

# AP Language & Composition

## Summer Assignment 2012-2013

**Background:** AP Language and Composition is a college-level course that demands careful, analytic reading and writing. Specifically, students are required to identify and analyze the rhetorical strategies used by authors across a range of writing; clearly articulate, support, refute or modify the central argument in a text; and synthesize a variety of sources. This summer assignment is designed to assess your skills in rhetorical analysis, argument, and synthesis while also introducing you to one of the overarching questions of the course: why do writers write?

**Reading:** In addition to the class-wide requirement that you read *In Cold Blood* and the five essays on writing, you are also required to select one additional full-length text. Consider the authors on the list provided. While reading, take notes that will enable you to write analytically about specific passages from throughout the text once you return to school. This text of your choice will become a major source for your first processed writing piece.

**Rhetorical Analysis:** Read and annotate Truman Capote's *In Cold Blood*. Then, write an essay of no more than 500 words in which you analyze the ways in which Capote uses tone, diction and imagery to create suspense. Your response should draw on specific passages from throughout the text.

Tone: refers to the author's attitude toward the reader (e.g. formal, intimate, pompous) or to the subject matter (e.g. ironic, light, solemn, satiric, sentimental)

Diction: refers to the choice of words used in a literary work. A writer's diction may be characterized, for example as formal, colloquial, abstract, concrete, literal or figurative.

Imagery: refers to the use of language in a literary work that evokes sense-impressions by literal or figurative reference to perceptible or "concrete" objects, scenes, actions, or states as distinct from the language or abstract argument or exposition. The imagery of a literary work thus comprises the set of images that it uses to appeal to senses (including, but not limited to sight)

**Argument:** Read and annotate the following five essays (attached) Your notes should prepare you, not only to fulfill the writing requirement listed in this section, but also to write analytically about the essays in class within the first week of school.

T. S. Eliot, "Tradition and the Individual Talent"  
Annie Dillard, "Death of a Moth" and "How I Wrote the Moth Essay and Why"  
Edgar Allan Poe, "The Philosophy of Composition"  
Joan Didion, "On Keeping A Notebook"  
Richard Selzer, "The Pen and the Scalpel"

Then, in no more than 100 words for each essay, clearly explain what you understand to be the author's argument.

**Synthesis:** During the first week of school, you will be writing an "AP Essay Simulation." This timed writing assessment will require you to draw on your nuanced understanding of each of the five essays in this packet.

**Policies and Rubrics:** Late work will not be accepted. Completion of the summer assignment is a prerequisite for enrollment in the class. In this packet, you will find the nine-point rhetorical analysis, argument, and synthesis rubrics used by the College Board as well as the writing rubric used by the AP Language and Composition teachers at Ludlowe. Your summer work will be assessed using the Ludlowe rubric, but timed AP simulations throughout the year will be assessed with the appropriate College Board rubric. If you have any questions, please contact your teacher through Edline.