

2020-2021 Summer Assignment for AP Language & Composition (AP English 3)

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Advanced Placement English Language & Composition is a course which teaches you skills to prepare you for a standardized test (of the same name) which allows you to place out of Freshman Composition in college (assuming you make a passing score). Because this course focuses on the author's purpose and how the author uses language to achieve that purpose, you, as a reader, will be focusing on rhetorical analysis rather than literary analysis. This course will require more non-fiction selections than you may have previously encountered and in-depth rhetorical device knowledge. **If you are signed up for English III AP, you are required to take the AP test in May 2021.**

I am asking that you choose ONE of the following non-fiction selections and keep a dialectical journal for the novel you choose.

<i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	<i>Unbroken</i> by Laura Hillenbrand
<i>Wild: From Lost to Found on the Pacific Coast Trail</i> by Cheryl Strayed	<i>Just Mercy</i> by Bryan Stevenson
<i>Born a Crime</i> by Trevor Noah	<i>Battle Hymn of the Tiger Mother</i> by Amy Chua
<i>Bossy Pants</i> by Tina Fey	<i>The Color of Water</i> by James McBride
<i>Educated</i> by Tara Westover	<i>First They Killed My Father</i> by Loung Ung
<i>Becoming</i> by Michelle Obama	<i>Walden</i> by Henry David Thoreau
<i>Reading Lolita in Tehran</i> by Azar Nafisi	<i>Dust Tracks on the Road</i> by Zora Neale Hurston
<i>Me Talk Pretty One Day</i> by David Sedaris	<i>I Know Why the Caged Bird Sings</i> by Maya Angelou
<i>Hillbilly Elegy</i> by JD Vance	<i>The Autobiography of Malcolm X</i> by Alex Haley
<i>Educated</i> by Tara Westover	
<i>I Am Malala</i> by Malala Yousafzai	

How to Keep a Dialectical Journal:

The term "dialectical" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of a chart (ALWAYS include page numbers).
- In the middle column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- 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
 - R- Reflect- think deeply about what the passage means in a broad sense-not just the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - E- Evaluate- make a judgment about the character(s), their actions, or what the author is trying to say
- Complete journal entries of at least **1 passage for each chapter**. The number of journal entries will vary depending on the novel you choose to read, but you should do no less than **20 journal entries total**. Meaning you may have to write about more than 1 passage for each chapter.
 - These third-column responses should average 100 words each.
 - All journals should be neat and legible, following conventional grammar and spelling rules. Also, if your penmanship is subpar or if you prefer to type you may keep a digital journal instead. Use **MLA formatting for digital journals**: 12 point, Times New Roman font, etc.
 - Note: journals will be read and checked for plagiarism.

Sample Dialectical Journal entry: To Kill a Mockingbird by Harper Lee

Quotation/Passage	Context	Analysis
<p>"He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out" (3).</p>	<p>The narrator, Scout, is casually discussing how her brother broke his arm and is relating that incident to the summer that her friend Dill came to visit.</p>	<p>The repetition of the pronoun "it" three times in this paragraph creates suspense and serves as a lead into the flashback of three years ago. The reader questions how Jem "got his arm badly broken" and wonders what the "it" is that began when Dill arrived. The reader questions what events from three years ago led to the accident. The children's antics of touching Boo's house and culminates at the end of the chapter with the "flick" of a shutter. Why is Boo a "malevolent phantom" and why are the children afraid to touch the house? But more importantly, how does "it" lead to the breaking of Jem's arm? By provoking these questions, Harper Lee sets the mysterious tone of the novel.</p>

How to Choose 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.
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Ways in Which You Can Respond 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. The sentence starters are just ideas. Please use sentence variety and vary the beginning and structure of your sentences, and please use the analysis section of your dialectical journal chart to really dig deeper into the text.

- **(Connection)** This reminds me of another specific incident (text-to-self, text-to-world, text-to-text) when...
- I **infer/conclude** that ... because...
- Based on this line, I predict... (expound)
- I am **confused** here because ...
- These words/actions reveal ____ about the **character** because...
- This line reinforces the **theme** of ... (explain)
- The author's **tone/attitude** (specify) is revealed when...
- The author's **figurative language** (metaphor, simile, symbolism, etc.)
- The author's use of **imagery** ...
- These **details** show/reveal ... (explain)
- The author's use of **diction** (word choice) demonstrates...
- The **syntax** (sentence structure and length) here (serves what purpose?)...
- The purpose of the (repetition, simile, allusion, statistic, etc.) is to ...
- This reveals the **theme** of ____ because...

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give you a personal reactions to the passage
- Discuss 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

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, film, song, etc.
- Discuss the words, ideas, or actions of the author or character(s), but on a deeper level
- Analyze a passage and its relationship to the story as a whole

How Your Dialectical Journals Will Be Graded: Rubric

	A	B	C	D
Quotations and Plot Details	Detailed, meaningful	Less detailed but still good	Few good details	Hardly any good details
Interpretation	Thoughtful, avoids cliches	Intelligent, discusses theme	Vague, unsupported, plot summary	Plot summaries and paraphrases
Literary Elements	Discusses diction, imagery, syntax, etc. and how these contribute to meaning	Includes them but doesn't explain how they contribute to meaning	Lists literary elements but little discussion of meaning	Few literary elements, almost no discussion of meaning.
Questions and Connections	Insightful personal connections, thought-provoking questions	Some personal connections, questions arise from text	Few connections, obvious questions	Few connections, no questions
Coverage of Text	Covers text thoroughly, highlights from beginning, middle, and end	Covers important parts thoroughly	Covers most parts, but quickly	Way too short
Presentation	Neat, organized, looks professional, follow directions	Neat and readable, follows directions	Neat but hard to read, doesn't follow directions	Hard to read, doesn't follow directions