

Ms. Kook  
 AP English Language and Composition  
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 Summer Reading and Writing

A Summer Learning-Experience

Welcome to AP English Language and Composition! Are you ready?

This course is designed for students who have completed Advanced Placement (AP) English Literature and Composition as well as students entering AP for the first time. It is important that you understand that this is a course that demands a serious attitude and commitment to academic work. Students are expected to work in and out of the classroom and to be responsible for their learning—often working independently and interdependently (sharing and working with others).

There is *one* major project that students are to complete over the summer to prepare for fall semester.

- Closely (carefully) read and write on *Gulliver's Travels* by Jonathan Swift. It is essential that you read and write on the ENTIRE text! There are NO shortcuts. Reading/studying the original text will help tremendously with your learning.

**Reading/Writing Project: *Gulliver's Travels*. Jonathan Swift (1667-1745).**

Closely (carefully) read and annotate Swift's satire (**see specific instructions below**).

1. **Dialectical Journal:** Closely read and annotate the text in the following manner:

For **EACH** chapter, write **ONE** dialectical journal entry as follows:

- Select what you consider a meaningful word, phrase, sentence, or passage. Copy your selection. Include quotation marks around quoted selection and provide parenthetical documentation.
- Here is an example from another text:  
 "Age was respected among his people, but achievement was revered" (*Achebe* 8).  
 (Include author for the first couple of quotes. After that, include page number only.)
- Now, in your own words, explain what the quote means and why it is significant to the text, to you, and to life itself.

2. **Rhetorical Analysis Essay:** To be composed in class at the start of school, in response to an AP rhetorical analysis prompt. Note: You may use the journal that you create during the summer when taking the exam, but you may not use the actual text. As part of your study, consider the rhetorical framework below.\*

**\*Rhetorical Framework**

- Author's **exigence** (what causes the writer to think or speak; what is the motivating factor or motivator)
- Author's **purpose** (what author wants reader to say or do after reading text)
- Primary and secondary **audience**
- **Logos** (central idea, data, claim, because); **ethos** (establishes good sense, good character, good will); and **pathos** (appeals to emotions and states of life)
- **Diction, syntax, tone, imagery + allusion, figurative language.**

Note: Your writing should elevate Swift's satire beyond simple comprehension to discover meaning, and should reflect insight and rigorous thought, **not great length**.

The *Gulliver's Travels* project will be assessed for completeness, depth of thought, and quality of writing.

Feel free to email me any questions, comments, or concerns you may have.  
 Enjoy your summer and **have fun learning!**