

AP English Language and Composition
Summer Assignment for Ms. Skop and Mr. Clayton

Due: First Day of Class – on paper

Dear AP English Language Participants,

Welcome to our class! We love analyzing non-fiction, writing and uncovering persuasion. And if you don't feel the same, we are sure you will by this time next year.

This summer assignment will allow you to start using tools that will be invaluable for our next school year. Here is how to think "AP Lang" as you read:

1. Annotating: First read "How to Mark Up a Book," which is within this packet (pages 2-3). Next, use the information to annotate the following books. Please purchase your own copies (amazon.com has excellent prices for used books) or borrow them from the library.
 - *Where You Go is Not Who You'll Be* by Frank Bruni (Read the full book)
 - *On Writing – A Memoir of the Craft* by Stephen King (Read only pages 141 – 249)
 - Annotate them in a way that will support you when you return to school in the fall and will be using them as resources.
 - If they are your own books, please write in them or use sticky notes. If you're borrowing them, please mark it up with sticky notes and write the page/paragraph number on each as well.

2. *Where You Go is Not Who You'll Be* ONLY: While you're reading this book, you are to keep a dialectical journal. This shows your thought process while you are reading, representing part of the conversation you're having "with" your text.
 - Make sure to balance content from the beginning, middle and end. You are to respond in an insightful, intellectual way. You will record 20 entries and each entry will have a response of at least 40 words in length, written in full sentences.
 - Use the attached "Dialectical Journal" sample as your guide for specific layout and content information.

3. Writer's Toolbox for *On Writing – A Memoir of the Craft* ONLY: Create a chart where you keep track of 10 of the golden nuggets of King's tips for writers. It should be just like this example below, with at least 40 words in full sentences for each response:

Writer's Toolbox Tip from Stephen King with page number	Why I Believe He's Suggesting This – His Purpose
"Good writing consists of mastering the fundamentals." (142)	If I can't master the basics of writing, such as spelling, grammar and punctuation, my mistakes will get in the way of my writing. If my goal is for people to read my writing, I can't have errors get in their way of their understanding. Plus, computers can't catch all mistakes and no one will publish my work if I cannot correct my own writing.

4. SOAPSTONE: This is the acronym that will be the basis for most of our analysis this year. It helps us analyze what an author is trying to get across and how s/he has achieved it.
- Fill out one, two-page SOAPSTONE graphic organizer for each book, making sure to answer each of the questions in the middle column.

Also, why not get comfortable with the content and take the free AP English Language summer classes?

July 23 – 26 from 9:30 – 11:00 am

Sign up on the district webpage under Summer Enrichment!



“How To Mark Up A Book”

Created with the help of text by Bert Webb

Books are a fantastic way to gain knowledge. One of the most effective ways to get the most out of a book is to mark it up. It also allows you to:

- See the important points quickly
- Make it more memorable
- Make it easy to pick up and understand later.

The idea is to enter, by way of your markings, into a conversation with the author so that her or his knowledge is added to yours so that a synthesis occurs and you gain a new understanding.

A new — or new looking — book is a treasure. However, in my experience, I have found that a well-marked book becomes more like *a treasured friend* — one that you enjoy seeing again and again. Don't be afraid to mark up the books that you love.

What Not To Do



- **Don't use a highlighter** – Quality marking isn't done with a highlighter, since you can't write.
- **Don't mark large volumes of text** – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. You want to find the text that is important and mark that.
- **Don't mark the obvious** – Don't waste time marking up things that are already in your knowledge base or skill set. If you already know it, you don't need to mark it.

How To Do It



- **Mark the text with a pencil, pen, or, even better, colored fine-tipped pens** – Remember, you are not highlighting; you are writing.
- **Know your preferences** – Some of you have an aversion to mark directly in the text. If this describes you, grab some sticky notes** and do your marking and writing on them. Some like to mark directly on

the page. Some find books become more valuable when they add their own contributions to the information that the books contain.

- **Write the passage topic at top of the page as a reminder** – Just a word or two.

What To Annotate for Your Assignment

- **Write questions in the margin** – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the specific question in the margin as a reminder to settle the question.
- **Add your or other authors' perspectives in the margins** – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say.
- **Realizations** – Add what the chapter made you realize, either along the way or after the last paragraph. It will crystalize your thinking on the topic. If you can't write it, you don't understand it.

