

Welcome to AP English Language and Composition. Below are your assignments for the summer. If you have questions on any of the assignments, please email either Mr. Young or Mrs. Rubino. The assignments are designed to introduce material that we will examine in greater detail throughout the year.

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Assignment #1:

Read and annotate Robert Connors and Edward Corbett's "Introduction" from *Classical Rhetoric and the Modern Student* (pages 1-26 of [this document](#)).

Due Date: Assessment second class; find a study guide [here](#)

Assignment #2:

Study all **emboldened** schemes, tropes, and figures in "Figures of Speech" from *Classical Rhetoric and the Modern Student* (pages 377-411 of [this document](#)). You will be assessed on these terms. You must be able to distinguish examples of each and be able to apply them using original examples.

Due Date: Assessment third class

Assignment #3: --Due First Day of School

Read Richard Wright's *Black Boy*. As you read, annotate. In particular, note passages that aptly represent Wright's craft or writing style. Then, complete the following:

- 1) Select **five** passages from the text. These passages should represent the full range of your reading as well as the full range and complexity of Wright's style. (In other words, select passages from a variety of points in the narrative and avoid passages that bear the same analysis.) Include each passage at the beginning of each response.
- 2) For each passage, write an analytical response to Wright's style*. Within those responses, consider the relationship between the author's choices and the purpose* of that passage. Each reflection should focus on how specific elements of style like *diction*, *syntax**, *sentence structure*, *sentence length*, *figurative language*, *imagery*, and *the classical terminology you encounter in reading assignment #2* shape the writer's purpose in the passage. The responses (not including the typed passage) should be about **250 words each**. Be certain to identify the writer's purpose in your selected passage.

**Some copies of the book will be available at DHHS, but you may be required to obtain a copy on your own.

Due Date: First day of school

- **IMPORTANT:** If you are scheduled for the class T2/T3, you are still expected to submit this work by the first day of school in the fall; it will not be accepted when T2 starts. You will receive an email from whichever teacher you have with access information for your Google Classroom page.

**Style- the distinctive manner in which a writer writes; it may be seen especially in the writer's choice of words and sentence structure. Two writers may write on the same subject, even express similar ideas, but it is style that gives each writer's work a personality. (From: The Bedford Reader. Eds. X.J. Kennedy, Jane E. Arron. 4th Ed. Bedford: Boston. 1991.)*

**Purpose- what is the intent of that passage? What does the author hope that the reader will feel, consider, think, or do as a result of the text? Each word, phrase, paragraph, page, chapter, etc serves an overarching*

purpose. You can view the passage as isolated if very powerful (it has its own purpose, separate from the whole), or toward what this passage contributes to an overall message.

**Syntax- the arrangement of words or phrases to create well-formed, effective sentences.*