

**AP Language and Composition (APLAC=English 3)**  
**Summer Reading Assignment 2013**  
**Sharpstown International School (6-12)**  
**Instructor: Ms. E. White**

For questions about the assignment, please email: [ewhite4@houstonisd.org](mailto:ewhite4@houstonisd.org)  
Or better yet join the **Edmodo** summer page for English 3: **Code vmm5fc**

**Please bring your annotated copy of the book to the first day of class and be prepared for class discussion and an in class essay.** You will use **post-its** to annotate the text. Please see Ms. White to check out books for your summer reading assignments.

## **I. *ALWAYS RUNNING* by Luis Rodriguez**

**Reading & Annotation:** As you read *Always Running*, use post-it notes to annotate your text. This annotation will prepare you for in class discussion, essays and your project. Each time you encounter a particularly important, provocative, dramatic, surprising, or even disturbing passage, mark it with a post-it note. Mark factual information. Question the text. Are there ideas that are disturbing? Do you believe the author? Why or why not? Does the author have an “agenda”? What is it? Do you agree with the agenda? Why or why not? Does the perspective of the author change? How do you know this? All components of this approach **MUST** be supported from the text and **MUST** be backed up by the words from the text. Use your annotations on the post-it note comments to provide this support.

**Assignment:** On notebook paper, complete a dialectical journal (two-column notes) in which you discuss your author’s language and style. ALL entries should be handwritten in blue or black ink. Include at least twenty-five quotations in your journal notes. What follows is helpful information with a student-created journal sample to help with your written response. Please note that 25 entries is the **minimum** (this is your chance to make a good, studious impression on your AP teacher... you may want to take that opportunity seriously! )

So, what is it about the writing that stands out and makes the work distinctive? The important part is that you, the reader, are reading something and then responding with analysis. Have a conversation with the text and with yourself.

**Dialectic:** “The art or practice of arriving at the truth by using conversation involving question and answer.”

**Dialectical Journal:** A written conversation with yourself about a piece of literature.

## How your Dialectical Journal should be formatted.

- Label the left side of each journal page “CD – Concrete Details” and label the right side of each journal page “CM – Commentary.”
- The “CD” side is where you record examples: paraphrase, quotations, notes, direct quotes, summaries, evidence, support, images, etc. from the book. (Always accompany CD with page numbers in parentheses.)
- The “CM” side is where you record corresponding analysis: reactions, ideas, opinions, comments, inferences, insights, questions, etc. from your own mind.

## How to Choose Quotations for Your Dialectical Journal

- Select quotations: Choose at least twenty-five quotations that stand out in the text for their effect; find quotes that are significant to the theme of the work; select quotes that affect you as a reader. At least five of these should be from chapters 9 and 10.

Understand: Take some time to consider each quotation's relevance to both the section of the work in which it is found and its relevance to the work as a whole.

Identify: Now begin writing: note the context of the quotation (where/when does it appear in the text?) and categorize its status as a rhetorical or literary device.

Describe significance: What makes this quote important? Stand out? What makes you, the reader, take notice? For each quotation, use the D-I-D-L-S method to guide your journal response.

## What in the world is D-I-D-L-S??? ( glad you asked!)

How to Analyze Each Quotation's Language and Style: D-I-D-L-S Just as each of us has a particular, unique way of presenting ourselves, writers have unique ways of presenting themselves. Our personalities shine through the way we talk, the words we choose, the gestures we use, the clothes we wear. A writer has only language to express his/her personality. The qualities below are the basic elements of a writer's style.

Diction – The author's choice of words and their connotations. What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice? What effect do these words have on your mood as a reader? What do they seem to indicate about the author's tone?

E.g. Author 1: Bill was unintelligent. (relatively neutral, as far as lack of intelligence goes)

E.g. Author 2: Bill was a zipperhead. (less of a low IQ, more like someone who acts like an idiot)

Images – The use of descriptions that appeal to sensory experience.

What images does the author use? What does he/she focus on in a sensory way? The kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? What effect do these images have on your mood as a reader? What do they seem to indicate about the author's tone?

