

# Advanced Placement English Language and Composition

## Summer Reading Assignment 2022

### Assignment Overview:

- The summer reading assignment for students enrolled in the AP Language and Composition course for the 2022-23 school year is divided into two (2) tasks. The assignment requires students to read and analyze two (2) pieces of nonfiction: Barbara Ehrenreich’s *Nickel and Dimed* and one (1) choice text from the list provided on page 2 of this document. Click [HERE](#) for an explanatory video.
- The summer assignment will count as a Q1 test grade. Work not submitted by the due dates will incur a late penalty.
- Titles are hyperlinked to Amazon, but copies may be obtained via booksellers and local libraries. Students will need copies of the texts for the first two weeks of school as they will be used as part of an introduction to rhetoric unit. Electronic/digital copies are acceptable forms as long as students can access and cite from them.

### **Task 1: *Nickel and Dimed* by Barbara Ehrenreich**

- Read and annotate [Barbara Ehrenreich’s \*Nickel and Dimed\*](#) according to the timeline listed below. After you complete the appropriate chapters, compose a written analysis to the corresponding prompt (see below). Responses to *each* prompt should be at least 2 pages and *cite specific evidence* from the text in order to support claims and assertions.
- Your responses should be **double-spaced** using size **12 Times New Roman** font; quotations should be formatted according to **MLA** guidelines.
- All responses are to be uploaded (in a single document) to [turnitin.com](#) by **August 15, 2022**.
- Response Prompts:
  - Prompt 1:
    - Critically analyze the guidelines Ehrenreich establishes for herself in the experiment (i.e. what she would and would not do). What effect do these guidelines have on the author’s “experiment”? How realistic are these goals for people working below a minimum wage?
      - Suggestion: Complete this after reading the introductory chapter and part of chapter 1.
  - Prompt 2:
    - Discuss how and why Ehrenreich uses personal narratives in *Nickel and Dimed*. Focus on one such example from this chapter, and analyze the author’s purpose in telling this individual’s story.
      - Suggestion: Complete this after reading “Selling in Minnesota” to give you plenty of examples to discuss.
  - Prompt 3:
    - At the onset of her Evaluation chapter, the author seems to arrive at a new understanding of the phrase “unskilled labor” (193). Explain and analyze this new understanding. Then, discuss why Ehrenreich refers to low-wage workers, at the close of her book, as “the major philanthropists of our society” (221).
      - Suggestion: Complete this after you’ve completed reading the entire book.

## Task 2: Dialectical Journal for a Choice Text

- You will read one (1) of the texts listed below:
  - [Educated by Tara Westover](#);
  - [The Immortal Life of Henrietta Lacks by Rebecca Skloot](#);
  - [Just Mercy: A Story of Justice and Redemption by Bryan Stevenson](#);
  - [Outliers: The Story of Success by Malcolm Gladwell](#); or
  - [Stiff: The Curious Lives of Human Cadavers by Mary Roach](#).
- Identify your selected text by completing a Google Form by clicking [here](#) or via the link on Google Classroom. Text selection should be completed by **August 5, 2022** at the latest.
- In addition to actively reading and annotating the text, you are required to maintain a dialectical journal that adheres to the directions and guidelines listed below and articulated on page 3 of this document.
  1. Select ten (10) significant passages from the text, and analyze each passage's impact on the chapter in which it exists as well as to the text as a whole;
    - NOTE: A passage is an extended piece of text, not a single quotation. However, limit your focus to passages of no more than a paragraph.
    - Be sure to identify the specific text that is selected, including its page numbers.
    - Your entries should reflect the entire text, so be sure that you do not choose all of your passages from the first 100 pages. Use these entries to demonstrate your close and critical reading of the whole book.
  2. Neatly hand-write the journals (using the same format as the template) in a clean notebook, or use [this digital template](#).
    - If you prefer to complete this electronically, then open the [Dialectical Journal Template](#) document, click on File, and select "Make a Copy" to get your own editable form.
  3. Your dialectical journals are **due in hard copy form on the first day of the 2022-23** school year.
- NOTE: There will also be an **assessment** on your choice book within the first two weeks of school.

## Communication Methods

- This course will utilize several methods of communication in addition to scheduled class meetings. Students should contact me via email ([schofieldd@lincolnpd.org](mailto:schofieldd@lincolnpd.org)) with any questions about the assignments described in this document.
- Upon receipt of this assignment sheet, students enrolled in the course should create an account and log in to the following mediums of communication. We will use these mediums to correspond throughout the summer as well as the school year.
  - **Google Classroom:** Join the Classroom using the following code: **tww63ou**.
  - **Turnitin:** Go to [turnitin.com](https://turnitin.com) to create an account if you do not already have one. The Class ID is **34919094** and the enrollment password is Schofield. This password is case sensitive.

