

Part One: Introductory Rhetorical Terms Study

You are required to learn the terms and definitions of commonly used rhetorical devices prior to school starting. Your understanding of these terms will be tested within the first two weeks of school. In order to prepare and study the terms, complete the following steps:

1. Create a free Quizlet account by logging on to <https://quizlet.com/>, or log in to a previously created account.
2. Request to join the HHS AP Language group by using the following link <https://quizlet.com/join/QRvJ4pPgi> or entering "HHS AP Lang Summer Assignment 2018" in the "join a class" box. Be sure you join the correct group for 2018. After joining the group, you can access the terms and proceed to steps three – five.
3. Study the 32 terms on the Introductory Rhetorical Terms List throughout the summer by using the following study tools and games available on Quizlet: Cards, Learn, Speller, Gravity, and Scatter.

NOTE: Be sure you are logged on when studying so that your study time is logged by Quizlet.

4. Take Quizlet's Test, and print your test results from <http://quizlet.com> as evidence that you have studied these terms and definitions throughout the summer. Bring the results page with you to turn in on the first day of school (**20 process points – due: 9/4/18 – deadline: 9/11/18**).
5. Be prepared to take a test in class on these terms and definitions within the first two weeks of school (Product grade). For success in the AP English Language and Composition course, it is imperative that you learn these devices of rhetoric AND that you recognize these terms in the context of quality writing.

A NOTE TO THOSE WITH NO INTERNET ACCESS: If you don't have regular Internet access, go to the Media Center before school ends or to the Calvert County Library. Follow the directions for creating a Quizlet account and requesting to join the "HHS AP Lang Summer Assignment 2018" group (link <https://quizlet.com/join/QRvJ4pPgi>). Then, print a set of flashcards for future use. Another option is to create your own set of flashcards. Instead of the Test results on <http://quizlet.com>, a hand-written study log with the date, starting time, ending time, and parent signature for EACH study session will be accepted as evidence of study time.

Allegory	Epigram	Pathos
Antithesis	Ethos	Pedantic
Apostrophe	Euphemism	Rhetoric
Colloquialism	Induction	Rhetorical question
Conceit	Juxtaposition	Satire
Concession	Logos	Semantics
Deduction	Maxim	Style
Diction	Metonymy	Syntax
Didactic	Non sequitur	Thesis
Discourse	Oxymoron	Understatement
Ellipsis	Parallelism	

Part 2: Rhetorical Précis

Read three opinion/editorial articles written no earlier than June 1, 2018. Your articles must come from reputable sources (*The Washington Post*, *The New Yorker*, *The Wall Street Journal*, etc.) – no blogs. Provide a link and a four-sentence rhetorical précis for each article. Follow the specific instructions below to generate each précis. The assignment should be typed and turned in on a single sheet of paper on the first day of school. Please provide source information or a URL for each article **(30 process points – due: 9/4/18 – deadline: 9/11/18)**.

Explanation:

Rhetorical Précis – a description of an argument and context an author presents in a text. It is a summary of sorts that includes a basic analysis of how a writer sets out to achieve his/her purpose.

Guidelines:

Sentence One: Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.

Sentence Two: An explanation of how the author develops and supports the thesis.

Sentence Three: A statement of the author’s apparent purpose, followed by an “in order to” phrase.

Sentence Four: A description of the intended audience and/or the relationship the author establishes with the audience.

Example:

<http://query.nytimes.com/gst/fullpage.html?res=9B0DE5D9143FF935A25753C1A9639C8B63>

In his essay, “Mind over Muscle” (2005), David Brooks asserts that girls are more successful than boys in school because school curriculums and practices are more “female-oriented.” Brooks uses statistics and first-hand accounts to support this claim. Brooks’ essay is a call for educational reform that considers curriculum and practices designed to engage and motivate male as well as female learners. He appeals to what is most likely an educated and influential audience as a fellow “advocate” for equitable educational opportunities.

Part 3: Recommended Reading

The following is a link to the College Board’s recommended reading list for college bound students. This list is for your information only and is **NOT** part of the summer reading assignment, nor are the books necessarily endorsed by the teachers of Calvert County Public Schools. AP Language and Composition focuses on nonfiction texts (although we do read some fiction), so choosing from the nonfiction options may be good reading practice for the course. Your teachers would also be happy to recommend some of their favorite reads.

http://www.alevel-sz.com/sites/default/upload/1/files/201505/college_board_recommended_books_1431003022.pdf