

SUMMER READING 2012-2013
AP LANG
DUE ON THE FIRST DAY OF SCHOOL-NO EXCEPTIONS!

Part I: Introduction to Argument

Select a non-fiction text of no fewer than 150 pages that you feel would lend itself to developing an argument in one of the following categories:

- Identity and Self-Expression
- Health/Health Care
- Environmental Issues
- Capital Punishment
- Political Campaigning
- Systems of Government
- Free Speech
- Separation of Church and State
- Human Rights
- Discrimination
- Education Reform
- Economic Issues

Your selection should be made based on your current interests, the academic and literary merit of the work itself, and the likelihood that the material presented would assist you in making a cohesive, convincing argument in support of your current (or evolving!) values and beliefs.

You *must* engage in active reading, making notes and highlighting specifically valuable passages in the text and using the margins to jot down all questions that come to mind as you read.

You will be citing this text in small-group debates and in various classroom assignments during the first week; the more involved you become with your material and the higher the quality of your annotations, the higher your initial scores will undoubtedly be! Choose your text carefully and make yourself an expert.

You are required to bring your book with you to class every day for the first two weeks of school (including day one!)

Part II: Introduction to Rhetoric

- A. You will need to create a **Rhetorical Terms Handbook**, which will not only prepare you for the course but will serve as your very own reference guide for the rest of the year. You will need a comprehensive DEFINITION for each of the following terms:

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|--|-------------------|------------------------------------|
| 1. Allusion | 12. Ethos | 23. Parallelism/parallel structure |
| 2. Analogy | 13. Euphemism | 24. Parody |
| 3. Anaphora | 14. Hyperbole | 25. Pathos |
| 4. Antithesis | 15. Idiom | 26. Polysyndeton |
| 5. Apostrophe (not the punctuation mark) | 16. Imagery | 27. Rhetorical question |
| 6. Asyndeton | 17. Irony | 28. Rhetorical triangle |
| 7. Cliché | 18. Juxtaposition | 29. Satire |
| 8. Colloquialism | 19. Logos | 30. Synecdoche |
| 9. Connotation | 20. Metonymy | 31. Tone |
| 10. Denotation | 21. Oxymoron | 32. Understatement |
| 11. Epistrophe | 22. Paradox | |

- B. After EACH definition, explain—in a complete, well-worded sentence—why a writer might choose to employ the technique in his/her writing. In other words, what effect do you think this device or tool has on a piece of writing?

Handbooks should be **typed** and **organized**. Please use Times New Roman or Garamond font no smaller than 12 and no larger than 14.

You are expected to have a basic knowledge of these terms at the beginning of the school year and **you can anticipate being quizzed on them throughout the year**. These quizzes may be unannounced and will continue throughout the school year.

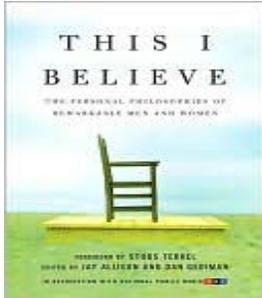
Part III: School-wide Reading of *This I Believe*

In the 1950s, journalist Edward R. Murrow hosted a weekly radio series inviting listeners “to write about the core beliefs that guide your daily life.” At a time of political and cultural anxiety, the show asked Nobel laureates and everyday

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citizens to articulate their personal articles of faith even as it called them to listen carefully to the beliefs of others. In 2005, *This I Believe* was revived for National Public Radio as a way “to encourage people to begin the ... difficult task of developing respect for beliefs different from their own.” Tens of thousands of Americans have written in to join Colin Powell, Gloria Steinem, and Tony Hawk in returning the dialogue of beliefs to American broadcasting.

- A. Go to this website: www.thisibelieve.org or purchase the book *This I Believe: The Personal Philosophies of Remarkable Men and Women*, edited by Jay Allison and Dan Gediman © 2006. Please bring your book to class on the first day of class. If you choose to listen to the audio, you **MUST** print out copies of each essay (listed below) and bring them to class on the first day of school.



- B. Read or listen to the following six essays:

- “Introduction to the Original This I Believe” by Edward R. Murrow (p. 269)
 - “Free Minds and Hearts at Work” by Jackie Robinson (p. 197)
 - “Growth That Starts from Thinking” by Eleanor Roosevelt (p. 201)
 - “The Joy and Enthusiasm of Reading” by Rick Moody (p. 159)
 - “My Fellow Worms” by Carl Sandburg (p. 207)
 - “A Balance Between Nature and Nurture” by Gloria Steinem (p. 228)
- And then choose ONE additional essay to read.
- C. As you read and/or listen to the stories, please mark any aspect of the text you find confusing, amusing, ridiculous, interesting, or insightful. We will use your annotated texts to guide our beginning discussions, so take this aspect of the assignment seriously.
- D. **Finally, write your own *This I Believe* essay.** For this essay, you will write 500 words describing an idea or principle in which you believe. Please make it wholly your own belief. It is not *all* that you believe; it is simply a way to introduce others to some things you value. You may decide to focus on commitments to family, service, political action, or the arts. As you look for a focus, try to choose concrete language and to find something that helps others understand your past, present, and future choices.

During the first week of school, you will need to submit these assignments to turnitin.com, so be sure to save them to your computer and/or a flash drive. Directions for submitting work to turnitin.com will be handed out during that first week. If you have any questions about the assignments, please email Mrs. Roady-Lawson (roady-lawsonj@leonschools.net) or Ms. DeWinter (dewinterg@leonschools.net). Good luck, see you in the fall, and welcome to AP Lang.

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