Congratulations on your decision to take AP English Language. In this class, you will engage in the careful reading and critical analysis of works, both fiction and non-fiction, to identify the author’s use of rhetorical devices to support a claim and/or purpose. As a reader, you will explore rhetorical elements such as argument, Aristotelian appeals, audience, context, diction, evidence, and irony, to name a few. You will also develop your writing skills to include formal argumentation, including synthesizing sources, and explaining the author’s use of rhetorical devices to support an argument.

For your summer reading, it is suggested (not mandated) that you purchase your books so that you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library or find it online. Inability to purchase a book does not negate this assignment.

Summer Reading
There are four parts to your summer reading:

<table>
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<tr>
<th>Part One: (Before Reading)</th>
<th>You must read chapter 1 (pp. 1-35) from <em>The Language of Composition: Reading, Writing, Rhetoric</em> and apply what you have learned as you read your selected longer work. (Refer to powerpoint)</th>
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<td>Part Two: (During Reading)</td>
<td>Annotate and keep a dialectical journal of your longer work that shows your application of the ideas presented in chapter 1 of <em>The Language of Composition</em> as you read. (A dialectical journal template can be found on p. 2)</td>
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- Read the longer work
- While reading, annotate or use post-it notes to assist with your understanding of the text.
  - Annotations should be frequent and consistent throughout the text. I am not interested in a simple summary of events or information that can be found on Shmoop. Develop your own ideas and interpretations. Don’t be afraid to make a leap! Book must have 50-100 post it notes throughout with written annotations! Typed annotations will not be accepted.
- Keep a dialectical journal where you identify and explain how the author uses specific rhetorical devices and elements to emphasize the purpose, the audience, and the message. Specifically, examine the author’s use and development of:
  - SOAPS (p. 5)
  - Rhetorical Appeals (pp. 7-20)
  - (In)Effective Rhetoric (pp. 23-26)
  - Style
  - Claim
  - Evidence
  - Argument

| Part Three: (During and After Reading) | Select at least 3 topics related to your text. Then find articles, two per topic, from major newspapers, magazines, or databases that support your understanding of the topic as it is presented in your text. Print the articles, annotate the text to show your understanding, and track your |
reactions in the margin of the text. Explain connections between your longer work and the articles in your dialectical journal.

**Part Four:** There will be an in-class timed writing over your summer reading within the first two weeks of school. This timed writing will be a major grade and will focus on rhetorical analysis. The more thorough you are with your dialectical journals and connections, the more you will be prepared for your first major grade!

- You must have a book with post-it note annotations handwritten. (50-100 annotations throughout the book). Make sure you bring your book/annotations to class the day summer reading is due.
- See Page 3 for a suggested template for Part 2.
- You may type or handwrite your connections for Part 3.
- Make sure you bring your book and all materials and assignments with you the first week of school.
Dialectical Journal Notetaking Template

Column 1: Direct quote from the text
Column 2: Page number, paragraph number
Column 3: Explain why you selected this quote. Why is it important? What do you not understand? Or what did it make you think? Consider referring to Foster’s excerpts.

<table>
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<tr>
<th>Quotation from the text</th>
<th>Page Number</th>
<th>Response</th>
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</table>

**Recreate this chart in your dialectical journal.**