NOTE: Images differ from details in the degree to which they appeal to the senses.

Details – Facts that are included or those that are omitted. What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of their choice of details? What effect do these included and excluded details have on your mood as a reader? What do these included and excluded details seem to indicate about the author's tone?

PLEASE NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal.

E.g. An author describing a battlefield might include details about the stench of rotting bodies or he might not.

Language – Characteristics of the body of words used; terms like slang, formal, clinical, scholarly, and jargon denote language.

What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? What effect does language have on your mood as a reader? What does language seem to indicate about the author's tone?

E.g. This is the step I'm most apt to skip.

Sentence Structure – The fashion in which the sentences are constructed. What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme? What effect do these structures have on your mood as a reader? What do these structures indicate about the author's tone? PLEASE NOTE: Short =

emotional or assertive; longer = reasonable or scholarly.

### How Your Dialectical Journal will be Assessed

A = Detailed, meaningful passages, plot and quote selections; thoughtful interpretation and commentary about the text; includes comments about literary elements (like theme, diction, imagery, syntax, symbolism, etc.) and how these elements contribute to the meaning of the text; raises many thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

B = Less detailed, but good selections; some intelligent commentary about the text; includes some comments about literary elements (like theme, diction, imagery, syntax, symbolism, etc.) but less than how these elements contribute to the meaning of the text; raises some thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

C = A few good details about the text; most of the commentary is vague, unsupported or plot summary/paraphrase; some listing of literary elements, but perhaps inadequate discussion; raises few or obvious observations; addresses most of the reading assignment, but not very thoroughly; journal is relatively neat; student has perhaps not followed all directions in organizing and/or formatting the journal.

D = Hardly any good details from the text; all notes are plot summary or paraphrase; few literary elements, virtually no discussion on meaning; no good observations; limited coverage of text/too short; did not follow directions; difficult to read/follow.

F = No dialectical journal completed on day checked or collected.

### Dialectical Journal Student Sample

The Great Gatsby by F. Scott Fitzgerald

Chapter 1 (p. 7) IMAGERY  
“...what foul dust floated in the wake of his dreams that temporarily closed out my interest in the abortive sorrows and short-winded elations of men.”

I found this sentence thought provoking and an interesting use of imagery. By using strong visual imagery, Fitzgerald allowed multiple interpretations of this sentence. “Foul dust” could possibly relate to laziness since that is the reason why dust exists, a lack of motivation to clean and tidy a room or place. Dust also suggests an idea of aged existence. “In the wake of his dreams” could allude to a funeral, which is possibly a harbinger for a death in the story of a main character. “Abortive sorrows and short-winded elations of men” is a strong sentence to say “I don’t care.” The use of “abortive” could also relate to the sudden and unexpected death of a character.

Chapter 1 (p.10) DETAILS “My own house was an eye-sore, but it was a small eye-sore and it had been overlooked, so I had a view of the water, a partial view of my neighbor’s lawn and the consoling proximity of millionaires—all for eighty dollars a month.”

Nick Carraway, a man from a prominent family, will not shame his family by living a “bad” life; he must make friends with the rich and become popular, which is the great American Dream. Under normal circumstances, one would not buy a house that is an eye-sore, but the proximity to the affluent aids the decision. Pride is also present in the American Dream, and Nick can say that he lives with millionaires. In addition, Nick is new to New York, and living by millionaires is a great start to becoming a well-known man. The usage of the dash was very effective and emphasized the “privileges” Nick has compared to others. However, this urge to become popular with an upper class is destructive, for there is no limit to how popular one can be, so the hopes and dreams of people searching for an easy life can only be hopes and dreams.

### In-Class Assignments

During the first two weeks of class, you will study and discuss, take quizzes on and have writing assignments about either *STIFF* or *NICKEL AND DIMED*.

## ***II. NICKEL and DIMED* by Barbara Ehrenreich**

One of the central tenets of the American Dream is that if one works hard and is basically honest, one will succeed. However, in this day and age, hard work is often not enough to earn a living. Ehrenreich goes undercover as a waitress, maid, health care

aide and retail worker to provide a glimpse of the “working poor” in the United States. Through her experience we learn what a low wage worker faces while earning a living.

