AP LANGUAGE & COMPOSITION: INFORMATION & SUMMER ASSIGNMENTS ~ 2019

Instructor:
Mrs. Bivins

Contact Information
Email: wbivins@tfd215.org

Classroom Resources
Follow @Mrs_Biv on Twitter for updates

Dear Student:

Congratulations on your course selection of Advanced Placement Language & Composition. You have made a wise yet demanding choice. In this class you will be reading a variety of texts and articles and you will learn how to be critical thinkers and writers. I have high expectations for this class and demand students who are willing to put in the required effort necessary to succeed. My goal is for every student enrolled in the class to take the AP Exam in May, giving you the chance to earn college credit. That requires dedication, enthusiasm, and hard work on both our parts.

This summer you must read the novel Things Fall Apart by Chinua Achebe. You can obtain a copy of this novel from the bookstore, however, I recommend that you purchase your own copy. If you purchase your book from a bookstore or online, that gives you the opportunity to highlight and make notes within your pages to help you read more critically. Annotating is a useful tool in this class and will be of great benefit to you. If you have any questions, you can email Mrs. Bivins - at wbivins@tfd215.org or send a Remind message.

You must read the novel and annotate the novel thoroughly. If you checked out a copy from the school or from a library, you can use post-it notes to annotate. You will be completing two assignments for this novel. Be sure to follow all instructions carefully. Both assignments are due at the first day of school. Also the first two weeks of school we will be analyzing the novel together and you will have an exam on the novel.

You must submit both assignments to Google Classroom AND Turnitin.com by 8:25am on the first day of school. Enrollment instruction and information is included in this packet.

Be sure to contact me with any questions throughout the summer. Please do not wait until the week before the assignment is due to ask questions. Manage your time wisely, start and finish early!

Mrs. Bivins

wbivins@tfd215.org
ASSIGNMENT #1 – Analysis Entries – 35 Points

Directions: You will complete analysis entries for the novel _Things Fall Apart_. Your entries should be taken from the chapters as you read from beginning to end. If most of your examples are from the beginning of the novel, it will be assumed that you did not read the entire novel. There are SEVEN categories that you will be analyzing for the novel. You must choose at least TWO POINTS listed from each section to respond and analyze. You must have a citation for each point that you choose (2 per section). You will have a total of FOURTEEN CITATIONS when completed. There is an example below for your review. A word document that is already formatted is provided for you on Google Classroom. You are REQUIRED to type your response in the formatted word document.

1. **Reader Response:** Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer’s effectiveness.

   **MAKE NOTE OF:**
   - Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, tension, criticism, confusion, etc.)
   - Your questions or lack of understanding or doubts (ask “Why?”)
   - Your revelations (when “things” become clear to you, when you create links between ideas)
   - Similarities to other works (“This reminds me of…”)
   - Wonderful writing—passages that strike you artistically/aesthetically and why

2. **Speaker:** Think about who the writer is and what he or she NEEDS to communicate. This should help you determine the author’s credibility.

   **MAKE NOTE OF:**
   - Introductory facts (author backgrounds and relationship to the topic, bias, etc.)
   - Ethics—how does the author establish credibility and character on the given topic?
   - Note words and language that indicate the author’s attitude or tone and where it shifts
   - Note when the author directly or indirectly states how he or she feels
   - Observe key lines that stand out as crucial to the author’s argument

3. **Occasion:** Think about what caused the author to write about this topic and whether or not it is a valid reason.

   **MAKE NOTE OF:**
   - The author’s reasons for writing—what is the motivation?
   - Historical, political, and social issues surrounding the topic
   - The author’s personal reasons as well as the greater world influences for the piece
   - Evidence of views characteristic of the time period and culture surrounding the work
   - Descriptions of class judgments, racism, gender biases, stereotypes, etc.

4. **Audience:** Think about what kind of person or people the author intended to view the piece. Is the author able to connect with that audience effectively?

   **MAKE NOTE OF:**
   - Evidence of who the author is trying to reach
   - Where the author directly or indirectly addresses a specific audience
   - Any “call to action” that the author is issuing to the reader
   - Pathos—does the author appeal to your sense emotion through anecdotes and figurative language

5. **Purpose:** Think about the author’s purpose in writing this book and whether or not he or she is effective in that purpose.

   **MAKE NOTE OF:**
   - Specific reasons for writing (informing, persuading, arguing, refuting, exemplifying)
   - Logos—the author’s appeal to reason. Examine how the author makes the reader believe in that purpose.

6. **Subject:** Think about what the book is discussing and whether or not the author shows why this subject matter is important.

