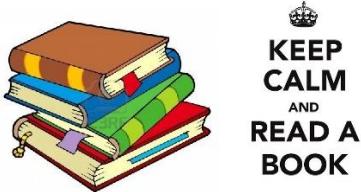


## **2019-2020 AP English Language and Composition**

### **Summer Reading Requirement**



**Directions:** For AP English Language and Composition Summer Reading Assignment, read one fiction and one nonfiction book from the following lists. As you read, pay particular attention to literary and rhetorical devices used. As you read, complete a dialectical journal for each book. This assignment is mandatory and constitutes two major grades for the first quarter.

#### **Fiction**

1. *Ethan Frome* – Wharton
2. *The Scarlet Letter* – Hawthorne
3. *Invisible Man* – Ellison
4. *The Color Purple* – Walker

#### **Non-Fiction**

1. *I Know Why the Caged Bird Sings* – Angelou
2. *Walden, or Life in the Woods* – Thoreau
3. *Into Thin Air* – Krakauer
4. *The Bell Jar* -- Plath

#### **DIALECTICAL JOURNALS**

#### **DUE DATE: NO LATER THAN September 4, 2019**

As you read your chosen novels, you will be recording quotes and your reactions/thoughts in a dialectical journal. A dialectical journal allows you to put into writing your opinions and theories on the readings. When we discuss the journals in class, you'll be prepared to argue logically your point of view, and you'll have quotes from the book to back you up.

Each entry in the journal will be structured in a two-part table. In the left column, record any quote from the chapter which you find interesting, thought-provoking, or relevant to the book's themes, settings, characters, etc. In the right column, record your

response to the quote. You'll have 5 journal entries for each book. Put them in chronological order. Entries must be from throughout the book. I expect that your entries will be different from your peers and from online sources. Your personal comments should be uniquely yours. Come to class prepared to share your quotes and thoughts, and to be able to engage in discussion with your classmates. These must be typed in MLA format although you may single space each entry and double space between entries.

There will be a digital turn-in for your journals. See the rubric for scoring guidelines.

**Quotations of significance need to be selected.**

1. Of course, use quotation marks and parenthetical page numbers.
2. Choose a quotation that has some significance of substance to it. It must stand out or be important in some way. The richer the passage, the deeper you can go with your analysis and the more points you can earn.

**Types of responses to the quotes that you might choose include:**

For each dialectical journal entry, incorporate analysis of at least two concepts from the word bank below.

**Word Bank:**

- Diction (specify what type: descriptive, formal, friendly, violent, angry, etc.)
- Syntax (can include punctuation)
- Tone
- Figurative language (metaphor, similes, etc.)
- Allusion
- Repetition
- Rhetorical Appeals (ethos, logos, pathos)
- Character analysis: development, foils
- Symbols, motifs, themes
- Irony
- Satire

**For each entry, you may:**

1. Explain what the quote is saying, summarize the segment from which it is taken, and explain its significance to the chapter as a whole.
2. Comment on the style of a short passage that you find particularly well written or provocative.
3. Connect your quote to a literary approach and analyze.

You must use a good mix of the above ideas so that you will explore a variety of ideas, themes, personality traits, etc. Please examine the following example:

- A template for dialectical journals can be found on the school's website.

From the Text:

Chapter 1

"Only two runs," Mr. Galanter said, smashing his right fist into his left hand. 'And they hit us with all they had. Now we give them our heavy artillery. Now we barrage them!' . . . 'Fire away'" (26).

In My Head:

This quote picks up on the coach's use a war motif during a high school baseball game at the end of WWII as he and the author's use fighting diction: "smashing," "fist," "hit," "artillery," "barrage." At first this seems to be a mere quirk in the coach's speech patterns, but upon closer inspection, it's apparent that this little high school ball game has indeed become a metaphor for a battle, a conflict of competing Jewish ideologies -- complete with jingoism and hatred. Potok also employs situational irony in that Mr. Galanter is not a soldier in the "real" war but coaches a battle in which his students are his soldiers, fighting the enemy baseball team.

- A template for dialectical journals can be found on the school's website.