Summer Reading/Activities for AP English Language and Composition, 2024-2025

Welcome to Advanced Placement English Language and Composition! Though I am not *requiring* summer reading, I ***highly*** ***recommend*** that you choose one of the thematic categories below and read both the fiction and non-fiction works for that theme. To be successful in this course it will be necessary to read beyond what is assigned. As an AP English student, you are expected to be reading something all the time as exposure to a wide variety of texts fosters a stronger vocabulary and writing style.

* **Environment: *Walden* by Henry David Thoreau and *Where the Crawdads Sing* by Delia Owens**
* **Education: *Educated* by Tara Westover and *The Adventures of Huckleberry Finn* by Mark Twain**
* **Money: *The Glass Castle* by Jeannette Walls and *The Great Gatsby* by F. Scott Fitzgerald**
* **Community: *The Tipping Point* by Malcolm Gladwell and *Americanah* by Chimamanda Ngozi Adichie**
* **Justice: *Just Mercy* by Bryan Stevenson and *A Lesson Before Dying* by Earnest Gaines**

**If you are not already in the habit of annotating as you read, you may wish to use the following as a framework to practice the skill of close reading.**

* Observations/Insights about character development, influence of historical & geographical setting, etc.
* Rhetorical Strategies & their effects (How do they contribute to the message, mood, **tone**?)
* Predictions & Responses
* New/interesting use of vocabulary/diction
* Significant Passages & why they stood out to you
* Questions

**An understanding of a wide range of rhetorical techniques will be crucial in successfully analyzing language throughout this course. You may wish to get a head start on learning the terms listed below. Definitions and examples can be found at http://rhetoric.byu.edu/**

**AP Language and Composition Rhetorical Strategies**

1. ad hominem argument
2. affective fallacy
3. allegory
4. alliteration
5. allusion
6. ambiguity
7. anachronism
8. analogy
9. anaphora
10. anathema
11. antimetabole
12. antithesis
13. aphorism
14. apostrophe (*not the punctuation mark*)
15. apotheosis
16. appeal to authority
17. assonance
18. asyndeton
19. bathos
20. caesurae
21. chiasmus
22. colloquialism
23. concrete language
24. connotation
25. denotation
26. diction
27. editorial “we”
28. ellipsis
29. enjambment
30. epigram
31. epiphany
32. epistrophe
33. epithet
34. ethos
35. extended metaphor
36. farce
37. homily
38. ideology
39. idiom
40. imagery
41. induction
42. innuendo
43. invective
44. inversion/inverted syntax
45. irony
46. isocolon
47. jargon
48. litotes
49. logos (as related to rhetoric)
50. malapropism
51. metaphor
52. metonymy
53. mood
54. neologism
55. parable
56. paradox
57. parallelism
58. parody
59. pathetic fallacy
60. pathos
61. periodic sentence structure
62. persona (*authorial*)
63. personification
64. polysyndeton

65. prose

66. pun

67. rhythm

68. satire

69. simile

70. stream of consciousness

71. syllepsis/zeugma

72. syllogism

73. synecdoche

74. synesthesia

75. syntax

76. theme

77. tone

78. understatement

79. vernacular

# 80. voice

# **Materials List**

Required:

* Notebook: This will be for your notes, so you may wish to get a small (1/2 inch) 3-ring binder or just a spiral notebook and a pocket folder for handouts.
* 100-page, college-ruled composition book (sewn) for your Daybook
* blue/black ink pens
* #2 pencils

Recommended:

* Other works we may study: *The Scarlet Letter, The Catcher in the Rye*
* *The Elemens of Style* by William Strunk Jr. & E.B. White, Longman Publishers
* multi-colored markers/highlighters
* Post-It Notes

*“Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. ‘Mature content’ may include, but is not limited to, pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.” GCS Policy*

\* \* \* \* \* \* \* \*