   **MAKE NOTE OF:**
   - Elements related to the problem or issue
   - How the author develops or deepens the aspects of the problem or issue
   - How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. **Authorial Devices and Structures in the Argument:** Think about the author’s techniques in delivery and how effective the author’s methods are for rhetorical purposes.

   **MAKE NOTE OF:**
   - Changes in point of view/emphasis
   - Crucial language/vocabulary (not just a word that you don’t understand, but one that seems crucial to understanding the argument)
   - Stylistic techniques (irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices)
   - How the author’s structure of the argument/book influence the reader and relate to the subject, audience, and purpose
### Example Set Up

<table>
<thead>
<tr>
<th>Citation/Passage from the text with page #</th>
<th>Paraphrase of Summary of citation</th>
<th>Analysis &amp; Reaction to Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader Response</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The author explains, &quot;I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a &quot;bank error&quot; that allowed me to collect $200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the $200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen.&quot; (Last Name 1).</td>
<td>The author is remembering that a common childhood game had a positive moment when a player received &quot;free&quot; cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.</td>
<td>By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a &quot;bank error&quot; card. He also issues the question that &quot;banks have plenty of money&quot; so &quot;why argue?&quot; This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a &quot;tougher dilemma.&quot; It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the &quot;little guy&quot; is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</td>
</tr>
</tbody>
</table>

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### ASSIGNMENT #2 - Things Fall Apart Literary Analysis Summer Essay – 80 Points

For your essay on the novel *Things Fall Apart*, you will be writing a five paragraph literary analysis of character’s growth.

**Prompt:** Write a literary analysis of *Things Fall Apart* in which you examine how Achebe uses literary devices to show a character’s change in identity from the beginning of the novel to the end due to the cultural collision caused by the introduction of Western ideas into Ibo culture. Choose only one character for this essay. Be sure to also explain within each paragraph why the use of the literary device is effective in showing the character’s development.

**In your essay, analyze**

1. How the collision of cultures challenges the character’s sense of identity
2. How the literary device is effective in portraying the character’s change from the beginning of the novel to the end

**Reminders:**
- You should have a 3-point thesis statement
- You must include at least two citations per paragraph (all of your evidence) to support your claims/statements.
  - All quotes should have lead-ins, proper citation, and elaboration that is an analysis of how the citation supports your claim. **DO NOT SIMPLY RESTATE OR SUMMARIZE THE CITATION.**
- Avoid summary; **do not give full plot information; critically analyze the novels. Analysis is key!**
- You must write in formal voice. – no personal pronouns – I, me, my, us, our, we, etc...
- No contractions – can’t, don’t, does, etc...
- You must write in the literary present. NO PAST TENSE – was, did, had, etc...
- Times New Roman, 12-point font, double-spaced, running hear
- Use MLA format for in-text citations and Works Cited page – if you need help please use the Purdue Owl Website

There is a PowerPoint that goes over how to properly analyze and complete this essay. Please read it thoroughly before beginning your essay.

**Due Date:** The **first day of school by 8:25am.** – Make sure it is submitted to Google Classroom AND turnitin. **YOU DO NOT NEED A PRINTED COPY.** If it is not submitted on time you will receive ½ credit. If it is not on turnitin.com, your assignment will automatically be deducted 15%.

**Turnitin info** - Class ID-**21309499** & Enrollment Key-**Blivins**
**Remind info** - AP Lang code Enter this number- **81010** Text this message- **@blivinslang**
**Google Classroom info** - Class code - **vgj3f3m**

*See attached handouts for further instructions on how to enroll in the various platforms.*

*Be sure to sign up for all the above platforms to get updated announcements, reminders, and various resources that will be helpful to you.*
<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention</strong></td>
<td>The attention effect is most likely influenced by the introduction of the topic. The introduction is meant to grab the reader's attention and set the stage for the rest of the essay.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction section sets the context for the essay and introduces the main ideas that will be discussed. It is crucial to engage the reader from the beginning.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The essay is organized into paragraphs, each of which focuses on a specific idea. Each paragraph should have a clear topic sentence and supporting evidence.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Evidence is presented to support the main ideas. This evidence can come from various sources, such as personal experiences, research, or secondary sources.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>The analysis section breaks down the evidence and connects it to the main ideas. This section should be analytical and critical, evaluating the evidence and making connections.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>The conclusion summarizes the main ideas and restates the thesis. It should provide a sense of closure and address any implications or future directions.</td>
</tr>
</tbody>
</table>

