

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION
SUMMER READING ASSIGNMENTS 2009
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General Instructions:

- **Carefully** and **closely** read the attached essays. You will find them at the indicated url.
- Following specific instructions given below, complete the writing assignments by **typing** them on 8½ x 11 white paper. Do **not** place the work in a notebook or composition book.
- Create a cover page that includes your name, the date of completion, and a creative title appropriate to the contents of what you have produced.
- Have all the reading completed by the first day of school.
- Turn the written assignments in on the first Friday of the school year (the deadline for late work will be one week later).
- Be prepared for timed writing and/or a test on these readings.
- Look up the meanings of any terms you do not recognize.

Assignment #1: “I Have a Dream”

(<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>)

Write a reader’s journal analyzing King’s use of allusion in this speech (see the attached guidelines for writing reader’s journals). Identify and explain at least five allusions and discuss how they help to communicate King’s message.

Assignment #2: Kennedy’s Inaugural Address

(<http://americanrhetoric.com/speeches/jfkinaugural.htm>)

Write a reader’s journal analyzing Kennedy’s use of parallel structure, antithesis, and the juxtaposition of contrasting concepts in this speech. Identify and explain at least five examples and discuss how they help to communicate Kennedy’s message.

Assignment #3: The Gettysburg Address

(<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm>)

Write a reader’s journal analyzing Lincoln’s use of symbolism in his speech. Identify the symbols he uses, explain their abstract meaning, and discuss how they help to communicate Lincoln’s message.

Assignment #4: The Declaration of Independence

(<http://www.ushistory.org/Declaration/document/index.htm>)

Write a reader’s journal analyzing Jefferson’s use of anaphora in this declaration. Identify Where Jefferson uses this device, explain the effects of its use, and discuss how it helps to communicate Jefferson’s message.

Assignment #5: “Ain’t I a Woman?”

(<http://www.fordham.edu/halsall/mod/sojtruth-woman.html>)

Write a reader’s journal analyzing Sojourner Truth’s syntax (hint: rhetorical questioning, exclamations, and imperative sentences are a start) in this speech. Identify the various structures her sentences have and discuss how their variety and purpose help to communicate Truth’s message.

Suggested resources:

- Strunk, William and E. B. White. *The Elements of Style, 4th Edition*. New York: Allyn & Bacon, 2000.
- Gordon, Karen Elizabeth. *The Transitive Vampire: A Handbook of Grammar for the Innocent, the Eager, and the Doomed*. New York: Times Books, 1984.

A.P. LANGUAGE AND COMPOSITION WRITING READER'S JOURNALS

In A.P. Language and Composition, you will often have a reader's journal due. A reader's journal is a response to the literature you have been assigned to read and should be more than simple evidence that you have in fact done the reading. It should reflect that you have read, interpreted, and analyzed the assignment. Please observe the following guidelines:

1. Type your reader's journals if at all possible. I understand that there are times when you do not have access to a computer, but most of the time this should not be a problem. Please discuss this expectation with me if it is a problem for you.
2. A good reader's journal will respond to the assigned focus and will use frequent quotations and direct references to the text as support for your points. If, for example, the focus is parallel structure, you will quote several (at least, say, five) examples *and you will DISCUSS each example*. In your discussion, you may explain what is meant in each usage, what is gained by using this device, **how** the parallel structure helps to communicate the writer's ideas, or what other effects the parallel structure has.
3. Please head your reader's journal with the title of the selection and the assigned focus.
4. Your reader's journals should be 250-400 words (your computer will count them for you; please indicate the number in parentheses at the end of the journal).
5. Each RJ is worth ten points. The following scale indicates how they will be evaluated:
 - 10---a good, well-written (**few significant grammatical or mechanical errors**) RJ of 250-400 words which interprets the piece, analyzes the assigned area of focus, and uses sufficient quotations
 - 9---an RJ such as a 10, but which is less thorough or accurate in analysis, uses fewer quotations, or contains more grammatical and mechanical errors
 - 8---an RJ which addresses the focus and is of sufficient length, but which does not interpret the reading or demonstrates two of the three weaknesses listed under score 9 above
 - 7/6---an RJ which addresses the focus and is of sufficient length, but which is insufficiently thorough in analysis, does not interpret the piece, uses few or no quotations, and/or is poorly written
 - 5-----an RJ of fewer than 250 words or an RJ that is off topic or **simply plot summary**