**Reading & Annotation:** As you read Nickel and Dimed, use post-it notes to annotate your text. This annotation will prepare you for in class discussion, essays and your project. Each time you encounter a particularly important, provocative, dramatic, surprising, or even disturbing passage, mark it with a post-it note. Mark factual information. Question the text. Are there ideas that are disturbing? Do you believe the author? Why or why not? Does the author have an “agenda”? What is it? Do you agree with the agenda? Why or why not? Does the perspective of the author change? How do you know this? Using the SOAPSTone strategy below will help your analysis of your reading: All components of this approach **MUST** be supported from the text and **MUST** be backed up by the words from the text(Use your annotations on the post-it note comments to provide this support.

**Speaker** - Who is the speaker who produced this piece? What is their background and why are they making the points they are making? Is there a bias in what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker. You must “prove” your answer based on the text.

**Occasion** - What is the Occasion? In other words, the time and place of the piece. What promoted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that students understand the context that encouraged the writing to happen.

**Audience** - Who is the Audience? This refers to the group of readers to whom this piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it mixed racial/sex group? What social class? What political party? Who was the document created for and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use language the specific for a unique audience? Does the speaker evoke God? Nation? Liberty? History? Hell? How do you know? Why is the speaker using this type of language?

**Purpose** - What is the purpose? Meaning, the reason behind the text. In what ways does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker’s tone? How is the document supposed to make you feel? This helps you examine the argument or its logic.

**Subject** -What is the subject of the document? The general topic, content, and ideas contained in the text. How do you know this? How has the subject been selected and presented? And presented by the author?

**Tone** - What is the attitude of the speaker based on the text? What is the attitude a writer takes toward this subject or character: is it serious, humorous, sarcastic, ironic, satirical, tongue-in-cheek, solemn, objective. How do you know? Where in the text does it support your answer?

## **Project Response:**

### **Investigative Proposal Due August 31(A) and September 1(B) 2 pages minimum**

Ehrenreich goes undercover by posing as a minimum wage worker in her book in order to build

awareness of a social issue. In this assignment, you are to consider a social problem or issue that you would be willing to go "undercover" to expose. While you will not be going "undercover", you will provide a proposal for your undercover plan that contains background information on your issue, an argument for the need to go undercover to reveal this problem, and a plan for accomplishing your undercover experience.

Make certain your proposal contains a **three point structure**:

1. **description** of the problem (background on your issue and need for your investigation),
2. proposed **solution** (a plan for accomplishing your undercover experience), and
3. **justification** for the proposed solution (argument for the effectiveness of your undercover plan).

In addition:

- give your argument immediacy through vivid and compelling details, scenes, and examples
- take into account the conservatism of people and use strategies to overcome it
- handle the problems of predicting consequences and evaluating consequences of certain courses of action
  - identify important, controversial problems that need solving in your plan
  - choose an effective way to organize your proposal argument that convinces your audience of the problem, proposes your solution, justifies your proposal, and confronts opposing views, perhaps by summarizing and rebutting alternative solutions
  - revise your proposal argument by answering objections that deny the problem or that protest the effectiveness or cost of your solution and by anticipating counterproposals
- Use MLA style for format, citations and your works cited page.

### **Poster Assignment due August 31(A) and September 1(B)**

Summarize the information from your proposal in a **minimum** 8.5 X 11" (the size of this paper) sized poster which introduces your social issue, your solution and your most compelling argument. This poster should be visually appealing (colorful, attractive layout, clear text, etc.), contain illustration(s), cartoons, or pictures and draw people to participate in your social cause. You may want to incorporate a political cartoon as a way to illustrate your message. Political illustrations present a strong and clear point about a social issue. Color the cartoon and ensure that it contains many details. Below is an example of a successful political cartoon.

**Steve Breen** THE SAN DIEGO UNION-TRIBUNE

*San Diego Union-Tribune cartoonist*



SUMMER READING