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# PRINCE GEORGE HIGH SCHOOL

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7801 Laurel Spring Road | Prince George, Virginia 23875

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LEAD. INNOVATE. INSPIRE. **LEAD. INNOVATE. INSPIRE.** LEAD. INNOVATE. INSPIRE.

June 2022

Dear Advanced Placement Language and Composition students and parents:

Welcome to the Advanced Placement Language and Composition class for next year. AP Language and Composition is a demanding college-level course designed to develop exceptionally skilled writers with intelligent and perceptive insight into literature. Near the end of the course, all students will take the National AP Examination.

This course will concentrate on a variety of subjects with a focus on rhetoric, tone analysis, argumentation, diction, and the use of metaphor. The method by which we will explore these skills will include the close reading of primarily nonfiction short works. American novels and poetry will also be included in our study. Timed composition assignments focus on the critical analysis and evaluation of literature. The course will also require several oral presentations and a research assignment for each quarter. In addition, students will post to a private online discussion forum.

The National AP Examination (additional fee - \$95) will be taken in early May. If a student performs well on the exam, the student may receive college credit (3-6 hours) and/or exempt freshmen writing requirements. The course is designed to resemble a university course. Therefore, each student should expect to spend at least 2-2 ½ hours independently completing reading and writing assignments each week.

AP courses are among the most challenging courses offered at Prince George High School. If a student fails to maintain an appropriate grade or fails to come prepared for class on a regular basis, the student will be reassigned to a regular level class.

**Over the summer, it will be necessary to read and complete the following tasks to prepare for the first weeks of school. In addition to reading the items, there are various assignments on the following pages that will accompany them. The expected grading breakdown will follow on each assignment page following this letter.**

- 1. Selections from *Thank You for Arguing, 4th ed.* by Jay Heinrichs (nonfiction rhetoric) + Assignment**
- 2. Student choice novel from Narrative Nonfiction List + Assignment**
- 3. “Letter of Introduction” Assignment**

I am looking forward to meeting each of you in the fall. If you have any questions, please email me or call me at 804-733-2720. You may also check our Summer Reading Google Classroom for updates and/or questions.

Sincerely,

Mrs. Megan Spivey  
AP Language and Composition Teacher  
[mspivey@pgs.k12.va.us](mailto:mspivey@pgs.k12.va.us)

## AP English 11 Assignments

### Summer Assignment 1 of 3

*Thank You for Arguing, 4th ed.* by Jay Henrichs \*ensure that you have the correct edition  
<https://www.amazon.com/Thank-Arguing-Fourth-Revised-Updated/dp/0593237382/>

This nonfiction work is designed to enhance our understanding of rhetoric and persuasion. As it is stated on the cover, we will learn “what Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion.” This material will be immensely helpful in preparation for the Writing SOL, the AP exam, and life in general.

Assignment - **Independently read sections 1-8, 13, 15, 20, 22, 25, and 27.** We will cover the other sections together in class.

Complete the written assignment in a Google Doc on your PGHS Google Drive. If you do not have access to a computer, you may also write this in a journal specifically designated for this class.

Part 1: Select at least 5 specific techniques for an effective argument that you learned about or can now honestly say you understand better because of having read this book. Describe each technique in a separate paragraph. The paragraph should provide enough details, including examples (real or imagined) to illustrate your understanding of the technique.

Part 2: Recall an argument from your past that you “lost.” (This could be an argument with a friend, a sibling, a teacher, a parent, etc.). Briefly rewrite the argument in dialogue form—like the script of a play. First, show how the argument went originally. Then rewrite it to show how the argument could have ended differently, had you known some of the techniques or skills that you have read about in *TYFA*. Label the techniques/skills you use in the rewritten version.

### Grading Breakdown

Part 1: 5 specific techniques - up to 20 points for each – one grade in the independent practice category

Part 2: 1 lost argument, written in dialogue form, original argument, rewritten argument, techniques and skills listed - up to 20 points for each item listed in the above line - one grade in the classwork category

## AP English 11 Assignments

### Summer Assignment 2 of 3 – Part 1/2

Narrative Nonfiction List - Choose one of these and complete the assignment on the next page.

- *An American Childhood* by Annie Dillard (memoir; autobiography)
- *Autobiography of a Face* by Lucy Greely (memoir; self-image)
- *The Autobiography of Benjamin Franklin* by Benjamin Franklin (also called his Memoirs; traditional historical autobiography)
- *Blink* by Malcolm Gladwell (nonfiction; psychology)
- *Bossypants* by Tina Fey (memoir; humor)
- *Console Wars* by Blake J. Harris (nonfiction; technology)
- *Educated: A Memoir* by Tara Westover (memoir; coming-of-age; resiliency)
- *Fire in a Caneybrake* by Laura Wexler (narrative journalism; social issue of race)
- *Hillbilly Elegy* by J.D. Vance (memoir; coming-of-age, familial issues)
- *The Glass Castle* by Jeanette Walls (memoir; coming-of-age; redemption)
- *Plastic: A Toxic Love Story* by Susan Freinkel (nonfiction; environmental)

\*Disclaimer - Please make a careful selection and get your parents' approval. We selected books based on their artistic merit, the variety of topics and styles, and the author's experience and research. Keep in mind that these authors write passionately about a wide variety of topics of their personal interest and convictions. These books represent only their authors' opinions and are not necessarily those of your teachers or the Prince George County School District. Be sure that you take time exploring these books before making your final choice. Remember that you do not need to agree with an author's opinion to appreciate their craft of writing.

