

Welcome to AP Language and Composition!

In order to prepare for AP Language and Composition, you will need to continue practicing your critical reading and writing skills throughout the summer. This assignment is not designed to torture you, but to help keep your brains working over the lazy, hazy days of summer. Hopefully, you will also do some reading and writing of choice as well; you don't want your brain to atrophy over summer break. This summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and types of analysis that will be required of that reading.

Summer Assignment (Due August 1, 2016)

Read the book listed below. This selection is included on the approved AP Central College Board list for suggested readings. Read with a critical eye and evaluate every argument. Be prepared to dissect the author's argument with the intent of reconstruction that argument from your own unique and fresh perspective.

Beloved by Toni Morrison

Assignment for *Beloved*:

Dialectical Journal: You will complete a series of journal entries for the book that demonstrates engagement with the text, attempts to understand the various arguments presented, and provides a sampling of your best critical thinking.

For the book, you will complete a chart like the example below. Please be professional—all information must be typed (12 point font, Times New Roman print). In addition, you must:

- Create a heading with your name, the book title, and book author. You only need one heading for the book and you must use proper MLA format.
- Select 1 meaningful passage from each chapter of the book.
- Write out the entire passage to which you will refer and include the page number from which it came.
- Paraphrase or summarize the passage. It will be helpful to provide the context in which it came. In other words, what is happening before and after this passage appears in the text.
- Analyze and react to the passage in full sentences—not notes. Use the *Prolific Characteristics to Note* sheet for ideas about what you can write about. This should not just be a personal reaction or summary; rather, you should attempt to analyze the methods that the writer uses to make his or her argument. This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.

Sample Dialectical Journal Entry:

Student Name: John Doe

Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

| Quotation/Passage from the text w/page number | Paraphrase or Summary | Analyze and React |
|--|---|---|
| <p>I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the \$200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen. (1)</p> | <p>The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.</p> | <p>By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember— not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</p> |

Your dialectical journal will be graded based on the rubric below:

Dialectical Journal Rubric

| Standards | Advanced | Proficient | Emerging | Not Proficient |
|--|-----------------|-------------------|-----------------|-----------------------|
| | 4 | 3 | 2 | 1 |
| ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | | | | |
| ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. | | | | |
| ELACC11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | | | | |
| ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | |
| ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience | | | | |
| ELA11-12L1&2: Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing. | | | | |

Prolific Characteristics to Note

1. Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer’s effectiveness.

MAKE NOTE OF:

 - Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, tension, criticism, confusion, etc.)
 - Your questions or lack of understanding or doubts (ask “Why?”)
 - Your revelations (when “things” become clear to you, when you create links between ideas) • Similarities to other works (This reminds me of...)
 - Wonderful writing—passages that strike you artistically/aesthetically and why
2. Speaker: Think about who the writer is and what he or she NEEDS to communicate. This should help you determine the author’s credibility.

MAKE NOTE OF:

 - Introductory facts (author backgrounds and relationship to the topic, bias, etc.)
 - Ethos—how does the author establish credibility and character on the given topic?
 - Note words and language that indicate the author’s attitude or tone and where it shifts
 - Note when the author directly or indirectly states how he or she feels
 - Observe key lines that stand out as crucial to the author’s argument
3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF:

 - The author’s reasons for writing—what is the motivation?
 - Historical, political, and social issues surrounding the topic
 - The author’s personal reasons as well as the greater world influences for the piece
 - Evidence of views characteristic of the time period and culture surrounding the work
 - Descriptions of class judgments, racism, gender biases, stereotypes, etc.
4. Audience: Think about what kind of person or people the author intended to view the piece. Is the author able to connect with that audience effectively.

MAKE NOTE OF:

 - Evidence of who the author is trying to reach
 - Where the author directly or indirectly addresses a specific audience
 - Any “call to action” that the author is issuing to the reader
 - Pathos—does the author appeal to your sense emotion through anecdotes and figurative language
5. Purpose: Think about the author’s purpose in writing this book and whether or not he or she is effective in that purpose.

MAKE NOTE OF:

 - Specific reasons for writing (informing, persuading, arguing, refuting, exemplifying)
 - Logos—the author’s appeal to reason. Examine how the author makes the reader believe in that purpose.
6. Subject: Think about what the book is discussing and whether or not the author shows why this subject matter is important.

MAKE NOTE OF:

 - Elements related to the problem or issue
 - How the author develops or deepens the aspects of the problem or issue
 - How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.
7. Authorial Devices and Structures in the Argument: Think about the author’s techniques in delivery and how effective the author’s methods are for rhetorical purposes.

MAKE NOTE OF:

 - Changes in point of view/emphasis
 - Crucial language/vocabulary (not just a word that you don’t understand, but one that seems crucial to understanding the argument)
 - Stylistic techniques (irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices)
 - How the author’s structure of the argument/book influence the reader and relate to the subject, audience, and purpose