

# AP Language and Composition

## Summer Assignment:

### Dialectical Journal

**Due Date:** This will be due the first day of class.

**Resource: A.P. Summer Reading List (2021)** \*This is a suggested list of books. If you have a different one in mind, email me with the title for approval.\* It is listed below the assignment (very last page).

#### **Assignment:**

During the first week of class, you will write an in-class essay based on your summer reading. This will be a summative assessment. To prepare for this writing assignment you are to choose **ONE** book from the provided list of non-fiction titles AND create a dialectical journal.

#### **How to create your dialectical journal:**

- **Choose six quotes from throughout your book to comment on and analyze. Therefore, you should take care to have quotations from the beginning, middle, and end.**
- **For each quote, your commentary should address any or all of the following points.**
  - Reflect on how the quote is effective.
  - How does it show the author's overall theme?
  - Or does it show a major idea the author is presenting in one section of the book?
  - What makes it different or distinctive?
- **The quotes should be divided up this way:**
  - **Three quotes** that focus on the writer's style. These can include quotations where you examine diction (word choice), sentence development, use of literary devices (allusion, simile, metaphor, personification, etc.) and other characteristics of the writer's style that helps him or her develop the theme.
  - **Two quotes** that focus on the writer's theme – or main point being presented in that section. Remember, you're analyzing how the author proves his or her point as well as what is being portrayed.

- **The sixth quote** is your choice. This can be something that moved you, that made you laugh, that made you reflect on your own life, etc. Just make sure that you explain why the quote was significant.

**Formatting:**

- Below you will find a document I have created for you to copy into your own document and share with me.
- Your document must be typed. Double Spaced and with a heading in the upper left.
- Your quote should be on the left-hand side of the page with the page number done according to MLA form. Example:
  - “...reached new heights in your craft” (176).
  - Or you may put the quote (with the page number), return, and then write your response.

<b>Performance Indicators</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1B. Determine a theme or central idea of a complex fiction or nonfiction text and analyze its development over the course of the text. (RL.2, RI2)	I can evaluate the effectiveness of the development of the theme over the course of the text.	I can identify a theme that is evidenced within the text.  I can also provide relevant details that contribute to the development of the theme.	I can identify a theme evidenced within the text.	I can summarize the text.
1D. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone. (RL and RI.4, L 4, 5, 6)	I can evaluate the effectiveness of the use of figurative, connotative, and technical words and phrases in the text.	I can demonstrate an understanding of the meaning of words and phrases as they are used in the text.  I can analyze the impact of these word choices on meaning and tone.	I can demonstrate an understanding of the meaning of words and phrases as they are used in the text.	I can identify examples of figurative, connotative, and technical words and phrases in the text.
2A. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary	I can also make and defend inferences based on the evidence I've used.	I can find strong and thorough evidence from the text to support my analysis.	I can find evidence from the text that supports my analysis.	I can write a summary of the text.

sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain. (RL+RI.1)				
4G. Demonstrate command of the conventions of standard English grammar and usage when writing. (L.1; L.2).	I can write with few to no errors in spelling, punctuation and grammar.	I can spell, punctuate, and use grammar effectively in my writing.	There are several errors in spelling, punctuation and grammar in my writing but they don't hinder comprehension.	There are many errors in spelling, punctuation and grammar in my writing that hinder comprehension.

**WHEN YOU ARE DONE:** Please share your document with me, Rosalind Deptula ([rdeptula@bonnyeagle.org](mailto:rdeptula@bonnyeagle.org)).

	<b>Quotation #1: Focusing on Writer's Style</b>
	These can include quotations where you examine diction (word choice), sentence development, use of literary devices (allusion, simile, metaphor, personification, etc.) and other characteristics of the writer's style that helps him or her develop the theme.
Quotation	
Commentary	

	<b>Quotation #2: Focusing on Writer's Style</b>
	These can include quotations where you examine diction (word choice), sentence development, use of literary devices (allusion, simile, metaphor, personification, etc.) and other characteristics of the writer's style that helps him or her develop the theme.
Quotation	
Commentary	

