

Clovis North High School

Advanced Placement Language and Composition

Summer Reading Assignment

Dear Parents/Guardians and Students,

In preparing our students for the advanced language, literature, and composition curriculum, I believe that improving reading ability and maintaining gains made during the school year are important goals. In order to be certain students maintain their reading and critical thinking skills, I am requiring that students participate in a summer reading project. Summer reading will extend the honors/AP English curriculum and provide students with better preparation for advanced level work. This is an opportunity for students to explore areas of school board-approved reading not necessarily taught in the classroom. This will also provide a more comprehensive background for those who choose to seek college credit through successful completion of the Advanced Placement examinations.

My philosophy is that summer reading should be pleasurable and thought-provoking, and should cover a wide range of literary genres. As a result, I have selected board-approved, grade-level appropriate texts for students to read. Our school library will be closed for the summer after **Friday, June 8th at noon**; students who do not obtain texts from our library may avail themselves of the public library, local bookstores, or online retailers in order to obtain copies of their selected texts. Should you have any concerns about the texts your student will read, please contact our main office at 327-5000.

As they read, students must write a series of double-entry (dialectical) journals demonstrating ability to excerpt text and think critically. The grading rubric, instructions, and a sample journal entry are included for your edification. While I do not oppose student use of the Internet and other sources for help in understanding their summer texts, I strongly caution students against substituting others' ideas for their own. I am interested in the questions and ideas individual students have as they read, not in the standard ideas found in resources such as sparknotes.com. I encourage students to read carefully and think deeply and independently.

Thank you for supporting rigorous educational standards at our school. I am pleased that your student has accepted the challenge of working in our AP program next year, and I look forward to working with him or her.

Sincerely,

Mrs. Aguilar
AP Language and Composition
Clovis North High School

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1. Read your required texts carefully and thoughtfully. Be an active reader. I have also provided links to helpful sources for historical context and background. Reading these pieces will help you to further and deeply analyze the texts.
2. As you read, keep track of significant and interesting lines or passages. You may wish to annotate the book if it is your own. I suggest using sticky notes if you are borrowing a copy.
3. Select what you consider to be the “**top ten**” lines or passages in the text, and write about them using the **dialectical journal format**. Please note that “top ten” means the **BEST and MOST MEANINGFUL selections from the text, not that you need exactly ten dialectical journal entries**. This journal should reflect your thoughts, opinions, questions, and analysis of the work; it should explain why you think each selected line or passage is significant to the work as a whole. Focus on the major characters, themes, political and social issues, conflicts, symbols, language/literary devices, etc. in your chosen text. Both quantity and quality count. Do not summarize the plot. A sample journal entry is provided for you below.
4. Plagiarized journals are completely unacceptable and will earn no credit. Please do your own best work. I strongly discourage the use of Internet sources as a substitute for your own thinking and remind you that this is an individual project reflecting your own analytical skills. This is not a group project.
5. Journals must be typed and ready to submit on the first day of school. Be prepared to submit your journals to [turnitin.com](https://www.turnitin.com) once school has resumed. If journals and responses are not submitted to [turnitin.com](https://www.turnitin.com), no points will be awarded – no matter if hard copies are turned in.
6. You will be graded on the level of insight and interpretation in your journal responses. Please see the attached rubric.
7. Finally, you will need to study the following vocabulary terms. You must memorize these words and their appropriate definitions. You must know how to spell the words correctly and use them correctly in a sentence, in all their varying tense forms.
 1. **Disavow**- to deny responsibility or support for
 2. **Rectitude**-morally correct behavior or thinking
 3. **Acquiesce**-to consent or comply

