

Hello future AP Language students!

In the fall, you will embark on a challenging and highly rewarding course in AP Language and Composition, at the end of which you may earn college credit with the successful completion of the AP exam. That journey begins with the summer assignment, which is outlined in this packet. While I do believe that you need a break from the school, you also need to make sure that your brains do not atrophy as well. You will be reading some speeches which I hope you can understand without much instruction and which hopefully will enhance your appreciation of nonfiction and understanding of the human condition. This kind of reading differs from the pleasure reading you are apt to do while you are passing time. Even though you won't be in school, you are reading for an instructional purpose, and it will serve you best if you regard your reading endeavor as a "schoolish" activity. Your level of engagement, then, will necessarily be different from that of the reading you do for pleasure. The only similarity between the two types of reading just mentioned is that you will be on your own, away from the classroom. You will need to read closely, ask yourself questions about what you read, take notes of details and plot elements, check for understanding—in short, be actively engaged in your reading. I look forward to seeing you all in my class next year!

The summer assignment will be due upon your return from break. Please email me at Kcasey@valverde.edu with any questions or concerns. Failure to complete the summer assignment may result in extreme damage to your grade

The short version of the assignment:

Define the attached terms which are located on page 3

Read the three attached pieces, annotate them, and complete dialectical journals for each. Six entries for “This is Water”, four for Saunders’s advice speech, and Ten for the short story “The Metamorphosis”

There are two possible ways to do the vocabulary:

1) Create a set of flash cards. Write the term on one side. On the reverse side, write a Definition for the term. Leave room on the card for examples. If you find examples in the texts you are reading then put them on the card or fill in the box on the chart example below. There are more than a few! You may look these terms up online. For those of you without you might consider taking a visit to the library. I recommend: <http://literarydevices.net/rhetoric/> it offers a nice comprehensive list.

2) Create a 3 column chart as follows:

Term	Definition	Example

* You may wish to add pronunciation keys for some of the more challenging words; this is not, however, required. *

You will be adding to this list of rhetorical terms throughout the year, so choose a method that works best for you!

Next, I would like you to read the attached works: “This is Water” by David Foster Wallace, “George Saunders’s Advice to Graduates” by George Saunders, and “The Metamorphosis” by Franz Kafka please annotate these pieces and look for any rhetorical

devices/ uses of figurative language you can find. I would also like you to complete dialectical journals for each of these. For specifics on dialectical journals **please turn to page 4**

Terms

1. Rhetoric
2. Ethical Appeal (Ethos)
3. Rational Appeal (Logos)
4. Emotional Appeal (Pathos)
5. Inductive Reasoning
6. Deductive Reasoning
7. Oxymoron
8. Paradox
9. Diction
10. Allusion
11. Connotation
12. Denotation
13. Colloquial Language
14. Slang
15. Imagery
16. Sensory Detail
17. Figures of Speech/Figurative Language
18. Metaphor
19. Extended Metaphor
20. Simile
21. Hyperbole
22. Irony
23. Euphemism
24. Voice
25. Asyndeton
26. Polysyndeton
27. Anaphora

Now the reading...

For each piece I would like you to complete a dialectical journal

Creating and maintaining a dialectical journal will help you tremendously as you read your selected pieces over the summer. You will be able to use your dialectical journal to help complete assignments given to you during the first week(s) of class. Therefore, you are more likely to be successful if you take the time to create a thorough, high-quality dialectical journal.

What is a dialectical journal?

A dialectical journal is a conversation between you and what you are reading. You simply write down passages that make you think, or interest you, and then write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature or nonfiction, you **make your own meaning of the work** in order to **truly understand a piece of literature**. When you do this yourself, then the text belongs to you—you have made it yours.

The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks and be honest. You are neither right nor wrong in your responses, so be willing to take risks and be honest if you don't understand something. Do not research answers in secondary sources, it's not about being right, wrong, or the smartest person in the room; it's about learning and growing as a thinker, writer, and person!

Procedure

STEP ONE: SETTING IT ALL UP

As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers). For an example of this see page 6.

In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

Complete eight journal entries for the David Foster Wallace speech and five for the George Saunders speech.

STEP TWO: CHOOSING PASSAGES FROM THE TEXT

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot (for fiction)
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting
- Passages that convey a deeper meaning or something you find personally meaningful

STEP FOUR: RESPONDING TO THE TEXT

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. As an "APer", your journal should be made up of 25% Basic Responses and 75% Higher Level Responses

Basic Responses:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Basic responses are necessary and natural, we should personally feel something when we read, but as an AP student we should look to the higher level responses more often

Higher Level Responses:

- Analyze the text for use of literary devices (tone, structure, style, imagery)

- Make connections between different ideas, characters, or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the speaker or in the case of fiction the characters
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole
- Analyze the effectiveness of an author’s argument

Sample Dialectical Journal entry: Narrative of the life of Frederick Douglass: A Slave by Frederick Douglass and Life of Pi by Yann Martel (one of Mr. Casey’s favorite books!)

The following examples demonstrate the Higher Level Responses of the journal:

<p>“This man, this Douglass, this former slave, this negro beaten to his knees”</p>	<p>The use of anaphora in this passage demonstrates the dehumanization of Frederick Douglass and of all slaves. I noticed that each of the titles adds a layer of detail. Douglass is a man; he is an individual with his own sense of self and awareness of his condition. Anaphora is present in the repetition of the word “this” usually used to objectify something, but in this case used to humanize</p>

<p>“I am a person who believes in form, in the harmony of order...we must give things a meaningful shape...that’s one thing I hate about my nickname, the way that number runs on forever. It’s important in life to conclude things properly.”(Martel, 285)</p>	<p>Pi’s obsession with “form” and “the harmony of order” explains why religion appeals so strongly to him. He finds great importance in concluding things “properly”. Pi is essentially asking what kind of life would we be leading if, when it was over, we simply died and remained dead to rot for eternity? Pi hopes and believes that there is more. He believes what he is told about afterlives and moral judgment because he is afraid of his life ending in a pointless and almost anticlimactic manner. Pi’s obsession with closure can also be found in the founders of almost any religion to have ever been preached throughout history.</p>
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What am I going to grade you on?

- Did you do all the journal entries?
- Did you put effort into them? (Entries don’t have a minimum sentence count, but should fully explore the idea 1-2 sentences usually doesn’t cut it)
- Did you try to look at bigger ideas in the speech?
- Did you annotate the speech?
- Did you define all the words as I asked you to do them?

If the answer to these questions is “yes”, then you will do fine. I do not expect you to be experts on dialectical journals or reading fiction/nonfiction/speeches. That’s why we have class! We will hone your writing, thinking, and reading skills throughout the year! For now, I ask simply for your best effort and yes I can tell when you did not put forward that effort

If you have any questions please do not hesitate to contact me: Kcasey@valverde.edu I check my email about every two to three days while on vacation so I will get back to you. I hope you enjoy your well-deserved break and I am looking forward to working with you this upcoming year.