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**AP Language & Composition Things Fall Apart Literary Analysis Summer Essay - Name**
<table>
<thead>
<tr>
<th>Chapter 6: Pacing and Phrasing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pacing</strong></td>
<td><strong>Phrasing</strong></td>
</tr>
<tr>
<td>1. <strong>Introduction</strong></td>
<td>1. <strong>Introduction</strong></td>
</tr>
<tr>
<td>- Define the purpose</td>
<td>- Define the purpose</td>
</tr>
<tr>
<td>- Outline the main points</td>
<td>- Outline the main points</td>
</tr>
<tr>
<td>- Engage the reader</td>
<td>- Engage the reader</td>
</tr>
<tr>
<td>2. <strong>First Part</strong></td>
<td>2. <strong>First Part</strong></td>
</tr>
<tr>
<td>- Present the evidence</td>
<td>- Present the evidence</td>
</tr>
<tr>
<td>- Use visuals to support</td>
<td>- Use visuals to support</td>
</tr>
<tr>
<td>- Encourage reader to think</td>
<td>- Encourage reader to think</td>
</tr>
<tr>
<td>3. <strong>Second Part</strong></td>
<td>3. <strong>Second Part</strong></td>
</tr>
<tr>
<td>- Take a break</td>
<td>- Take a break</td>
</tr>
<tr>
<td>- Summarize key points</td>
<td>- Summarize key points</td>
</tr>
<tr>
<td>- Connect to the previous</td>
<td>- Connect to the previous</td>
</tr>
<tr>
<td>- Use analogies to clarify</td>
<td>- Use analogies to clarify</td>
</tr>
<tr>
<td>4. <strong>Conclusion</strong></td>
<td>4. <strong>Conclusion</strong></td>
</tr>
<tr>
<td>- Recap the main points</td>
<td>- Recap the main points</td>
</tr>
<tr>
<td>- Offer a final thought</td>
<td>- Offer a final thought</td>
</tr>
<tr>
<td>- Close with a call to</td>
<td>- Close with a call to</td>
</tr>
<tr>
<td>- Encourage reader to</td>
<td>- Encourage reader to</td>
</tr>
<tr>
<td>- Use a closing statement</td>
<td>- Use a closing statement</td>
</tr>
<tr>
<td><strong>Tips for Pacing and Phrasing</strong></td>
<td><strong>Tips for Pacing and Phrasing</strong></td>
</tr>
<tr>
<td>- Keep it concise</td>
<td>- Keep it concise</td>
</tr>
<tr>
<td>- Vary the sentence lengths</td>
<td>- Vary the sentence lengths</td>
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<tr>
<td>- Use pauses between sentences</td>
<td>- Use pauses between sentences</td>
</tr>
<tr>
<td>- Avoid predictable patterns</td>
<td>- Avoid predictable patterns</td>
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<tr>
<td>- Use questions to engage</td>
<td>- Use questions to engage</td>
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<tr>
<td>- Be mindful of the reader's</td>
<td>- Be mindful of the reader's</td>
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<tr>
<td>- Be mindful of the reader's</td>
<td>- Be mindful of the reader's</td>
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<tr>
<td>- Use transitions to connect</td>
<td>- Use transitions to connect</td>
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<tr>
<td>- Use repetition for emphasis</td>
<td>- Use repetition for emphasis</td>
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**Notes:**
- Pacing: how long you take for each component of the presentation.
- Phrasing: how you organize the information you present.
- Tips: suggestions for improving pace and phrasing.
THINGS FALL APART
LITERARY ANALYSIS –
SUMMER ESSAY

Mrs. Rivin AP Language & Composition

Prompt

Write a literary analysis of Things Fall Apart in which you examine how Achebe uses literary devices to show a character’s change in identity from the beginning of the novel to the end. Also, the cultural collision caused by the introduction of Western ideas to Africa. Choose only one character for this essay. Be sure to also explain which each paragraph why the use of literary devices is effective in showing the character’s development.

In your essay, analyze:
- How the collision challenges the character’s sense of identity.
- How the literary device is effective in portraying the character’s change from the beginning of the novel to the end.

Introduction

- Clear topic - deconstruct the prompt
- Understanding what you are writing about is vital to writing a good introduction and essay.

Introduction - Organization

- Sentence #1: Hook plus TAG (title, author, genre).
- Sentences #2,3,4, etc.: Background information of ideas, characters, etc., depending on the prompt.

DO NOT SUMMARIZE THE PLOT!
Hook

- Something interesting about the work (fact, startling information, etc...)
- Must be relevant to the topic / prompt

Author's Full name and title of novel

- Be sure that you mention the author's name and title of the novel (in italics) in the intro.
- In Things Fall Apart, a novel by Chinua Achebe, an African village loses its cultural identity as first missionaries, then government representatives invade their land.