4. **Magnanimity**- loftiness of spirit enabling one to bear trouble calmly, to disdain meanness and pettiness, and to display a noble generosity
5. **Consanguinity**- a close relation or connection; of the same ancestry
6. **Usurpations**-wrongful takings
7. **Despotism**-ruling with absolute power and authority
8. **Invariably**-always, unwavering
9. **Transient**-passing quickly from one place to another; impermanent
10. **Prudence**-cautious in judgment; having discretion
11. **Evinces**-reveals; shows
12. **Impel**-to urge or drive forward
13. **Unalienable**-unable to be taken
14. **Endow**-to provide with, or give
15. **Posterity**-future generations
16. **Assent**-to agree; to concur
17. **Procure**-to obtain or acquire
18. **Formidable**-fear arousing, or awe inspiring
19. **Pretensions**-laying claim to something, usually of dignity or importance of some kind. (Often one's own importance).
20. **Confounded**-to perplex, amaze, or confuse
21. **Impregnable**-unable to be defeated, destroyed, broken into, or captured; invincible
22. **Avarice**-extreme greed
23. **Vassalage**-a position of subordination or submission
24. **Extirpating**-to destroy completely
25. **Censure**- the act of blaming or condemning sternly; to criticize or give strong disapproval

Dialectical Journal Instructions:

- ❑ Complete a separate dialectical journal for EACH of the assigned texts. This means you should turn in 3 separate dialectical journals.
- ❑ This assignment should follow MLA format. This includes an MLA heading on EACH dialectical journal. This should also include student last name and page number at the top right of each page. In addition, you should type your assignments in Times New Roman font in size 12.
- ❑ Before beginning your dialectical journal, include the text title and author.
 - A template has been attached to my website to assist you in formatting your assignment correctly. *You will lose points if you do not format these assignments correctly.*
 - [Google Doc Template](#)
 - [Word Doc Template](#)
- ❑ Select an appropriate amount of **meaningful passages** that adequately draws from the beginning, middle, and end of each text.
- ❑ 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. **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.

EXAMPLE

Potter 1

Harry Potter

Mrs. Aguilar

AP Comp

10 June 2016

Dialectical Journal for *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead* by David Callahan

Quotation/Passage from the text with 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 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?”</p> <p>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.</p> <p>We tend to view banks as huge institutions that they will not miss a few rogue dollars</p>

		<p>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>
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Characteristics to Note as you Read/Prepare/Write your Dialectical Journals

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 of emotion through anecdotes and figurative language

5. **Purpose:** Think about the author's purpose in writing this text 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 Text:** 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

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Dialectical Journal
Scoring Rubric

<p>A</p> <p>Critical Reader</p>	<p>Detailed, elaborate responses</p>	<ul style="list-style-type: none"> • Your commentary is thoughtful, well-developed, and insightful. • You “read between the lines” of the text. • You create a meaningful interpretation of the text in terms of a larger or universal significance (theme). • You consider different possible interpretations. • Your ideas are original and you carry on a dialogue with the writer; you question, agree, disagree, appreciate, or object. • You create meaning by making text-to-text and text-to-world connections. • You have insightfully analyzed elements such as character development, author’s style (literary devices), and author’s purpose. • You have selected significant quotations and written an appropriate number of entries that reflect the length and complexity of the novel.
<p>B</p> <p>Connected Reader</p>	<p>Detailed responses</p>	<ul style="list-style-type: none"> • Your commentary is thoughtful and well-developed. • You “read between the lines” of the text. • You create a meaningful interpretation of the text in terms of a larger or universal significance (theme). • You consider some different possible interpretations. • You explain why you disagree or agree with something in the text, and you explain and support your reaction. • You have considered elements such as character development, author’s style (literary devices), and author’s purpose and explained their significance. • You have selected important quotations and written an appropriate number of entries that reflect the length and complexity of the novel.