## AP English 11 Assignments

### Summer Assignment 2 of 3 – Part 2/2

#### **Nonfiction Book Reviews—Memoir, Biography, Autobiography**

Answer the following questions about the book that you chose to read. Answer ALL questions in at least one paragraph. You may copy and paste this assignment into a separate Google Doc. Please include the questions on the Doc. If you do not have access to a computer, you may also write this in a journal specifically designated for this class.

\*Please remember that this assignment is more about exploring the book you chose rather than the “correct” or “incorrect” answers. Trust your confidence and use evidence to support your point of view.

- I. What is the book’s title and who is the author?
- II. What is the significance of the title, and what evidence can you cite from the text to support your claim?
- III. What is your gut reaction to this text, and why did you react this way?
- IV. Discuss the exigence for this book. What motives (both explicit and implicit) might the author have for choosing to write this book?
- V. What social commentary does the writer seem to be creating? Who does this commentary seem to target?
- VI. Describe the rhetorical situation in your book by writing a precis or a paragraph that effectively offers an overview of your book’s rhetorical situation.
- VII. What is the most important event or passage in the text and why? How does it help to create the outcome of the book?
- VIII. What “moves” or strategies does the author seem to use in a memorable way, OR what strategies does the author seem to use the most? (examples: imagery, researched facts, humor, irony, or a specific type of diction)
- IX. What qualities of the subject (main character) of the book do you admire the most? The least? Why?
- X. What effect does the book have on your beliefs, thoughts, and/or theories? Explain.

#### **Grading Breakdown**

10 questions (each answered in one paragraph and with a demonstrated basic understanding of the chosen book) - up to 10 points each – one grade in the test category

## **AP English 11 Assignments**

### **Summer Assignment 3 of 3**

#### “Letter of Introduction” Assignment

The purpose of this assignment is to explain why you signed up for AP Lang. Possible ideas to explore and convey include the following:

- 1 - What you hope to gain from taking the class;
- 2 - What you intend to do to better prepare yourself for this class and beyond;
- 3 - Anything you think would be useful for me to know so that I can help you be as successful as possible.

Complete this assignment in a separate Google Doc. Write at least 250 words in response to the above ideas or any other items that you may deem necessary for this assignment. If you do not have access to a computer, you may also write this in a journal specifically designated for this class.

#### **Grading Breakdown**

1 response for each of the 3 items above and 250 words - up to 25 points for each including word count – one grade in the quiz category

## AP Language and Composition - Developing a Tone Vocabulary

Feel free to use these vocabulary words in your assignments, should you choose. We will be utilizing the words in class so any earlier use of them on your part is beneficial.

**admiring** - complimentary, favorable  
**alarmed** - excited  
**allusive** - suggestive, hinting  
**aloof** - haughty, distant  
**ambivalent** - indecisive, having mixed emotions  
**angry** - irate  
**anxious** - uneasy, brooding  
**apathetic** - uncaring, uninvolved  
**apologetic** - regretful  
**audacious** - bold, insolent  
**belligerent** - contentious  
**benevolent** - kindly  
**bitter** - hating, malicious, resentful  
**candid** - frank, truthful  
**captious** - ready to detect trivial faults  
**ensorious** - severely critical, condemnatory  
**clinical** - detached, coolly dispassionate  
**cold** - unemotional  
**complacent** - self-satisfied, smug  
**condescending** - showing superiority, patronizing  
**confident** - certain, full of conviction  
**confused** - perplexed, disconcerted  
**contemptuous** - scornful, disdainful, disrespectful  
**critical** - judging harshly  
**cynical** - contemptuously distrustful of human nature  
**delirious** - suggesting frenzied excitement  
**depressed** - dejected  
**desperate** - showing a loss of hope  
**detached** - unconcerned, aloof, distant, unbiased  
**didactic** - instructive  
**dispassionate** - unaffected by strong feeling  
**dogmatic** - authoritative, assertive, arrogant  
**dreamy** - vague, in a state of reverie  
**effusive** - excessively demonstrative, gushing  
**elated** - joyful; happy  
**elegiac** - expressing sorrow  
**fanciful** - whimsical  
**flippant** - lacking proper respect or seriousness

**forgiving** - pardoning, excusing  
**frivolous** - lacking seriousness, playful, fun  
**giddy** - lightheartedly silly  
**hesitant** - reluctant  
**impartial** - unbiased, objective  
**impassioned** - ardent, fervent, fervid  
**importunate** - overly persistent in demand  
**incredulous** - not believing  
**indignant** - showing anger at injustice  
**insolent** - arrogant, overbearing, impudent  
**ironic** - expressing the opposite of literal meaning  
**irreverent** - disrespectful  
**jocular** - joking, humorous  
**lugubrious** - dismal, mournful  
**matter-of-fact** - concerned with fact only  
**melancholy** - depressed, dejected, sad  
**optimistic** - inclined to expect the best possible outcome  
**pedantic** - narrowly or unimaginatively academic  
**pessimistic** - inclined to expect the worst possible outcome  
**pompous** - arrogant, self-important  
**puerile** - childish, juvenile  
**pungent** - caustic, stinging, biting  
**restrained** - reserved  
**sardonic** - disdainfully humorous, sarcastic  
**satirical** - ridiculing, ironic, mocking, taunting  
**sentimental** - affectedly emotional  
**skeptical** - questioning, doubting  
**somber** - serious, solemn, gloomy, grave, melancholy  
**supercilious** - haughtily contemptuous  
**sympathetic** - favoring, pitying  
**tongue-in-cheek** - ironic, facetious, sarcastic  
**threatening** - menacing  
**urgent** - urging insistently, earnest  
**vexed** - annoyed, agitated  
**vindictive** - vengeful, spiteful, vicious  
**zealous** - eager, passionate, fervent