Background - Bridge to Thesis

- Make clear what it is you are analyzing in the essay.
- Explain a bit about this aspect so that the reader is clear about what is being analyzed.
- If your topic is about character(s), introduce the character and his or her role in the work.
- DO NOT START ANALYZING IN THE INTRODUCTION!!!

Thesis Statement

- What will you will prove in answer to the prompt?
Sample Thesis

- Sentence before thesis:
  - One utilizes literary devices to intensify his portrayal of the main character as destined to fail.

- Sample Thesis:
  - Through the following, author John Doe creates a sense of brutality, tension, and gravity that shows how her's identity changes from the beginning of the novel to the end.
  - Through the use of irony, author Jane Doe shows how Jane's sense of identity changes from the beginning of the novel to the end as a result of clash of cultures.

Body Paragraphs

10-12 sentences (not including citation)

- Start each paragraph with a topic sentence that allows you to state your claim.
- Your topic sentence needs to be supported by the evidence in your novel.
- Use a citation to support your claim.
- The citation should be introduced and cited correctly.
- Use 2 sentences how that evidence supports the claim stated in your thesis and topic sentence.
- Last sentence in the paragraph should include the book's title.
- What is your next main point?
- Use another citation that supports your claim.
- Include a topic sentence that expands your next main point.
- Transition statement.
- Every body paragraph should have 2 citations.

Analysis vs. Summary of Citation

- Watch this video on Summary vs. Analysis.
- Begin of time: 350 and stop at 5:33
- https://www.youtube.com/watch?v=bdgK6qEulco

Example of Summary - DO NOT DO THIS

- In the novel, Jamie exclaims, "He used his words to pull me. I had no idea how I would react. I felt him, my heart racing. I feel like I walked one step at a time and I was not afraid to see another and I could not escape." (Horton 98). Jamie is moved to her second marriage and he is treated like very mean. He continuously uses harsh words with her and she thought that this second marriage would be better but it was just as bad as her first.
Example of Analysis

Once the story, "Here was peace. She pulled on her heels like a great handful and pulled them around the width of the world and strapped it over her shoulder, so much of it in its natural state, it could be a picture."

In the analysis, the writer notes the character's feelings of happiness and certainty. The horizon has been a constant theme

Throughout the novel, the character expresses the horizon as a great love.

At the point in the novel, Jane is happy to know that love has found the two lovers. When she4

The horizon is used to demonstrate the character's feelings of love and the idea that she achieved what she desired. It is likely to be a sense of peace with herself.
Terminology for AP Language and Composition

Directions: Familiarize yourself with these terms. It would be helpful if you created flashcards using 3x5 index cards. Place the term on one side and the definition on the other side of the card. You will get more vocabulary words when you begin school. Having the flashcards will be very helpful when it comes to studying for the AP Exam.

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.

Antecedent: The noun to which a later pronoun refers.

Antimetabole: The repetition of words in an inverted order to sharpen a contrast.

Antithesis: Parallel structure that juxtaposes contrasting ideas.

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

Appositive: A word or phrase that renames a nearby noun or pronoun.

Archaic diction: The use of words common to an earlier time period; antiquated language.

Argument: A statement put forth and supported by evidence.

Aristotelian triangle: A diagram that represents a rhetorical situation as the relationship among the speaker, the subject, and the audience (see rhetorical triangle).

Assertion: An emphatic statement; declaration. An assertion supported by evidence becomes an argument.

Assumption: A belief or statement taken for granted without proof.

Asyndeton: Leaving out conjunctions between words, phrases, clauses.

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. **Claim:** An assertion, usually supported by evidence.

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

Colloquialism: An informal or conversational use of language.

Common ground: Shared beliefs, values, or positions.

Complex sentence: A sentence that includes one independent clause and at least one dependent clause.

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.

Coordination: Grammatical equivalence between parts of a sentence, often through a coordinating conjunction such as and, or but.

Counterargument: A challenge to a position; an opposing argument. Cumulative sentence
An independent clause followed by subordinate clauses or phrases that supply additional detail.

Declarative sentence: A sentence that makes a statement.

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.

Elegiac: Mournful over what has passed or been lost; often used to describe tone.

Epigram: A brief witty statement.

Ethos: A Greek term referring to the character of a person; 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.

Figure of speech: An expression that strives for literary effect rather than conveying a literal meaning.

