

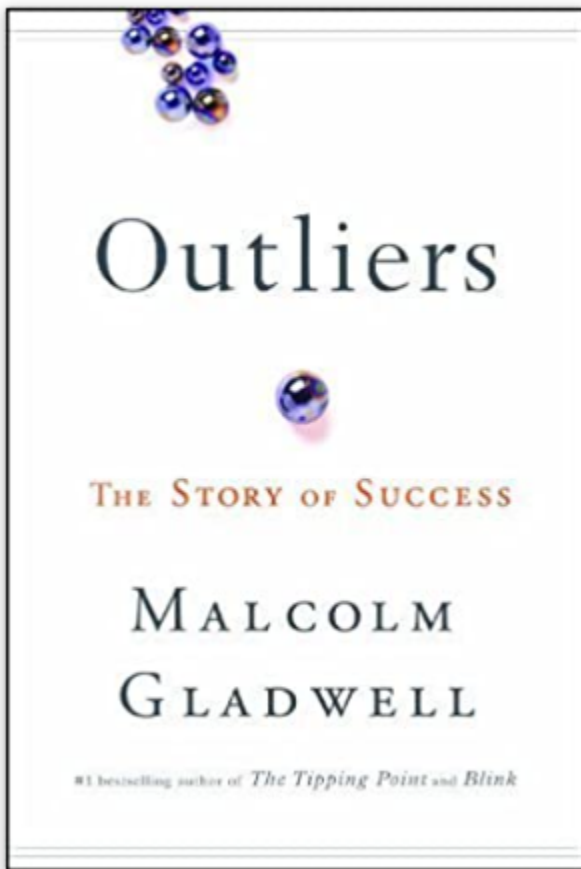
AP English Language and Composition

The Village School of Naples

Please complete the following activities and be prepared to turn them in on the first day of school in August.

Dear AP Student,

Welcome to AP Language and Composition! This is a rigorous, college level course that helps you “become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes” (College Board). To help prepare you for the reading requirements of AP English Language and Composition, and to introduce you to the type of analysis expected, **there are three distinct assignments that you are required to complete by the first day of school. Please read the information on the following pages carefully.**



1. Read and annotate *Outliers: The Story of Success* by Malcom Gladwell. After reading, answer each of the following questions in 300-500 words. Please respond with proper mechanics, dividing your thoughts into paragraphs and writing in correct MLA format. You will submit your responses in Google Classroom on our first day of class.

a. Explain the 10,000 hour rule, what it means metaphorically and literally for AP students, and what adjustments to your academic and non-academic habits you and your classmates will have to make. Consider including a plan for your academic success in the Lang & Comp classroom and in preparation for the exam in May. As a frame

of reference and to assist you in your mathematical calculations, we will spend roughly 180 hours in class preparing.

- b. When it comes to personal success, what does Gladwell argue is the trouble with geniuses? Using at least one example for support, how does information in chapters three and four cause the contemporary American myth of personal success to further break down? Beyond a brilliant intellect, what else does Gladwell suggest contributes to success?
- c. How does the epilogue, "A Jamaican Story," bring together all of the lessons of *Outliers*, namely personal success? In considering all of these lessons, how does this influence how you view your own personal success? How will you view your historical and cultural legacies and opportunities as you begin this academic year?

2. Read *The Elements of Style* by Strunk and White. Focus on Chapter 4: Words and Commonly Misused Expressions. In this chapter, you will find an extensive list of misused words and expressions. Begin by perusing the entire list and studying the errors commonly made and the proper use of the words and phrases. Then create a personal list of SIX misused words/expressions that you will commit to learning how to correct. For each of the six, record:

- The word/phrase
- A description of the commonly made error and how to correct it; put this in YOUR OWN WORDS
- An original example of the error and the correction
- A brief explanation of WHY you chose this word/phrase to put on your personal list

You will also turn this document into Google Classroom on the first day of class.

3. Argument and literary analysis are important parts of the Advanced Placement Language and Composition course; there are some common terms that all students should know. Look up and record the LITERARY definitions for each of the following terms on physical note cards...yep, we are going old school here! Hand write the words and definition on the note cards; for some of the terms, adding an example will be helpful to make them more useful for your study. You will turn in your cards on the first day of class for a grade, and then we will use these cards (adding to them along the way) throughout the school year.

- AUTHORITY
- AUDIENCE
- BACKING
- ASSERTION
- MEANS VS. ENDS
- DEDUCTIVE REASONING
- INDUCTIVE REASONING
- ALLITERATION
- TONE

- DICTION
- DENOTATION
- CONNOTATION
- COLLOQUIAL
- MOOD
- IMAGERY
- SETTING
- ALLUSION
- SIMILE
- METAPHOR
- PERSONIFICATION
- HYPERBOLE
- UNDERSTATEMENT
- PARADOX
- VERBAL IRONY
- ANALOGY
- ANECDOTE
- METONYMY
- SYNECDOCHE
- EXEMPLIFICATION (rhetorical mode/mode of discourse)
- CAUSE/EFFECT (rhetorical mode/mode of discourse)
- DESCRIPTION (rhetorical mode/mode of discourse)
- PROCESS ANALYSIS (rhetorical mode/mode of discourse)
- NARRATION (rhetorical mode/mode of discourse)
- COMPARISON/CONTRAST (rhetorical mode/mode of discourse)
- EXPOSITION (rhetorical mode/mode of discourse)
- ARGUMENTATION (rhetorical mode/mode of discourse)
- FIRST PERSON POINT OF VIEW
- SECOND PERSON POINT OF VIEW

- THIRD PERSON POINT OF VIEW
- SUBJECTIVE POINT OF VIEW
- OBJECTIVE POINT OF VIEW
- ANAPHORA
- ANTITHESIS
- ASYNDETON
- POLYSYNDETON
- PARALLEL SENTENCE
- PERIODIC SENTENCE
- RHETORICAL QUESTION
- INVERTED SYNTAX

Please bring your annotated copy of *Outliers* (we will use Gladwell's text to set the foundation of our study into style, purpose, analysis, and argumentation) and completed assignments to class on the first day of school.