	<b>Quotation #3: Focusing on Writer's Style</b>
	These can include quotations where you examine diction (word choice), sentence development, use of literary devices (allusion, simile, metaphor, personification, etc.) and other characteristics of the writer's style that helps him or her develop the theme.
Quotation	
Commentary	

	<p style="text-align: center;"><b>Quotation #4: Focusing on theme</b></p> <p>Focus on the writer's theme or main point being presented in that section. Remember, you're analyzing how the author proves his or her point as well as what is being portrayed.</p>
Quotation	
Commentary	

	<p style="text-align: center;"><b>Quotation #5: Focusing on theme</b></p> <p>Focus on the writer's theme or main point being presented in that section. Remember, you're analyzing how the author proves his or her point as well as what is being portrayed.</p>
Quotation	
Commentary	

	<p style="text-align: center;"><b>Quotation #6: Your Choice</b></p> <p>This can be something that moved you, that made you laugh, that made you reflect on your own life, etc. Just make sure that you explain why the quote was significant.</p>
Quotation	
Commentary	

## A.P. Language and Composition Summer Reading List (2021)

**\*You can also explore other books by the same authors or other books. If you find a book you want that is not on this list, just email me with the title and I will check it out and make sure it works.**

Abdul-Jabbar, Kareem. *On the Shoulders of Giants. My Journey Through the Harlem Renaissance.*

Albright, Madeline. *Prague Winter: A Personal Story of Remembrance and War, 1937-1948*

Ambrose, Stephen. *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West.*

Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice.*

Barry, John M. *The Great Influenza: The Story of the Deadliest Pandemic in History.*

Beavan, Colin. *No Impact Man: The Adventures of a Guilty Liberal Who Attempts to Save the Planet and the Discoveries He Makes about Himself and Our Way of Life.*

Bourdain, Anthony. *Kitchen Confidential*

Bradley, James. *Flags of Our Fathers.*

Bradley, James. *Flyboys.*

Bryson, Bill. *A Walk in the Woods.*

Capote, Truman. *In Cold Blood.*

Clinton, Hillary. *Hard Choices*

Coates, Ta-Nehisi. *Between the World and Me*

Dawidoff, Nicholas. *The Catcher was a Spy: The Mysterious Life of Moe Berg.*

Eagon, Timothy. *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dustbowl*.

Ellis, Joseph J. *American Creation*.

Ellis, Joseph J. *Founding Brothers*.

Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*.

Gates, Henry Louis Jr. *The Stony Road: Reconstruction, White Supremacy, and the Rise of Jim Crow*

Gawande, Atul. *Complications: A Surgeon's Notes on an Imperfect Science*.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*

Gladwell, Malcolm. *Blink: The Power of Thinking Without Thinking*

Gladwell, Malcolm. *Outliers*

Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*.

Hemingway, Ernest. *A Moveable Feast*

Hickman, Homer Jr. *Rocket Boys* (also published as *October Sky*).

Hillenbrand, Laura. *Seabiscuit: An American Legend*.

Hillenbrand, Laura. *Unbroken A World War II Story of Survival, Resilience, and Redemption*.

Krakauer, Jon. *Into the Wild*.

Kurlansky, Mark. *Salt: A World History*.

Larson, Eric. *The Devil and the White City: Murder, Magic, and Madness at the Fair That Changed America*

Leavey, Jane. *The Last Boy: Mickey Mantle and the End of America's Childhood*.

Least Heat-Moon, William *Blue Highways*

Levitt, Steve D. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*.

McCollough, David. *1776*.

McCourt, Frank. *Angela's Ashes*

McPhee, John. *Silk Parachute*

Navasky, Victor S. *Naming Names.*

Obama, Michelle. *Becoming*

Orlean, Susan. *The Orchid Thief*

Philbrick, Nathaniel. *In the Heart of the Sea.*

Philbrick, Nathaniel. *Mayflower: A Story of Courage, Community and War.*

Quart, Alissa, *Branded: The Buying and Selling of Teenagers*

Roberts, Cokie. *Founding Mothers: The Women Who Raised Our Nation.*

Toobin, Jeffrey. *The Run of His Life: The People v. O. J. Simpson*

Walls, Jeannette. *The Glass Castle*

Wolfe, Tom. *The Right Stuff.*