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## **11AP Language and Composition: Summer Work - 2021-2022**

Google Classroom Code: zqylbki

- ❖ Students with Charter Arts Gmail Accounts can login and receive information and gain access to documents via Classroom
  - ❖ Transfer students may not have a Charter Arts Gmail Account. In that case, you can access all documents needed to complete this summer work in [this accessible Google Drive Folder](#). If you have any questions, please email Mr. Madden-Cox at [bcox@charterarts.org](mailto:bcox@charterarts.org)
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Dear Parent/Guardian and Student,

The AP English Language and Composition course is designed to introduce college-level students to the diverse nature of language. Students will acquire the skill of analyzing various rhetorical strategies and become efficient writers who can compose for a variety of purposes. Students will engage with texts written by a wide array of authors and come to learn the multiplicity of connections between the author's purpose, subject, and audience as it relates to the creation of a rhetorically effective piece of writing or language. Students will learn the art of crafting a convincing argument as well as the value of synthesizing information from a variety of texts to support their claims. Although the course is heavily focused on the reading of non-fiction prose, other genres of literature will be studied as well (fiction, drama, poetry, etc.). This course is designed to resemble an Introduction to College Composition Course that students may encounter at a collegiate setting.

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*Directions:*

- ❖ Access this [Drive Folder](#) and read the texts in the order that they are listed
  - Text #1 - Amy Tan - "Mother Tongue"
  - Text #2 - Barbara Ascher - "On Compassion"
  - Text #3 - Joan Didion - "On Keeping a Notebook"
  - Text #4 - Langston Hughes - "Salvation"
  - Text #5 - Gloria Anzaldúa - "How to Tame a Wild Tongue"
- ❖ For each text, complete a 1.5-2 page Journal + Analysis using the template below (Page 2-3)
  - Your goal is to first write a journal response to the text to express how it made you feel, what questions you have, what connections to life, literature, art, etc you can make and so on.
  - Then complete the Analysis questions to delve deeper into the text!
  - You may revisit your Journal after you finish the Analysis tasks.

\*\*\*\*\* Be sure to complete reading the texts and writing your Journal + Analysis entries by the first day of school. Late assignments will not be accepted. If you have any questions, please feel free to contact me by e-mail: [bcox@charterarts.org](mailto:bcox@charterarts.org). Have an enjoyable summer, and I look forward to meeting you next school year.

## Journal + Analysis Template

**Text Title:**

**Text Author:**

**Journal here:**

*Feel free to respond to the texts in any way you would like to. Below is a list of prompts that may help you to come up with some ideas of what to write. Feel free to delete them once you are done journaling so that you can get a better sense of where you are in terms of the page requirement.*

- ❖ Can you relate to the subject matter? How so? Think both specifically and broadly. Maybe you haven't had a similar experience with language, religion, race, ethnicity, etc., but you may have had experiences that are analogous in some other way. Relate to the feelings expressed by the authors, for instance.
- ❖ Did you learn anything about yourself or about the world around you from this essay?
- ❖ How does this essay compare to others you have read, or other works of art you have engaged with (this includes music, movies, television)?
- ❖ What did you like about this essay? What did you dislike about this essay?
- ❖ Pick a quote and perform a thorough analysis. Revel in the beauty of a line or two from the text!
- ❖ Create something! Options include, but are not limited to:
  - Write a poem.
  - Write a blackout poem (Find a digital copy online, pick a page, then delete words. The words you leave behind are your poem. If you have time, draw something on top of the deleted words that goes along with the theme!).
  - Write a response to the author.
  - Draw something.
  - Pick a song that reminds you of this and make a comparison

## **Analysis Tasks:**

*Feel free to delete the instructions as you go along, leaving simple titles for each task. For instance, you can delete the three questions beneath "Purpose" after you answer them.*

- ❖ Purpose
  - What does the author want you to have learned as the result of reading their essay?
  - What might the author hope you will do as the result of reading their essay?
  - How do you know?
- ❖ Logic
  - Pinpoint the various ideas that the author proves about their topic.
  - Note how one idea provides the groundwork for the next.
- ❖ Claim - How could you summarize the logical moves of the author in one, definitive statement?
- ❖ Rhetorical/Literary Devices - List some of the quotes that demonstrate the author's unique way of writing. Jot down a note that explains:
  - Why it is unique
  - How their creative expression helps them to prove their point, achieve their purpose, or gets you to feel invested in their writing
- ❖ Pathos - What does the text make you feel? What specific choice did the author make that makes you feel that way?
- ❖ Ethos - What specific choices does the author make that causes you to trust their opinion and what they have to say?
- ❖ Audience
  - In the first six questions you've discovered how the writing of the author impacts you.
  - Now consider how this essay may be perceived by a different audience.
  - Example: Amy Tan's "Mother Tongue"
    - Audience 1 = People who have experience with language discrimination
    - Audience 2 = People who do NOT have experience with language discrimination