

AP Language and Composition Required Summer Work

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Welcome to AP Language and Composition! In order to prepare for this rigorous, college-level course, you will need to continue practicing your critical reading skills throughout the summer. This summer work is not designed to torture you, but to help keep your brains working over the hazy days of summer. This summer work is **REQUIRED**.

Part One: Read chapters 7-9 in *Fast Food Nation* by Eric Schlosser and complete the attached reading guide. Students will have a timed-write over this chunk of reading the first week of school.

Part Two: Terminology for AP Language and Composition

Directions: Familiarize yourself with these terms by creating flashcards (you may choose to do traditional flashcards, use quizlet, or use some other sort of technology). Study and know the terms well. When you return to school in the fall, please be prepared to give an example of each term. You will be quizzed over the words and will be expected to know them and build upon them with additionally vocabulary lists.

Alliteration: The repetition of the same sound or letter at the beginning of consecutive words or syllables.

Allusion: An indirect reference, often to another text or an historic event.

Analogy: An extended comparison between two seemingly dissimilar things.

Anaphora: The repetition of words at the beginning of successive clauses.

Anecdote: A short account of an interesting event.

Annotation: Explanatory or critical notes added to a text.

Antithesis: Parallel structure that juxtaposes contrasting ideas.

Aphorism: A short, astute statement of a general truth.

Argument: A statement put forth and supported by evidence.

Attitude: The speaker's position on a subject as revealed through his or her tone.

Audience: One's listener or readership; those to whom a speech or piece of writing is addressed.

Authority: A reliable, respected source—someone with knowledge.

Bias: Prejudice or predisposition toward one side of a subject or issue.

Cite: Identifying a part of a piece of writing as being derived from a source.

Close reading: A careful reading that is attentive to organization, figurative language, sentence structure, vocabulary, and other literary and structural elements of a text.

Colloquial/ism: An informal or conversational use of language.

Common ground: Shared beliefs, values, or positions.

Concession: A reluctant acknowledgment or yielding.

Connotation: That which is implied by a word, as opposed to the word's literal meaning (see denotation).

Context: Words, events, or circumstances that help determine meaning.

Counterargument: A challenge to a position; an opposing argument.

Deduction: Reasoning from general to specific.

Denotation: The literal meaning of a word; its dictionary definition.

Diction: Word choice.

Documentation: Bibliographic information about the sources used in a piece of writing.

Ethos: A Greek term referring to the character of an author; one of Aristotle's three rhetorical appeals (see logos and pathos).

Figurative language: The use of tropes or figures of speech; going beyond literal meaning to achieve literary effect.

Hyperbole: Exaggeration for the purpose of emphasis.

Imagery: Vivid use of language that evokes a reader's senses (sight, smell, taste, touch, hearing).

Induction: Reasoning from specific to general.

Irony: A contradiction between what is said and what is meant; incongruity between action and result.

Juxtaposition: Placement of two things side by side for emphasis.

Logos: A Greek term that means "reason"; an appeal to logic; one of Aristotle's three rhetorical appeals (see ethos and pathos).

Metaphor: A figure of speech or trope through which one thing is spoken of as though it were something else, thus making an implicit comparison.

Occasion/Exigence: An aspect of context; the cause or reason for writing.

Oxymoron: A figure of speech that combines two contradictory terms.

Paradox: A statement that seems contradictory but is actually true.

Parody: A piece that imitates and exaggerates the prominent features of another; used for comic effect or ridicule.

Pathos: A Greek term that appeals to the readers' emotions; one of Aristotle's three rhetorical appeals (see ethos and logos).

Persona: The speaker, voice, or character assumed by the author of a piece of writing.

Personification: Assigning lifelike characteristics to inanimate objects.

Propaganda: A negative term for writing designed to sway opinion rather than present information.

Purpose: One's intention or objective in a speech or piece of writing.

Refute: To discredit an argument, particularly a counterargument.

Rhetoric: The study of effective, persuasive language use; according to Aristotle, use of the "available means of persuasion."

Rhetorical question: A question asked more to produce an effect than to summon an answer.

Satire: An ironic, sarcastic, or witty composition that claims to argue for something, but actually argues against it.

Simile: A figure of speech that uses "like" or "as" to compare two things.

Source: A book, article, person, or other resource consulted for information.

Speaker: A term used for the author, speaker, or the person whose perspective (real or imagined) is being advanced in a speech or piece of writing.

Style: The distinctive quality of speech or writing created by the selection and arrangement of words and figures of speech.

Subject: In rhetoric, the topic addressed in a piece of writing.

Subordination: The dependence of one syntactical element on another in a sentence.

Syntax: Sentence structure.

Synthesize: Combining or bringing together two or more elements to produce something more complex.

Thesis statement: A statement of the central idea in a work, may be explicit or implicit.

Tone: The speaker's attitude toward the subject or audience.

Topic sentence: A sentence, most often appearing at the beginning of a paragraph, that announces the paragraph's idea and often unites it with the work's thesis.

Understatement: Lack of emphasis in a statement or point; restraint in language often used for ironic effect.

You are responsible for knowing these terms well. Some may not be new, but others will be. Do your part and come prepared your first day. Again, this summer work is **REQUIRED**.

Fast Food Nation (Chapters 7-9) by Eric Schlosser: Study Guide

Directions: As you read *Fast Food Nation*, answer ALL parts of the following questions. Some questions are simply reader response, while other questions are centered on five of the six standards you will encounter throughout AP Language and Composition next year.

Chapter 7: Cogs in the Great Machine

1. What changes did IBP introduce to the meat packaging industry? Explain the link between IBP and organized crime.

2. This is a short answer prompt. You should write a well-developed paragraph (7-10 sentences in response).

Upton Sinclair argues in his novel *The Jungle* that, "Human beings, had been made 'cogs in the great packing machine.'" First, identify who Schlosser is arguing are the "Cogs in the Great Machine" in this chapter. Then, evaluate the effectiveness of this analogy.

Chapter 8: The Most Dangerous Job

3. What does the author describe as the most dangerous type of work in these plants, and what kind of injuries do these workers risk?

4. What does the author think about the claims that meatpacking plants have a great deal of concern about the health and well-being of their workers?

Chapter 9: What's in the Meat?

5. This is a short answer prompt. You should write a well-developed paragraph (7-10 sentences in response).

Analyze how Schlosser combines logical and emotional appeals in this chapter to create an effective message. In other words, how does he manage all this scientific data, making it easier to understand and read? Cite specific strategies such as diction, analogy, facts, cause and effect.

6. How has the centralization of food production influenced the spread of food-related illnesses?

7. What are the effects of E. coli 0157: H7 on the human body?

8. What kinds of things are fed to cattle, things that might facilitate the spread of pathogens?

9. What criticisms does the author have of the current recall system for tainted meat?

After Reading

10. The author relies on pathos to help the reader emphasize with some of the people interviewed in the book. Provide some examples of pathos and explain why it is effective.

11. Advertising frequently relies on association between a product and something the target audience likes and wants. This can be regarded as a form of symbolism. What symbols are associated with fast food? Why are they effective advertising?

12. Describe some instances of irony in the book and show how they support the author's argument that the fast food industry is bad.