<p style="text-align: center;">C</p> <p style="text-align: center;">Competent Reader</p>	<p style="text-align: center;">Somewhat detailed responses</p>	<ul style="list-style-type: none"> • Some of your commentary is thoughtful and well-developed. • You consider the text in terms of a larger or universal significance (theme), but don't adequately support or explain your analysis. • You agree or disagree with ideas in the text, but you don't thoroughly explain or support your opinion. You ask simple questions about the text. • You may have considered elements such as character development, author's style (literary devices), and author's purpose, but you have not fully explained their significance. • You have selected some important quotations and written an average number of entries, but the number of entries does not fully reflect the length and complexity of the novel.
<p style="text-align: center;">D</p> <p style="text-align: center;">Literal Reader</p>	<p style="text-align: center;">Simple, factual responses</p>	<ul style="list-style-type: none"> • Your responses are factual and literal without considering different possibilities in meaning. • Your responses are mostly summary instead of commentary about the quotation. • You are sometimes confused by unclear or difficult sections of the text, and you do not successfully make meaning from it. • Your responses make few connections to the text and lack sufficient detail, explanation, analysis, etc. • You have selected several quotations from the novel, but they are not especially significant. • You have written few entries, and your journal does not reflect the novel's length or complexity.
<p style="text-align: center;">F</p> <p style="text-align: center;">Limited Reader</p>	<p style="text-align: center;">Inadequate responses</p>	<ul style="list-style-type: none"> • You make few or no connections to the text, and your ideas lack development. • You find the text confusing but do not make any attempt to figure it out. • You have written few entries, and you have chosen quotations that are insignificant.

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Reading List

Guiding Questions for ALL Reading

1. How does Orwell use literary tools such as symbolism, simile, metaphor, irony and connotation to convey his main points, and what are those points?
2. What are Orwell's arguments or messages, and what persuasive tools does he use to make them?

1984 – George Orwell

*I would strongly recommend that you purchase your own copy of 1984 for your personal use. It will make it much easier for you to annotate and mark important passages as you read. However, you can also find copies at your public library or **check one out from Clovis North's library by Friday, June 8th at noon.***

Brief Synopsis: Written in the 1930's, Orwell predicts a world in which the government of Big Brother monitors all its citizens with telecommunications, the altering of language, and the revision of history. In this world Winston Smith and Julia rebel, trying to assert their individual right to love and to make their own choices. Mature situations.

Historical Background/Context:

- [Info on George Orwell and Historical Background on 1984](#)
- [1984 Historical Background](#)
- [Orwell on why he wrote 1984](#)

"Shooting an Elephant" - George Orwell

The title above is a hyperlink to the text online. I would strongly recommend that you print out the text in order to annotate it.

Brief Synopsis: In the narrative, autobiographical essay written in 1936, George Orwell talks about his experience in British-occupied Burma in the 1920s.

Historical Background Context:

- [History of Burma \(Myanmar\)](#)
- [British Empire](#)
- [Map of British Empire](#)

"Why I Write" - George Orwell

The title above is a hyperlink to the text online. I would strongly recommend that you print out the text in order to annotate it.

In addition to your dialectical journal for “Why I Write,” write a well-organized response in which you address the following prompt:

In this course, our sole purpose will be to analyze language and how it is used. How can language (both written and spoken) be powerful? Why would it be important to study language? Use appropriate and strong details from *1984* and “Why I Write” to support your claims. Be sure to thoroughly explain and support your position. Compose your answer in a separate document, using MLA format and Times New Roman font, size 12. This does **not** have to be a fully-developed essay. A well-developed response will suffice.

Summer Assignment Completion Checklist

Use the following list to make sure you have completed your ENTIRE summer assignment. Be ready to turn it in on the first day of school. Each bullet represents a separate document. DO NOT jam all of these assignments into one document.

- Dialectical Journal for *1984*
- Dialectical Journal for “Shooting an Elephant”
- Dialectical Journal for “Why I Write”
- Typed written response to the prompt for *1984* and “Why I Write”

Each of the above assignments should:

- ✓ Be typed and printed (no excuses)
- ✓ Follow MLA format (Use my template OR do a bit of research and figure out how to correctly do MLA format. Try www.broncolib.com > Research & Citations.)
- ✓ Use Times New Roman font, size 12

[Word Doc Template](#)

[Google Doc Template](#)

Also, be sure to study the vocabulary words listed above. You will be assessed on these words on the first day of school. You will also be responsible for demonstrating your knowledge of the three assigned texts as well.