

AP LANGUAGE & COMPOSITION | 2020-21

Summer Reading Assignment

Welcome to AP Language and Composition!

Reading is life changing. Reading has the ability to change your perspective. Reading causes you to think. Reading provides a window into someone's journey or a large portion of their life's work.

For your summer reading assignment, you will read two texts. For me personally, there are nonfiction books that have been life-changing for me. I'm not exaggerating. Take your time to choose wisely. If you start reading a book that doesn't grab you a few chapters in, pick a different one. There are too many books out there.

Additionally, given the current civil rights movement in our country, I challenge you to read someone's story or perspective that may be different than yours. Yes, you are being required to read for my class, but take this opportunity to actually learn from someone else. What if--a book you read for my class--changes your life? It could happen.

While re-reading a text has its place, please do not re-read a book that you have already read. There are too many wonderful books out there!

I look forward to seeing you in August!

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1. Read one nonfiction book off of [this list](#).

- I would also highly recommend *Just Mercy* by Bryan Stevenson--it's not on the attached list, but it's a powerful book. There are many other books out there--this is just one that I have read recently. I have learned a lot.
- If you are not a big reader, there are a lot of options for you on the above list. One of my favorites is *Blink* by Malcolm Gladwell (in fact, it used to be a required summer read for this class.)
- There is a range of maturity and content on this list, so make this choice as a family and email me with any questions). *If there is another text you are interested in reading, please contact [me](#) for approval. I will more than likely say yes.*

2. Read [How to Read Nonfiction Like a Professor](#) by Thomas C. Foster

Assignment Instructions:

1. **Read** your two books (I'm giving you a lot of freedom in the nonfiction piece, so please actually read the text. It's incredible exercise for your brain).
2. Type an MLA formatted, **two page** (no more, no less), **written response** that addresses **both** texts:
 - a. Answer the following: what argument is each author making in the text? What is one similarity argument-wise that you can draw between the two pieces that you read?

- b. Your written piece should have a clear beginning, middle, and end.
 - c. Include a clear, concise thesis statement.
 - d. Include specific, textual evidence to support your thesis. Direct quotes should include appropriate in text citations as well as a correctly formatted Works Cited page (not included in the page requirement) and should be embedded amongst your own words.
 - e. The rubric for this written assignment is on page 7 of this document.
3. In addition, you will create a **dialectical journal** for each text. Follow the format using the table below:

THE GIST: Select 7 quotes from each text (that's 14 total) (no more than 2 quotes per chapter) and complete the following dialectical journal. Your quotes should span the entirety of the book and represent the beginning, middle, and end. You will submit a digital copy on the first day of school, so have it completed by 8am.

Make sure that your work is **original** (*using someone else's analysis from litcharts, for example, is plagiarism*), thoughtful, and analytical and follows the citation example below from [Helpful Handouts](#).

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column the chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You must label your responses using the following codes:
 - **(Q) Question – ask about something in the passage that is unclear**
 - **(C) Connect – make a connection to your life, the world, or another text**
 - **(P) Predict – anticipate what will occur based on what's in the passage**
 - **(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction**
 - **(A) Analyze—explain what the text means, what the author's purpose is for including it, what stylistic choices have been made and why [tone, figurative language, structure,etc.]**
 - **(R) Reflect – think deeply about what the passage means in a broad sense –not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?**
 - **(E) Evaluate - make a judgment about what the author is trying to say**

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example,

you might record:

- **Effective &/or creative use of stylistic or literary devices**
- **Passages that remind you of your own life or something you've seen before**
- **Structural shifts or turns in the plot**
- **A passage that makes you realize something you hadn't seen before**
- **Examples of patterns: recurring images, ideas, colors, symbols or motifs.**
- **Passages with confusing language or unfamiliar vocabulary**
- **Events you find surprising or confusing**
- **Passages that illustrate a particular character or setting**

RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. You can choose to type or write your journals by hand.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Dialectical Journal Expectations

- **Required Amount of Entries PER TEXT: 7** Number each entry.
- **Passages Chosen** [Quality of, stylistic /content determination of]

- **Responses to the Text** [Quality of, higher lever to basic, labeled]
- **Presentation of Dialectic Journal** [Use the template below]--make a new document rather than writing on this one.
- **This will count as a test/major paper grade.**

90-100 = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice, point of view, imagery, conflict, symbols, etc., and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Student has followed all directions in creation of journal.

