

Jane Doe

Mrs. May or Mr. Campbell

AP English 11—3

6 August 2018

Original Title

This is the format with which we want all your essays this year to comply. Remember that your top margins are one-half inch, and all other margins are one inch. The entire paper is double-spaced and written in 12-point Times New Roman font.

As for grading: Your first essay will be worth 100 points and must be turned in on the due date regardless of your presence in class. Late papers will be docked fifty percent per day. The 100 points break down like this: twenty-five points will come from grammar, spelling, and format, each error subtracting five points from your score. (You will not be penalized for your first error, but your next five will be marked.) Seventy-five points will come from content and style. We expect you to write maturely and precisely, and you must have read and begun to implement the lessons taught in *The Elements of Style, Fourth Edition*, by day one of the school year. We will refer to that book again and again all year, so be sure to bring it to class each day.

Finally, your first essay is a rhetorical analysis of Harriet Jacobs's *Incidents in the Life of a Slave Girl*. It must respond to the prompt on the preceding page. Compose an original title for your essay and apply all the knowledge you learn from the assigned summer readings.

Remember, you can never undo a first impression, so impress us! Take the time to revise your essay several times. Good luck, and we'll see you soon.

Summer 2018 Readings and Writing for AP English Language and Composition

The following books must be purchased and brought to class on the first day of school:

Incidents in the Life of a Slave Girl, by Harriet Jacobs. You can find this excellent autobiography in any bookstore or online. You must read it from cover to cover over the summer. You will take a highly specific objective test on it during the first week of school.

The Elements of Style, Fourth Edition, by William Strunk, Jr., and E.B. White: This book was ranked by The Modern Library as the 21st best nonfiction book of the 20th century. You can find it in the resource section of any bookstore. You must read it from cover to cover over the summer. You will have a highly specific objective test on it during the first week of school.

The Bedford Reader, Eleventh Edition, (bronze cover), editors X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron: This is one of the textbooks we will use throughout the year. You probably won't be able to find it in a bookstore, so we recommend that you buy it online (e.g., Amazon.com or Barnesandnoble.com) at the beginning of the summer. You can buy it used to save money. There is no acceptable excuse for not having completed the required reading from this text by the first day of school. You must read pp. 9-31 and pp. 96-115 by the first day of school. You will have a highly specific objective test on these sections during the first week of school. Here is the information you can use to find the book and purchase it online:

#Paperback: 816 pages

#Publisher: Bedford/St. Martin's; Eleventh Edition (January 28, 2011)

#Language: English

#ISBN-10: 0312609698

#ISBN-13: 978-0312609696

#Product Dimensions: 6.5 x 1 x 9.2 inches

#Shipping Weight: 2 pounds

Summer Terms for AP English Language and Composition

Handwritten, in ink, on wide-ruled loose-leaf paper, you must write these words and their definitions and bring them to class on the first day of school. Most of the terms can be found in *The Bedford Reader*. If you can't find them there, simply do a general search. Look for websites that focus on rhetoric and effective rhetorical strategies.

Abstract language, alliteration, allusion, analogy, apostrophe (NOT the punctuation), assumption, circumlocution, concrete language, connotation, diction, direct address, epithet, ethos, irony, juxtaposition, logos, metaphor, metonymy, onomatopoeia, paradox, parallelism, pathos, persona, personification, red herring, rhetorical question, simile, tone, understatement

Summer Writing Assignments for AP English Language and Composition

(1) After reading *Incidents in the Life of a Slave Girl*, *The Elements of Style*, and the assigned portions of *The Bedford Reader*, respond in a well-developed essay to the following prompt. Use specific evidence from Jacobs's text to support your argument. Your essay must be typed, follow Modern Language Association (MLA) format and at least two full pages in length.

Choose **ONE** of the following assertions in the text and discuss the rhetorical strategies Jacobs employs to persuade her readers to her point of view. Look to the terms you defined for summer work to guide your annotation and analysis of the text. Consider the effect of Jacobs's argument on her targeted audience as you read. In your conclusion, address Jacobs's effectiveness or ineffectiveness in her persuasion:

- Two different moralities exist: those of the slaves and those of free people.
- "The slave woman ought not to be judged by the same standards as others."
- Death is better than slavery.
- The institution of slavery corrupts the slaveholder.

(2) After reading Nancy Mairs's "Disability" on pp. 13-15 in *The Bedford Reader*, Eleventh Edition, compose a rhetorical précis of her essay using the attached instructions and sample. These essays are due on the first day of class. Please follow the MLA format sample.

Definition of the Rhetorical Précis

Purpose: *A highly structured four-sentence paragraph that records the essential elements of a unit of spoken or written discourse, including the name of the speaker/writer, the context of the delivery, the major assertion, the mode of development and/or support, the stated and/or apparent purpose, and the relationship established between the speaker/writer and the audience. Each of the four sentences requires specific information; students are also encouraged to use brief quotations to convey style and tone.*

Format

1. Name of author, [optional phrase describing author], genre and title of work and date in parentheses (additional publishing information in parentheses); a rhetorically accurate verb (such as "asserts," "argues," "suggests," "implies," "claims," etc.); and a THAT clause containing the major assertion (thesis statement) of the work.
2. An explanation of ways in which the author develops and/or supports the thesis, usually in chronological order.
3. A statement of the author's apparent purpose followed by an optional "in order to" phrase.
4. A description of the intended audience and/or the relationship the author establishes with the audience.

Example of Rhetorical Précis

Maya Angelou, in her short narrative "Champion of the World" (1970), implies that African-Americans in the South during the Great Depression lived vicariously through the strong and famous black boxing champion Joe Louis because they themselves lived lives of poverty and persecution. Through details of setting, black Southern dialect, and first-person reflection on the radio broadcast of Louis's match with Primo Carnera, Angelou develops her story with passion and gusto. Angelou's purpose is to show the irony of Louis's powerful victory over a white man in a time when "[i]t wouldn't do for a Black man and his family to be caught on a lonely country road" at night in Arkansas (113). Angelou intends the story for a general audience, and she develops a talented storyteller's relationship with them.