Hyperbole: Exaggeration for the purpose of emphasis.

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

Imperative sentence: A sentence that requests or commands.

Induction: Reasoning from specific to general.

Inversion: A sentence in which the verb precedes the subject.

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 "word"; 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.

Metonymy: Use of an aspect of something to represent the whole. Occasion: 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.

Parallelism: The repetition of similar grammatical or syntactical patterns. Parody: A piece that imitates and exaggerates the prominent features of another; used for comic effect or ridicule.
Pathos: A Greek term that refers to suffering but has come to be associated with broader appeals to emotion; 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. Polemic: An argument against an idea, usually regarding philosophy, politics, or religion.

Polysyndeton: The deliberate use of a series of conjunctions.

Premise: major, minor Two parts of a syllogism. The concluding sentence of a syllogism takes its predicate from the major premise and its subject from the minor premise. Major premise: All mammals are warm-blooded. Minor premise: All horses are mammals. Conclusion: All horses are warm-blooded (see syllogism).

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 modes: Patterns of organization developed to achieve a specific purpose; modes include but are not limited to narration, description, comparison and contrast, cause and effect, definition, exemplification, classification and division, process analysis, and argumentation.

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

Rhetorical triangle: A diagram that represents a rhetorical situation as the relationship among the speaker, the subject, and the audience (see Aristotelian triangle).

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

Scheme: A pattern of words or sentence construction used for rhetorical effect. Sentence patterns: The arrangement of independent and dependent clauses into known sentence constructions—such as simple, compound, complex, or compound-complex.

Sentence variety: Using a variety of sentence patterns to create a desired effect.

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

Simple sentence: A statement containing a subject and predicate; an independent clause.

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.

Straw man: A logical fallacy that involves the creation of an easily refutable position; misrepresenting, then attacking an opponent's position.

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.

Subordinate clause: Created by a subordinating conjunction, a clause that modifies an independent clause.

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

Syllogism: A form of deductive reasoning in which the conclusion is supported by a major and minor premise (see premise, major, and minor).

Syntax: Sentence structure.

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

Thesis: The central idea in a work to which all parts of the work refer.

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.

Trope: Artful diction; the use of language in a nonliteral way; also called a figure of speech.

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

Voice: In grammar, a term for the relationship between a verb and a noun (active or passive voice). In rhetoric, a distinctive quality in the style and tone of writing.

Zeugma: A construction in which one word (usually a verb) modifies or governs—often in different, sometimes incongruent ways—two or more words in a sentence.
Mrs. Bivins Google Classroom Enrollment Instructions

To sign up for my classroom you will need a Gmail email account.

Go to gmail.com and follow the instructions to create an account. Your Gmail email address must include your first and last name. Examples: firstname.lastname, firstname.last, firstname_lastname, etc...

Make your password your id number so that you will not forget it.

After you have created a Gmail account you can now sign up for Google Classroom.

To Open Google Classroom you have 2 options:

Option 1: Enter the URL
   - https://classroom.google.com

Option 2: Open from Launcher

Next pick student as your role.
Once you are in google classroom you can now enroll in a class. Select the correct class code from below.

<table>
<thead>
<tr>
<th>Class &amp; Period</th>
<th>Class Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Language &amp; Composition</td>
<td>vgjqt3m</td>
</tr>
<tr>
<td>AP Psychology</td>
<td>sioc1zl</td>
</tr>
</tbody>
</table>

You MUST use your real first and last name when creating the account and your MUST have a picture of yourself also. – THIS IS REQUIRED!

After you have enrolled in my classroom, **download the google classroom app.** You can now have access to my classroom through the app.

You will be submitting your summer assignments directly to google classroom. Please be sure to familiarize yourself and get comfortable with google classroom this summer! Your assignments can be submitted directly from your google drive.

You can start discussions on the feed that myself and your classmates can respond to. So, if you have a question or a comment about your assignments over the summer, feel free to post to the class discussion feed.

*REMINDER: Although you will be submitting your summer assignments to google classroom, you must still submit them to turnitin.com as well.*
Sign up for important updates from Mrs. Bivins.

Get information for AP Language & Composition 2019/2020 right on your phone—not on handouts.

Pick a way to receive messages for AP Language & Composition 2019/2020:

A  If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/bivaplglng

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.

B  If you don't have a smartphone, get text notifications.

Text the message @bivaplglng to the number 81010.

If you're having trouble with 81010, try texting @bivaplglng to (540) 585-4223.

* Standard text message rates apply.

Don't have a mobile phone? Go to rmd.at/bivaplglng on a desktop computer to sign up for email notifications.