

## AP English Language & Composition Summer Assignment – 2010

### Welcome to AP English Language & Composition.

You have decided to enroll in AP English Language & Composition, a challenging college-level course that has two goals: to represent a college Freshman Composition course and to prepare you for the AP English Language & Composition test, taken in May of the 2010-2011 school year. This course focuses on writing, specifically three forms: rhetorical analysis essays, argumentative essays, and synthesis essays, and on reading a variety of forms, but mainly non-fiction. You should expect regular at home reading assignments and regular at-home and in-class essay writing in this course.

### Purpose of the Summer Assignment:

This summer assignment has been prepared to introduce you to some of the skills necessary to be successful in this course—close reading skills, analytical skills, and writing skills. For an easier transition, a nonfiction text (*Fast Food Nation*) has been selected. This means you will be more familiar with this mode of writing, but also, one will be able to see parallels between the fictional work and non-fiction writing, which we will discuss and study extensively in this course. The summer assignment has two parts. Part I is a stylistic analysis journal, which will help you to learn the terms for this course and to identify the author's stylistic devices. You are not expected to master this list over the summer, just to begin using the terminology as best as you can. Part II is a short essay that asks you to analyze the author's purpose and style in just one chapter extracted from the book given. This essay is a rhetorical analysis essay, one of the three types of essays we will focus on in this course.

### Help / Due Date / Plagiarism:

**Help:** If you need any help at all, please e-mail your teacher, Mr. Fare ([d.fare@hackensackschools.org](mailto:d.fare@hackensackschools.org)).

**Due Date:** The first day of school. There is no excuse for an AP student to begin the course without the work. No excuses are acceptable; you are responsible for completing your work. Please do not say, "I did not get the assignment," "My computer, disk, printer..." etc. Failure to complete the assignment may result in removal from the class. Your teacher will immediately contact your parents if the assignment is missing.

**Plagiarism:** This school's plagiarism policy will be applied to any plagiarism for the summer assignment. You will not receive credit for plagiarism because you did not do the work, and you may not make up the assignment. You may not use SparkNotes, MonkeyNotes, or any other materials as a replacement for reading the book or as information used for your paper, quoted or paraphrased. You may not use materials from another student. Do not work collaboratively on this assignment (collaboration is great, but this assignment is independent). If you are having difficulty comprehending the book, writing the assignments, or completing the assignments, contact your teacher. This is the best way to avoid panicking and resorting to cheating.

**Explanation of Assignment:** After reading Schlosser’s *Fast Food nation*, complete the following two-part writing assignment.

**Part I: Rhetorical Analysis Journal**

As you read *Fast Food Nation*, notice the author’s style. to aid in your understanding of style you have been given a list of stylistic devices with definitions and examples. Use this list to recognize the stylistic devices used in the text. Then, for each chapter, identify two stylistic devices from the style sheet provided. Do this in a double-entry log with a quote (or if a really long passage, a paraphrase) and page number on the left side and the identification of a term on the right side. Number the entries according to chapter. Try as best as you can to vary the devices you identify. Repeat devices RARELY. Do not have every other entry labeled “simile” because the purpose of the assignment is to begin identifying more devices.

Here is an example of how the journal should look: (type the assignment)

Chapter	Quote/Paraphrase	Stylistic Devices
3	Paraphrase: repetition of “And” at the beginning of sentences (“And the children,” “And the women,” “And the men”) (pg. 6-7)	Anaphora

**Grading:**

Each entry is worth three points, scored based on accuracy. Formatting the journal will be configured into your score as well.

**Part II: Rhetorical Analysis Essay**

As you have been reading the novel, you have probably noticed that Schlosser varies his style throughout, depending on what he is discussing and how he is discussing that topic. For your essay, select ONE chapter to analyze. Write a 1.5-2 page paper analyzing the chapter with a specific close reading (this means examine the words on the page, use some quotes, and discuss just that chapter). The thesis of the paper should be the author’s purpose in the chapter (What is he trying to accomplish? What does he want the reader to specifically understand?) and how stylistic devices help the author achieve that purpose (use the style sheet to identify stylistic devices). It should be very specific and have at least two short quotes. It cannot be a summary of the book or a plot analysis.

**Requirements:**

- 1.5 to 2 pages typed, Times New Roman 12-point font, double spaced;
- 1” Top/Bottom Margins, 1.25” Left/Right Margins;
- Heading is single spaced;
- Focus the paper specifically on author’s purpose and how style supports that purpose;
- The paper must be well supported with at least two quotes;
- You must use proper quoting format. “This is an example of how to do that” (22). The page number is listed, without writing “pg.,” and the period goes outside of the parentheses. Also, do not list the author, because you should mention him in the

introduction and you don't need to repeat the name if there is only one source for the paper;

- It must have a thesis, be organized, and be free from grammatical/spelling errors.

**Tips:**

- The introduction should identify Schlosser's purpose in the chapter and which stylistic elements he uses;
- The body should explain the stylistic elements, give examples where relevant, and connect the style to purpose ("why" the author utilizes those devices to give a desired effect);
- The conclusion should connect the style/why to the purpose of the chapter as a whole;
- When quoting, remember to both set up the quote and explain the quote; don't just drop in random quotes. Also, keep them short and to the point. Don't use quotes to demonstrate obvious things.

**Grading: Rubric.**

<b>Category</b>	<b>Excellent (20)</b>	<b>Good (16)</b>	<b>Fair (14)</b>	<b>Poor (11)</b>
Thesis/Introduction	Clear, correct, and powerful	Clear & correct	Somewhat clear; slight inaccuracies	Unclear or incorrect
Body: Content	Has three paragraphs that connect thesis (author's purpose) to style accurately and insightfully	Has three paragraphs that connect thesis to style accurately.	Has three paragraphs that connect thesis to style with some slight inaccuracy or body is slightly vague.	Has less than three paragraphs or inaccurately/very vaguely connects thesis or does not connect to thesis.
Body: Organization	Well organized within essay and within paragraphs	Organized within essay and within paragraphs	Somewhat organized within essay and within paragraphs	Lacks organization within essay or within paragraphs
Writing: clarity of phrasing and style	Phrasing is clear, powerful, and academic.	Phrasing is clear and academic.	Phrasing sometimes lacks clarity or is slightly less academic.	Phrasing lacks clarity or is not academic.
Writing: mechanics and formatting	The writing is free of mechanical errors and all formats are correct	The writing has nearly no mechanical errors or has a slight format problem.	The writing has some minor mechanical errors or has a repetitive format problem.	The writing has numerous mechanical errors or ignores format.

**Good luck with the assignments! Remember, do not hesitate to ask for help. I will see you and your summer assignments on the first day of school.**

**Have a great summer,**

**Mr. Fare**