



ST. JOSEPH CATHOLIC ACADEMY

Hello Advanced Placement English Language and Composition Student,

As your AP Language teacher, I welcome you back to St. Joseph Catholic Academy's fine tradition of excellence. The AP English Language course is designed to mirror a college-level composition course. Therefore, students will experience a level of discourse and work load similar to a collegiate course.

You have chosen a more difficult path but definitely a very rewarding one! The Advanced Placement English Language class will read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. It is my hope that throughout this coming school year, as you study these pieces, you will become a more mature writer with your own style and a more informed citizen. While it may be challenging as a writing-intensive class, it will prove to be beneficial in terms of the SAT's/ACT's and the completion of essays in other classes.

Much of this course will be spent in preparation for the AP Exam in the spring (May). This exam will also allow you the opportunity to gain collegiate credits (the amount will depend on which college you plan on attending). Students not intending to take the AP exam need to consider whether this class will be the right fit for them.

To prepare for our year together, your first requirement is to begin your summer assignments (read two essays, answer the questions, create the flashcards).

Required titles for the 2020-2021 school year include:

AP Language and Composition Required Reading List**

- **“Letter from Birmingham Jail” by Martin Luther King Jr. and “Where I Lived, and What I Lived For” by Henry David Thoreau (summer reading; PDFs are available online for these two essays.)**
- *In Cold Blood* by Truman Capote (quarter 1)
- *The Things They Carried* by Tim O'Brien (quarter 4)
 - Students will also choose two novels of their own for outside reading; one will be fiction and one will be non-fiction. (quarter 2&3)

**Students will be required to have a copy of the titles listed above in class. If you do not like reading a PDF on a laptop, any of these titles can be found on Amazon for a very cheap price or rented from the library.

Sincerely,

SJCA English Department

AP Language & Composition – Summer Reading, Guidelines, and Assignment



Due Date

- **Reading Assignment Official Due Date: first day of class**
- **Term Assignment Official Due Date: first day of class**

Summer Reading Text

- “Letter from Birmingham Jail” by Martin Luther King Jr. (PDF or print text)
- “Where I Lived, and What I Lived For” by Henry David Thoreau (PDF or print text)
 - Students do not have to *own* a copy of these essays; they are easily found free online.

Reading Assignment

- Students are to read BOTH essays and answer the corresponding questions.
 - These questions will serve as jumping off points for essay writing upon our return in August; they are due the first day back. They are both very famous essays. Answer the following questions on paper (in a notebook or on loose-leaf, NOT laptop); be sure to answer all questions. You do NOT have to rewrite each question; simply label your answers.
- “Letter from Birmingham Jail” questions:
 1. Why doesn’t King answer all the criticisms that cross his desk? What does that show about his life?
 2. Why does King say that he’s in Birmingham? There are a few reasons.
 3. What does King say about injustice anywhere?
 4. What are his four basic steps for any non-violent campaign?
 5. Of what word is King not afraid?
 6. What happens to justice that is too long delayed?
 7. King tells the clergymen that they will only understand how difficult it is to wait until certain incidents happen to them. List five. What is his point?
 8. Which type of laws does King follow?
 9. Based on his examples of civil disobedience, what does this phrase mean?
 10. King is called an extremist; list three people that he also calls extremists. What is the question concerning extremists?
 11. Why was King upset with the white church in Montgomery, Alabama?
 12. Who is King’s last trouble concerning? Why is he upset that the clergymen are praising them?
 13. What does one do in jail, according to King?
- “Where I Lived, and What I Lived For” questions:
 1. What are some of the reasons that Thoreau came to live in the woods?
 2. What word does he repeat a couple of times in the second paragraph?



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3. Thoreau tells his readers that we don't ride the railroad; it rides us. Give an example of something from today's world that uses us (or plays us) more than we use it (or we play it)?
4. What is one institution that Thoreau says he could easily live without? Why?
5. What does he say would happen if we only focused on realities?
6. What group does Thoreau claim is wiser than men? Why?
7. Where does he say his readers should go for a day to not be bothered?
8. To what does he compare time? Intellect?

Terms Assignment Directions:

Below you will find English content terms, many of which you are familiar. You are going to make flashcards. Please put each of these terms on the front of a separate notecard; you will have to look up and find the definition (or use what you have from grade 10) to go on the backside of each notecard. Even though you are familiar with many of these, please be sure to write the correct definition.

They are all English content devices. There should be a total of 25 cards. Be sure to study them over the summer! There will be a test during the second week of class. These words set the foundation for many more terms to come.

**I know that most of you err on the side of *Quizlet*, but please note that these DO need to be done by hand on actual flashcards. AP courses rely predominantly on work done by hand, not by a computer.

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| <input type="checkbox"/> Diction | <input type="checkbox"/> Analogy |
| <input type="checkbox"/> Connotation | <input type="checkbox"/> Hyperbole |
| <input type="checkbox"/> Denotation | <input type="checkbox"/> Personification |
| <input type="checkbox"/> Figurative | <input type="checkbox"/> Onomatopoeia |
| <input type="checkbox"/> Literal | <input type="checkbox"/> Alliteration |
| <input type="checkbox"/> Point of View | |
| <input type="checkbox"/> Tone | |
| <input type="checkbox"/> Imagery | |
| <input type="checkbox"/> Figurative
Language | |
| <input type="checkbox"/> Irony | |
| <input type="checkbox"/> Style | |
| <input type="checkbox"/> Syntax | |
| <input type="checkbox"/> Symbolism | |
| <input type="checkbox"/> Repetition | |
| <input type="checkbox"/> Parallelism | |
| <input type="checkbox"/> Juxtaposition | |
| <input type="checkbox"/> Oxymoron | |
| <input type="checkbox"/> Idiom | |
| <input type="checkbox"/> Metaphor | |
| <input type="checkbox"/> Simile | |