue University’s website at <https://owl.english.purdue.edu/owl/resource/747/01/>

AP English Language and Composition-Gibbons

These literary and stylistic terms are ones you have used in various English classes, so *you are expected to have a working knowledge of all of these terms on the first day of AP English class.*

allegory-a literary work in which characters, objects, or actions have multiple levels of meaning and significance

alliteration-the repetition of initial sounds (usually consonants) in successive or neighboring words

allusion-a reference to something literary, mythological, or historical that the author assumes the reader will recognize

analogy-a comparison of two different things that are similar in some way

antagonist-the person or thing opposed to the protagonist

aphorism-a concise statement that expresses succinctly a general truth or idea, often using rhyme or balance

archetype-recurrent designs, patterns of action, character types, themes, or images that are identifiable in a wide range of literature

assonance-the repetition of identical or similar vowel sounds

characterization-the process of creating imaginary characters so that they seem lifelike to the reader

archetypal character-one who epitomizes a well-known and easily recognizable character type, such as the hero, the outcast, or the scapegoat

dynamic character-one who changes as a result of the story’s events

flat character-one who is constructed around one or two ideas or qualities; usually his or her persona can be summed up in a single sentence

round character-one who is fully developed and seems like a real person

static character-one who does not change significantly as a result of what happens in the story

stock character-a conventional character type (ex: the wicked stepmother or a doddering old

man)

cliché-an expression that has been overused to the extent that its freshness has worn off

colloquialism-informal words or expressions inappropriate for formal writing

connotation-the implied or associative meaning of a word

consonance-the repetition of a sequence of two or more consonants, but with a change in intervening vowels (ex: *pitter-patter*)

denotation-the literal or dictionary meaning of a word

dialect-a variety of speech characterized by its own particular grammar or pronunciation, often associated with a particular geographical region

dialogue-conversation between two or more people

diction-the word choice an author uses to persuade or convey tone, purpose, or effect

formal diction-language that is lofty, dignified and impersonal

informal diction-similar to everyday speech; language that is not as lofty or impersonal as formal diction

flashback-the insertion of an earlier event into the normal chronological order of a narrative

foreshadowing-the presentation of material in such a way that the reader is prepared for what is to come later in the work

genre-a category or type of literature

hyperbole-intentional exaggeration to create an effect

imagery-the use of figures of speech to create vivid images that appeal to one of the senses

irony-the use of words to convey the opposite of their literal meaning; or, a discrepancy between what is expected and what actually occurs

dramatic irony-exists when playgoers (or movie viewers) have information unknown to characters onstage

situational irony-exists when an occurrence is the opposite of someone's expectations

verbal irony-occurs when the meaning of a statement is the reverse of what is meant

metaphor-a direct comparison of two different things that says one thing is the other

mood-the emotional atmosphere of a work

motif-a standard theme, element, or dramatic situation that recurs in various works; also, a recurrent image, object, phrase, or action that unifies a work of literature

narrator-the one who tells the story; may be first- or third-person limited or omniscient point of view

onomatopoeia-a word that imitates the sound it names (ex: buzz)

oxymoron-an expression in which words that contradict each other are joined

parallelism/parallel structure-the use of words, phrases, or sentences that have similar grammatical structure; parallelism emphasizes the relationship between ideas

parody-a humorous imitation of a serious work

personification-giving human qualities or characteristics to non-human objects or creatures

plot-the action of a narrative or drama

point of view-the vantage point from which a story is told

first person-the narrator is a character in the story and uses the words *I* and *me*

third person-the narrator is someone who stands outside the story and describes the characters and action

third person limited-the narrator describes events through the perception of only one character

third person omniscient-an "all-knowing" point of view in which the narrator knows everything about the characters and events and may reveal details that the characters themselves could not reveal

protagonist-the main character, who may or may not be a hero or good person

satire-the use of humor to emphasize human weaknesses or imperfections in social institutions

setting-the time, place, and environment in which action takes place

simile-a comparison of two things using “than,” “like,” or “as.”

style-the choices a writer makes; the combination of distinctive features of a literary work

symbol-an object that has meaning in itself but conveys a deeper meaning as well

syntax-the manner in which words and phrases are arranged in sentences

theme- the central idea of a work

tone-the attitude of a writer, usually implied, toward the subject or audience

vernacular-the everyday speech of a particular country or region, often involving nonstandard usage