

WCS AP Language and Composition Summer Assignment

Your summer assignments will prepare you for the work that lies ahead during the school year. These are the first steps in improving your reading, writing, and thinking skills in AP Lang.

You will need a **notebook**: loose-leaf, spiral, bound journal, doesn't matter. You'll need to divide it equally into thirds – Section 1: Writer's Toolbox; Section 2: Dialectical Journal; Section 3: Notes and Classwork

Assignment parts 1 and 2 go in the notebook and are due the first day of school:

Tuesday, September 3, 2024.

Assignment part 3 should be typed and submitted to Google Classroom by

Tuesday, September 10, 2024.

Part 1: Writer's Toolbox (Grammar, Usage, Style)

- ❖ Purchase Strunk and White's *Elements of Style* (4th Edition) VERY IMPORTANT! Get the **FOURTH** Edition.
 - You can find a used paperback copy on Amazon or Abebooks.com for around \$5.
- ❖ Read it carefully and fill at least **10 pages of your notebook with 20 things** you learned and noticed.
 - Place 2 on a page
 - Leave blank space under each for future work
- ❖ These can include the following:
 - advice and information unfamiliar to you
 - suggestions you find especially useful and novel
 - techniques or strategies you use in your own writing
 - things that you have been corrected on and wish to remember
- ❖ This part is a **quiz** grade, determined by completeness, variety, and writing quality.

Part 2: Dialectical Journal (Non-fiction Reading and Digesting)

- ❖ Choose one of the following books (a Major Text) and read it carefully. You will not need to bring it to class, so you could borrow it from the library or a friend.

➤ <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot	V2	L3	S2
➤ <i>In Defense of Food</i> by Michael Pollan	Vo	Lo	So
➤ <i>Let Justice Roll Down</i> by John M. Perkins	V3	L2	So
➤ <i>Strange New World</i> by Carl Trueman	Vo	L1	S1
➤ <i>Seeking Allah, Finding Jesus</i> by Nabeel Qureshi	Vo	Lo	So
- ❖ Divide the book into five equal sections.
- ❖ Keep a **dialectical journal** of passages and responses in which you “Read Like a Reader” AND “Read Like a Writer.”
 - There will be 10 responses in total, 2 each for five sections.
 - See attached guide for examples and instructions.
 - Be sure to create a Work Cited entry for your Major Text to be added to the end. This may be printed, even if the rest of the journal is handwritten.
- ❖ This part is a **test** grade, determined by completeness, thoughtfulness of responses, citation correctness, and writing quality.

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Part 3: Schema Building (Issue Exploration)

- ❖ Identify ONE of the major issues discussed in the Major Text you chose (EX: immigration, climate change, minimum wage, racism, death penalty, the justice system, etc.).
- ❖ Complete the following schema builders:
 1. Watch **one** documentary, TED Talk, or listen to a podcast on the issue.
 2. Select, read, and annotate **two** news articles or op-ed pieces
 - a. These must be from a reputable newspaper or issue-based magazine such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The Atlantic*, etc.
 - b. One article/op-ed needs to compliment (align with) the author's argument
 - c. The other needs to provide a counter argument.
- ❖ For EACH schema builder (there will be 3 in total):
 1. Identify your source (MLA formatted documentation).
 2. Type a 200 - 300 word response thoughtfully answering two or more of the following questions:
 - a. What do I know/understand now that I didn't before?
 - b. How did this experience change the way I think about something?
 - c. What is a thought, idea, or perspective that I might not have considered if I hadn't encountered this material?
 - d. What connections did you see to the arguments presented in the Major Text?
- ❖ This part is a **quiz** grade, determined by completeness, thoughtfulness of responses, citation correctness, and writing quality.

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Dialectical Journal Guide

“Read Like a Reader”

1. As you read, mark passages in the text where the author or other people encounter increasing awareness, self-awareness, struggles, epiphanies, etc...
2. Select a passage from the section’s reading that exemplifies the author’s (or other’s) increasing awareness of self, struggles, understanding, etc... Record these passages in your Dialectical Reading Journal as **MLA cited**¹ quotations.
3. Write your own response to each selected passage. What do the passages reveal? What is their importance to the author’s story or to this section of the novel? Discuss your thoughts, questions, insights, and ideas.

Passage:	Response:
<p>Section 1 (Reader): "I wondered if the fire had been out to get me. I wondered if all fire was related, like Dad said all humans were related, if the fire that had burned me that day while I cooked hotdogs was somehow connected to the fire I had flushed down the toilet and the fire burning at the hotel. I didn't have the answers to those questions, but what I did know was that I lived in a world that at any moment could erupt into fire. It was the sort of knowledge that kept you on your toes" (Walls 34)</p>	<p>As a reader, this passage is very important to the story. It shows that Walls is starting to have more advanced thoughts and to have a better understanding of her family’s situation. Wall’s idea about all fire being related shows she is starting to think about how the world works. This is normal for a kid her age. Most kids at this age start to question the fundamentals of the world- why the sky is blue, how the sun rises and sets, etc. However, Wall’s wonderings are much more advanced. Her questions concern principles of biology and philosophy that most young people don't understand until much later in life. This emphasizes her intelligence while still reminding the audience that she is young. It also serves to show that Walls is starting to understand the true state of peril her family is in. As a younger child, she never questioned her parents, but now she realizes that their decisions have resulted in a life in which danger could be around every corner and trouble could come at any time. Wall’s awareness of her true situation increases a lot in this passage and shows that the adventure is not all fun for her anymore.</p>

¹ For help on MLA Citations, see the Purdue University Online Writing Lab (owl.purdue.edu). You may also use the citation function in Microsoft Word or Google Docs.

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“Read Like a Writer”

1. As you read, also mark passages in the text that you think are well written. As you mark passages, consider the writer’s diction, syntax, selection of detail, imagery, figurative language, etc... Think about why the passage is particularly effective. What writing (or rhetorical) choices do you notice?
2. Select a particularly effective passage from each section to enter in your Dialectical Reading Journal. Record these passages in your Dialectical Reading Journal as **MLA cited** quotations.
3. Write your own response to the selected quotation. Why did you select this particular quotation? What rhetorical devices are noteworthy? How does the writing add to the surrounding text? In other words, why is this passage a particularly effective piece of writing?
4. Don’t forget your Work Cited!

Passage:	Response:
Section 1 (Writer): "I wanted the raisin for myself but I saw Paddy Clohessy standing in the corner with no shoes and the room was freezing and he was shivering like a dog that had been kicked and I always felt sad over kicked dogs so I walked over and gave Paddy the raisin because I didn't know what else to do and all the boys yelled that I was a fool and a feckin' eejit..." (McCourt 121).	McCourt describes Clohessy’s condition in detail, explaining why he felt the sudden surge of sympathy towards the poor kid. By using imagery and similes, he provides a visual that captures both the reader’s imagination and sympathy. He also analogizes Clohessy with the ‘dead dog’ from chapter one, which is not only a symbol of suffering and death, but also a constant recipient of Frank’s emotion as a child. Comparing Clohessy with the dead dog further unveils the extent of Frank’s pity, paralleled with his compassionate actions.