**AP Language & Composition**  
**Summer Reading 2018**

**Part I: Rhetorical Terminology**

You are responsible for defining each of the following terms. Please put them in the order given below and label each section with the headings given below. All underlined terms ALSO need at least one example that illustrates the concept.

### BASIC RHETORICAL TERMS

- Allegory
- Allusion
- Anecdote
- Aphorism
- Cliché
- Colloquialism
- Connotation
- Denotation
- Diction
- Figurative Language
- Foreshadowing
- Imagery
- Inference
- Irony
  - Dramatic
  - Situational
- Jargon
- Juxtaposition
- Mood
- Motif
- Parody
- Personification
- Point of View
- Rhetoric
- Rhetorical Appeals
  - Ethos
  - Logos
  - Pathos
- Rhetorical Triangle
- Satire
- Syntax
- Tone

### TROPES — Tropes are figures of speech with an unexpected twist in the meaning of words.

- Ambiguity
- Euphemism
- Hyperbole
- Idiom
- Metaphor
- Metonymy
- Onomatopoeia
- Oxymoron
- Paradox
- Pun
- Rhetorical Question
- Simile
- Synecdoche
- Understatement

### SCHEMES — Schemes are figures of speech that deal with word order, syntax, letters, and sounds, rather than the meaning of words.

- Anaphora
- Antithesis
- Apposition
- Asyndeton
- Chiasmus
- Parallelism
- Polysyndeton
- Verbal Irony

### RHETORICAL MODES (Modes of Discourse)

- Argument
- Description
- Narration
- Exposition, forms of:
  - Cause and Effect Analysis
  - Comparison and Contrast
  - Definition
  - Division and Classification
  - Exemplification
  - Process Analysis

Potential sites for definitions and examples:

- [http://www.virtualsalt.com/rhetoric.htm](http://www.virtualsalt.com/rhetoric.htm)
- [http://literarydevices.net/rhetoric/](http://literarydevices.net/rhetoric/)

Links to lots of sites –

Part II: JOURNAL: Preparing to Read “How Boys Become Men”:

“My childhood is a part of my story, and it’s why I’m who I am today.” – Misty Copeland

Think about how your childhood experiences, especially interactions with other kids, contributed to the development of your identity. For example, how did interactions with other kids at the playground, slumber parties, t-ball and other such childhood experiences shape who you are today? Recount some of those vivid memories and share how their impact molded you into the person you are today (200 word minimum).

Part III: Read and Annotate the AP Version of the Nonfiction Essay - “How Boys Become Men” by Jon Katz

In order to help you effectively annotate the summer reading essay and novel, read the PDF on Annotating Hints and Examples. The AP Version of “How Boys Become Men” features questions on the right that correspond to the text. Use those questions as guidance on what rhetorical elements to annotate and what type of interaction we want to see you making with the text. This will also help you answer the questions in Section IV.

Part IV: Understanding the Essay “How Boys Become Men”

Answer the following set of questions using complete sentences. These should be well thought out responses. Answer on a separate sheet of paper so that you can turn it in on the first day of school. No typed responses.

Questions for “How Boys Become Men” by Jon Katz

STRATEGIES AND STRUCTURE

1. Katz tells the story in paragraphs 1 and 2 of a boy who prefers to get knocked down rather than be called a "chicken." Why do you think he begins with this incident? What stage or aspect of the boy-training process is he illustrating?

2. In paragraph 3, Katz states one of the “central ethics” of his gender is to “experience pain rather than show fear.” Looking at today's society, in what ways is this true? In what ways is this not true?

3. Why, according to Katz, do “women tend to see men as a giant problem in need of a solution” (4)?

4. "If you don't understand something about boys, you can't understand why men are the way we are ..." (4). To whom is Katz speaking here? What purposes might he have for explaining the male maturation process to this particular audience?

5. What is that boys are supposed to learn “more than anything else” (7)? What do you think girls are supposed to learn more than anything else?

6. The longest of the anecdotes that Katz tells to show how boys learn to behave is the one about himself. Where does it begin and end? By what process or processes is he being taught here?

7. In paragraph 12, what does Katz mean when he says, “Frontier Justice has nothing on Boy Justice”?

8. What is the role of the older cousin in the narrative Katz tells about himself as a boy? How does the cousin's response in paragraph 13 illustrate the process Katz is analyzing?

9. Where else in his essay does Katz tell a brief story to illustrate what he is saying about how boys are trained? How do these stories support his main point? What would the essay be like without any of the stories?