## AP English Language and Composition Summer Reading Dialectical Journal Guidelines

### What is a dialectical journal?

- “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” A dialectical journal is a type of double-entry journal that requires interpretation and analysis. While it is an active reading experience, its overall purpose is to identify significant pieces of text and explore their significance in terms of the immediate (chapter/section) and larger (entire text/argument) contexts in which they appear. This dialectical journal should not be confused with a reader-response journal where you simply react to the text. Instead, this journal requires you to focus on how the author develops an argument through a close-reading of selected passages over the course of the text.
- Your ten (10) entries should demonstrate a range of rhetorical features from the text, and your analysis should explore how those features relate to the author’s overall purpose/argument (i.e. how does the passage reveal explicit and/or implicit arguments?) Consider the following prompts (but note this is not an all-inclusive list) as you compose your entries:
  - a. Form and Structure
    - i. What is happening? How much time is covered? What patterns do you notice? Why does the author choose to include this section in this particular part of the text?
  - b. Purpose/Tone/Style
    - i. What is the author trying to accomplish? What argument(s) is the author trying to make? What is the author’s attitude toward the subject? How is TONE revealed through DICTION (word choice) and SYNTAX (sentence arrangement/structure)?
  - c. Imagery and/or Detail
    - i. The imagery of a literary work comprises the set of images that appeal to the senses. Look for recurring images (light/darkness, colors, clothing, odors, sounds). Point out details (numbers, facts, description) the author uses to support the text’s argument. How are these images and/or details used? What emotions do they evoke?
  - d. Figurative Language
    - i. Look for the author’s use of features of language (e.g. tropes, patterns, etc.) to convey an argument to the reader. How does the reader use language to engage/motivate/shock/etc. the reader?

Sample Entry:

Quotation	Page #	Analytical Response
<p>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems.’”</p>	1	<p>In this first paragraph of the story Bambara indirectly characterizes the narrator using rural Southern dialect to let us know our setting is the South and our narrator may be smart, but may not be “educated.” We also learn that the characters are children from the activities described. The thermal imagery about the puddle freezing over to let readers know how cold it is in the scene. The visual imagery of the twins swinging high on the tire swing reminds me of my own childhood when I had to wait in line forever to use the swing. And how exciting it was once it was my turn. There is more great visual imagery about the splintering puddle, and the kinetic imagery of the “tapdancin.” I especially liked the simile about the spider web and the humor of spider with mental problems. The mood of the story seems to be playful and humorous. I wonder if the entire story will be this way too?</p>

### Dialectical Journal Holistic Rubric

<b>8-9 (A)</b>	<ul style="list-style-type: none"> <li>• Detailed, meaningful passages and quotes selections.</li> <li>• Thoughtful interpretation and commentary about the text; Avoids clichés.</li> <li>• Includes comments about language/literary elements such as diction, imagery, syntax, and how these elements contribute to the text’s meaning/argument and the author’s purpose.</li> <li>• Makes insightful connections and asks thought-provoking, insightful questions.</li> <li>• Coverage of text or argument is complete and thorough.</li> <li>• Student has flawlessly followed all directions and guidelines as noted on the assignment sheets.</li> </ul>
<b>7-6 (B)</b>	<ul style="list-style-type: none"> <li>• Less detailed, but good passage and quote selections.</li> <li>• Some intelligent commentary; addresses some thematic connections.</li> <li>• Includes some language/literary elements, but less on how they contribute to the text’s meaning/argument and/or the author’s purpose.</li> <li>• Some connections; asks pertinent questions.</li> <li>• Adequately addresses all parts of reading assignment.</li> <li>• Student has followed all directions and guidelines with minimal error.</li> </ul>
<b>5 (C)</b>	<ul style="list-style-type: none"> <li>• Few good details from the text.</li> <li>• Most of the meaning or commentary OR argument is vague, unsupported, or it is simply a summary/paraphrase of the text.</li> <li>• Some listing of language/literary elements; virtually no discussion on meaning/argument/purpose.</li> <li>• Limited connections; asks few, or obvious questions.</li> <li>• Addresses most of the reading assignment, but is not very long or thorough.</li> <li>• Student has several errors in relation to directions and guidelines.</li> </ul>
<b>4-1(F)</b>	<ul style="list-style-type: none"> <li>• Hardly any good details from the text; weak unsupported argument.</li> <li>• All notes are summary or paraphrase</li> <li>• Few language/literary elements, virtually no discussion on meaning/argument/purpose.</li> <li>• Limited connections, no good or meaningful questions</li> <li>• Limited coverage of the text: way too short</li> <li>• Student does not follow directions or guidelines.</li> </ul>