80-89 = Less detailed, but significant, meaningful plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Student has followed the directions in the organization of journal.

70-79 = Few significant details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connections; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Student did not follow all directions for organization (no columns, page numbers, for example)

<69 = Hardly any significant details from the text. All notes are plot summary or paraphrases. Few literary elements, virtually no discussion of meaning. Limited personal connections; no good questions. Limited coverage of the text. Much too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers. Did not complete or plagiarized. (1) Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided. (2) Points will be deducted on the RESPONSE side for superficial and/or incomplete responses.

A late penalty will apply for every 24 hours after the assignment deadline. There are no exceptions.

Dialectical Journal Template

<p>Text (Provide a direct quotation or paraphrase)</p>	<p>Page #</p>	<p>Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)</p>
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What are you analyzing?		
What are you analyzing?		

Argumentative Rubric (for essay)

	0	1	2	3	4
Thesis	There is no defensible thesis. OR The intended thesis only restates the prompt. OR The intended thesis only summarizes the issue with no obvious or clear claim. OR The thesis does not respond to the prompt.	Student responds to the prompt with a defensible thesis	<h1>QUESTION 3</h1>		
Evidence & Commentary	Student simply restates thesis (if there is one), repeats information already provided, OR provides examples that are irrelevant.	EVIDENCE Student provides evidence that is mostly general. AND COMMENTARY Student summarizes the evidence but does not explain how the evidence supports the argument.	EVIDENCE Student provides <i>some</i> specific, relevant evidence. AND COMMENTARY Student explains how some of the evidence relates to the student's argument, but no line of reasoning is established, OR the line of reasoning is faulty.	EVIDENCE Student provides specific evidence to support all claims in line of reasoning. AND COMMENTARY Student explains how some of the evidence supports a line of reasoning.	EVIDENCE Student provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY Student consistently explains how the evidence supports a line of reasoning. ***This point cannot be awarded to an essay with significant and distracting grammatical or mechanical errors.
Sophistication	Student may make sweeping generalizations in an attempt to provide context. Student may only hint at or suggest other arguments but does not explore them. Students' attempt at writing in a mature style may do more harm than good.	Student demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.	← Student may do any of the following to earn a score point of 1 for sophistication: <ol style="list-style-type: none"> 1. Craft a nuanced argument by consistently identifying and exploring complexities or tensions across the sources. 2. Give context to the argument (either the student's argument or arguments conveyed in the sources) and explain it/their implications (applications) or limitations. 3. Make effective rhetorical choices that consistently strengthen the force and impact of the student's argument. 4. Use a prose style that is consistently vivid and persuasive. 		
6: 93-100	5: 87-92	4: 78-86	3: 70-77	2: 60-69	1: <59

Things to keep in mind:

1. Reading is exercise for your brain. Please read the text closely and to the best of your ability.
2. Please only use study guides such as LitCharts or SparkNotes as a guide **for clarification** rather than a replacement for the actual book itself. If you are struggling with your book, my recommendation is to read a chapter summary and then read the actual chapter. I would rather have a less impressive piece of writing than have someone who has stolen other people's ideas/thoughts/words.
3. You may listen to an audiobook version of the text as long as you are following along with the written/printed version as well.
4. There are fantastic movie versions of these novels; however, they are not a replacement for the text. I encourage you to watch the movie after reading the text.
5. Bring your copies of each text to school on the first day, along with your completed assignment.

In addition to the dialectical journal and essay, we will discuss these books in class, and you will be asked to share your nonfiction text with the class in some manner. More on that once school starts.