

Advanced Placement English Language and Composition

Summer Reading Assignment 2023

Assignment Overview:

- The summer reading assignment for students enrolled in the AP Language and Composition course for the 2023-24 school year is divided into two (2) tasks. The assignment requires students to read and respond to two (2) pieces of nonfiction: John Green's *The Anthropocene Reviewed* and one (1) choice text from the list provided on page 2 of this document.
- 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 for preview purposes only; copies may be obtained via booksellers and local libraries. Students will need access to the texts for the first few weeks of school as they will be 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: *The Anthropocene Reviewed* by John Green

- Actively read (i.e. annotate) John Green's *The Anthropocene Reviewed* according to the timeline, and compose three (3) journal entries as detailed below. Read the prompts prior to reading the text, so that you may plan your responses as you read. Plan your writing as you read. Your responses should focus on different chapters (i.e. reviews); in other words, do not use the same review for separate entries.
- 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. These responses are short essays, so they should include a formal opening and closing in addition to your body paragraph.
- All responses are to be uploaded (in a single document) to turnitin.com by **August 21, 2023**.
- Response Prompts:
 - Choose **two separate reviews** and compose a journal for each one. This means you are writing two responses to this prompt. In five sentences or less, describe the main point and content of the review. What do you notice about the review's structure or organization? Can you be specific about what text structure was used (e.g., description, cause and effect, comparison/contrast, order/sequence, problem -solution)? What was Green trying to accomplish overall with the review, and how did his text structure choices help with that? What do you notice about the word choice in the review? Identify a word or phrase Green uses effectively. Why did he use that word or phrase? What was he trying to accomplish? Identify another technique Green uses in the review. What did you like about this technique? How might this technique influence the reader? Describe the technique or approach Green uses for the first paragraph of the review. Why did he choose that technique or approach? Describe the technique or approach Green uses for ending the review. Why did he choose that technique or approach?
 - Reading an essay collection is an interesting experience. Some of the essays resonate with a specific reader; others, not so much. Choose **two reviews** from the book, one you liked a lot and one you didn't care for. Analyze the essays in terms of your reading experience. What did you respond to in the one you liked? What was unfavorable about the one that fell flat? What did John Green do (or not do) in each review that prompted your reaction? Which of your personal characteristics might have affected your response? Which of your life experiences might have influenced your reaction? What forces outside of Green's efforts and your personal characteristics might have had an impact on your response to each text?

Task 2: Dialectical Journal for a Choice Text

- You will read one (1) of the texts listed below:
 - *Quiet: The Power of Introverts in a World that Can't Stop Talking* by Susan Cain;
 - *The Other Wes Moore: One Name, Two Fates* by Wes Moore;
 - *Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich;
 - *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 4, 2023** 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 2023-24 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 (schofielddd@lincolnpns.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: **xjkwpmr**.
 - **Turnitin:** Go to turnitin.com to create an account if you do not already have one. The Class ID is **39269018** 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 patterns (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
“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.’”	1	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?

Name: _____ Score: _____

Dialectical Journal Rubric

Expectation	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Passage Selection <i>Must meet standard on this expectation to meet the overall standard</i>	Identifies the most rhetorically significant passages that illustrate a sophisticated understanding of a wide variety of strategies employed by the author.	Identifies rhetorically significant passages that illustrate an understanding of a variety of strategies employed by the author. <i>RI.11-12.1 & 10</i>	Attempts to identify rhetorically significant passages, but the author tends to opt for the same or similar strategy, which limits passage variety.	Selects passages that are limited in scope, do not illustrate rhetorical significance, or the author does not select the required amount of passages.
Analysis <i>Must meet standard on this expectation to meet the overall standard</i>	Insightfully analyzes the significance of the passages with a sophisticated understanding of the strategies' meaning, purpose, and function in the context of the passage and the author's explicit and implicit arguments.	Analyzes the significance of the passages with an understanding of the strategies' meaning, purpose, and function in the context of the passage's context and the author's larger argument. <i>RI.11-12.3, 4 & 6</i>	Attempts to analyze the significance of the passages, but some analysis lacks sufficient development or connection to other elements of the text or its argument.	No analysis is present or the author merely summarizes the passage.
Format	Flawlessly fulfills all discipline-specific and task requirements per class instructions.	Fulfills all discipline-specific and task requirements per class instructions.	Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.	Does not fulfill several discipline-specific and task requirements.
Conventions	Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling.	Demonstrates command of the conventions of standard grammar, usage, capitalization, punctuation, spelling, and varied sentence construction. <i>L.9-12.1, 2</i>	Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling.	Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling.

Comments:

NOTE: a) Students cannot achieve an overall meet standard score (3 or 4) on the task if they have received a below standard score (1) on any individual indicator.