

AP English Language and Composition

Summer Assignment: 2016-2017

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Welcome to AP Language and Composition! We look forward to meeting and working with all of you during your sophomore year at MVHS. You will need to complete both parts of the summer assignment below prior to the end of the summer.

Part One: Reading Assignment

In order to prepare for English 2 AP, we ask that you read **Art Spiegelman's** graphic novel on the holocaust, *Maus: A Survivor's Tale, Part 1*. In order to prepare you for your reading, you will also need to download and read the following from Scott McCloud's: *Understanding Comics*.

Chapter 1: A General History of Cartoons

Chapter 2: The Vocabulary of Comics

Chapter 3: Blood in the Gutter, pages 62-74

Chapter 4: Time Frames

Chapter 5: Living in Line

Chapter 6: Show and Tell, pages 152-161

At the beginning of the school year, you will be asked to write an essay on *Maus*. The essay will require you to synthesize themes, analyze characterization, graphic style, etc. in order to support a central claim. In order to prepare for class discussion and the essay, your teachers ask that you bring the following to class with you.

Topic ...idea chart: List 6-8 topics you identified during your reading of *Maus*. After identifying the topic, write one or two sentences/clauses stating an idea Spiegelman explores through the topic.

Ex. Fear . . . Drives Vladek's behavior after the holocaust – fear that Mala will leave, fear he will need the objects he hoards.

Our suggestion would be to read the novel toward the end of the summer so that it is fresh in your mind at the beginning of the school year.

Steps to complete before the 1st day of class:

1. You may either purchase and annotate your own copies of the books or check the books out from a public library. A link to a safe Google doc download of *Understanding Comics* is posted on Mr. Krucli's website (www.krucli.com).
2. Read *Maus: A Survivor's Story, Part 1* –you may check it out of a library or purchase it.
3. Create a Topic . . . Idea chart and bring to class at the beginning of the school year

Part Two: Rhetorical Strategies and Stylistic Devices

Create a **flashcard** for each of the terms on the list attached. On one side of the card, write the word. On the other side, define it and provide an example. The attached list will provide you with definitions; you will need to research an example. Then, place them in alphabetical order, punch a hole in one corner, and bind them with a note card ring. These cards will be collected for a grade on the first day of school, and you will also be tested on these terms during the first week of school.

1. **Diction**—the word choices made by a writer (diction can be described as: formal, semi-formal, ornate, informal, technical, etc.)
2. **Figurative language**—language employing one or more figures of speech (simile, metaphor, imagery, etc.)
3. **Rhetoric**—the art of presenting ideas in a clear, effective, and persuasive manner
4. **Rhetorical devices**—literary techniques used to heighten the effectiveness of expression
5. **Structure**—the arrangement or framework of a sentence, paragraph, or entire work
6. **Style**—the choices a writer makes; the combination of distinctive features of a literary work (when analyzing style, one may consider diction, figurative language, sentence structure, etc.)
7. **Syntax**—the manner in which words are arranged into sentences; sentence structure
8. **Theme**—a central idea of a work
9. **Thesis**—the primary position taken by a writer or speaker
10. **Tone**—the attitude of a writer, usually implied, toward the subject or audience
11. **Absolute**—a word free from limitations or qualifications (“best,” “all,” “perfect”)
12. **Allegory**—a literary work in which characters, objects, or actions represent abstractions
13. **Allusion**—a reference to something literary, mythological, or historical that the author assumes the reader will recognize
14. **Analogy**—a comparison of two different things that are similar in some way
15. **Anecdote**—a brief narrative that focuses on a particular incident or event
16. **Aphorism**—a concise, statement that expresses succinctly a general truth or idea, often using rhyme or balance
17. **Argumentation**—a pattern of writing or speaking which is characterized by reason and logic, and asserts a position, belief or conclusion
18. **Climax**—generally, the arrangement of words, phrases, or clauses in an order of increasing importance, often in parallel structure (“The concerto was applauded at the house of Baron von Schnooty, it was praised highly

at court, it was voted best concerto of the year by the Academy, it was considered by Mozart the highlight of his career, and it has become known today as the best concerto in the world.”)

19. **Colloquialism** – informal words or expressions not usually acceptable in formal writing
20. **Concrete details** – details that relate to or describe actual, specific things or events
21. **Connotation** – the implied or associative meaning of a word (slender vs. skinny; cheap vs. thrifty)
22. **Deductive reasoning** – reasoning in which a conclusion is reached by stating a general principle and then applying that principle to a specific case (The sun rises every morning; therefore, the sun will rise on Tuesday morning.)
23. **Denotation** – the literal meaning of a word
24. **Dialect** – a variety of speech characterized by its own particular grammar or pronunciation, often associated with a particular geographical region (“Y’all” = Southern dialect)
25. **Didactic statement** – having the primary purpose of teaching or instructing
26. **Ethos** – the persuasive appeal of one’s character, or credibility
27. **Euphemism** – an indirect, less offensive way of saying something that is considered unpleasant
28. **Hyperbole** – intentional exaggeration to create an effect
29. **Idiom** – an expression in a given language that cannot be understood from the literal meaning of the words in the expression; or, a regional speech or dialect (“fly on the wall”, “cut to the chase”, etc.)
30. **Imagery** – the use of figures of speech to create vivid images that appeal to one of the senses
31. **Inductive reasoning** – deriving general principles from particular facts or instances (“Every cat I have ever seen has four legs; cats are four-legged animals.)
32. **Inference** – a conclusion one draws (infers) based on premises or evidence
33. **Irony** – the use of words to convey the opposite of their literal meaning; or, incongruity between what is expected and what actually occurs (situational, verbal, dramatic)
34. **Jargon** – the specialized language or vocabulary of a particular group or profession
35. **Juxtaposition** – placing two elements side by side to present a comparison or contrast
36. **Logos** – appeal to reason or logic
37. **Maxim** – a concise statement, often offering advice; an adage
38. **Metaphor** – a direct comparison of two different things
39. **Mood** – the emotional atmosphere of a work
40. **Non sequitur** – an inference that does not follow logically from the premises (literally, “does not follow”)

41. **Paradox**—an apparently contradictory statement that actually contains some truth (“Whoever loses his life, shall find it.”)
42. **Parody**—a humorous imitation of a serious work (Weird Al Yankovich’s songs, and the *Scary Movie* series are examples)
43. **Pathos**—the quality in a work that prompts the reader to feel pity
44. **Rhetorical question**—a question asked merely for rhetorical effect and not requiring an answer
45. **Sarcasm**—harsh, cutting language or tone intended to ridicule
46. **Satire**—the use of humor to emphasize human weaknesses or imperfections in social institutions (Jonathan Swift’s *Gulliver’s Travels*, *The Simpsons*, etc.)
47. **Scheme**—an artful deviation from the ordinary arrangement of words (anaphora, anastrophe, antithesis are some examples of schemes)
48. **Trope**—an artful deviation from the ordinary or principal signification of a word (hyperbole, metaphor, and personification are some examples of tropes)
49. **Understatement**—the deliberate representation of something as lesser in magnitude than it
50. **Vernacular**—the everyday speech of a particular country or region, often involving nonstandard usage