10. Notice that in paragraphs 16-17, Katz quotes two friends on the nature of male development. Why is the location of these quotes crucial to the structure of the essay?

11. This essay was originally published in Glamour magazine. How can you tell that Katz is specifically addressing an audience of young women? What is his purpose in addressing these young women in the portion of the essay beginning with paragraph 18?

12. How, according to Katz, do some men finally achieve sensitivity? What are other possible softening influences on adult males?
13. Besides analyzing the processes by which boys learn to behave according to a rigid "Code of Conduct," Katz's essay also analyzes the lasting effects caused by this early training (5). What are some of these effects?

14. Katz illustrates his thesis with three anecdotes. Identify each of them. Where in the essay is each located? How do they differ? How does each enhance the author's message?

WORDS AND FIGURES OF SPEECH

15. In paragraph 3, Katz identifies what he describes as “one of the central ethics” of his gender. Why does he call it an ethic rather than a rule?

16. How does the dictionary define "machismo" (4)? What language(s) does it derive from? How does American society respond to such machismo? Is it “frowned upon or encouraged”?

17. In paragraph 4, Katz refers to men as “we,” but later he refers to men as “they.” What is the purpose of this shift?

18. To feel sympathy for someone means to have feelings and emotions similar to theirs. What does "empathy" mean (5)? In what ways is empathy encouraged or discouraged in this essay? In today's society?

19. How does Katz's use of the various meanings of the words "chicken" and "rat" help him to make his point about how boys become men (1-3, 5, 8-9)?

20. Paragraph 5 ends with “weird.” What does that term imply in the context of this paragraph?

21. Verbal irony is the use of one word or phrase to imply another with a quite different meaning. What irony is expressed by the boy's answer “Fine” in paragraph 23? What does “fine” really mean in most instances?

Part V: Junior Summer Reading Book - Read The Catcher in the Rye (available at your local bookstore or online in PDF form)

1. Due on the first day of class – To help you be prepared, you must have a minimum of 20 annotated notes on the novel (handwritten on paper that you can turn in). You will want to be on the lookout for things that are part of the “rules” Holden chooses to live by and how these impact him. Think about what would be part of his “Code of Conduct,” how his previous experiences shaped his code, and how he applies them.

2. You will need these notes in order to provide textual evidence for your in-class essay. Since you must use textual evidence from the novel, write specific quotes and cite their page numbers using MLA format. Here is an example of MLA format.

Sample annotated note for The Catcher in the Rye:

When Phoebe finishes riding the carousel, she asks Holden: “Did you mean it what you said? You really aren’t going away anywhere? Are you really going home afterwards?” Holden responds by telling her yes. At this point he thinks, “I meant it, too. I wasn’t lying to her. I really did go home afterwards” (Salinger 274). From that phrase – “I meant it, too” – it’s easy to see that Holden lied a lot throughout the story, even to his sister; however, this seems to be a turning point because he’s actually telling her the truth. Maybe something about watching her riding on the carousel and reaching for the golden ring made Holden realize something about himself or about his life. Although lying might still be a huge part of who he is, it seems like he might finally be ready to face the truth. His “code” might be changing.

The annotation is not just the quote! The first part above provides context for the quote and serves to introduce the quote. After the quote, the annotation (in bold) delves deeper at the exchange between Holden and Phoebe. It analyzes what Holden says and how that demonstrates a possible change in Holden.

Your notes need to span the entire novel (not just the beginning).
Part V: Preparing for the In-Class Essay

After reading *The Catcher in the Rye* by J. D. Salinger, you will use the essay “How Boys Become Men” by Jon Katz to help you consider the code of conduct by which Holden Caulfield, the teenage protagonist in *The Catcher in the Rye*, lives. *You do not have to write the essay yet, but you must BE PREPARED to write the essay.*

Please remember that the expectation of this course is that you will produce college-level work. Your summer reading assignments and this first in-class essay will establish an impression of what your current capabilities are and denote how much pride and effort you pour into your work. Do not disappoint!

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**Checklist for What Is Due on the First Day:**

- ✓ Definitions of Rhetorical Terms with Examples (Part I)

- ✓ Journal - 200 word minimum (Part II)

- ✓ Responses to “How Boys Become Men” questions **AND** your annotated copy of the essay. (Parts III and IV)

- ✓ A minimum of 20 annotated notes from *The Catcher in the Rye* about Holden Caulfield’s “Code of Conduct” You will be able to use these notes for the in-class essay. You will also be able to use the novel, so please bring it to class, too. (Part V)