Webb, Bert. "Open Loops: Twelve Ways To Mark Up A Book." *'Open Loops'*. N.p., n.d. Web.

5 June 2014. <http://hwebbjr.typepad.com/openloops/2006/02/twelve_ways_to_.html>.



Dialectical Journal Instructions

In Ancient Greece, the term *dialectic* referred to the use of reasoning and discussion in order to discover the truth. A dialectical journal is also known as a double-entry journal or reader-response journal. In a dialectical journal, a reader records a dialogue or conversation between the ideas in the text and his or her own ideas in order to develop an understanding of the text. As you read your summer reading text, you will record your thinking in a dialectical journal.

Your dialectical journal should adhere to the following three-column format:

Passages from Text (Quoted directly from the book)	Page Numbers	Responses (Thoughts, comments, questions, etc. related to the selected passages)
<p><i>Choose and copy passages/quotes from each book.</i></p> <p><i>Each passage should be at least one sentence in length.</i></p> <p><i>Passages are to come from beginning, middle and end of the book.</i></p>	<p><i>Page number(s) where each passage is found</i></p>	<p><i>For each passage, write a one-paragraph response.</i></p> <p><i>Each response should be at least 40 words.</i></p>

Please use the enclosed template or create it yourself, and submit it ON PAPER on our first day in class.

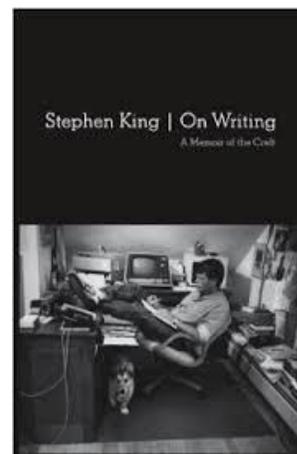
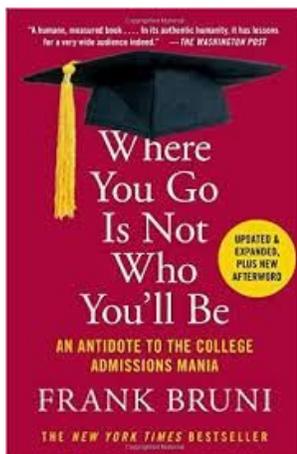
The journal should be completed while you read or immediately after you read a section of the book, so that the information is fresh in your mind. The journal will demonstrate your comprehension of as well as your original thoughts and ideas about the text.

Choose passages from the book that:

- Seem significant, powerful, thought-provoking, or puzzling
- Remind you of your own life or something you've seen before
- Make you realize something you hadn't realized before
- Contain confusing language or unfamiliar vocabulary
- Describe events you find surprising or confusing
- Show structural shifts or turns in the plot
- Demonstrate patterns in the text such as recurring images, ideas, details, colors, symbols, or motifs
- Demonstrate something specific about the writer's style
- Illustrate shifting perspectives or time sequence shifts
- Demonstrate effective or creative use of literary devices

Write meaningful responses to the passages:

- Write one full paragraph (five or more sentences) in response to each passage from the text.
- It should include ideas, insights, questions, reflections, and/or comments
- It should be specific and detailed
- DO NOT SUMMARIZE THE PLOT OR PARAPHRASE THE PASSAGE.
- Responses may include:
 - Personal reactions to passages, characters, and/or situations
 - Explanations of what passages make you think or feel
 - Analyses of the uses of stylistic or literary devices (tone, structure [short or long sentences], high-level vocabulary, figurative language, symbolism, imagery, etc.)
 - Explanations of how passages reveal information about important points
 - Connections/comparisons between different characters or events in the text, between passages or sections of the text, or to a different text
 - Analyses of the relationships of passages to the story as a whole
 - Analyses of author's attitude, tone, etc.
 - Explanations of how the text affects you as a reader
 - Questions about the beliefs and values implied in the text
 - Questions about the beliefs and values implied in the text



Raritan High School
AP English Language and Composition
Summer Reading Assignment
Dialectical Journal

Student Name: _____ Grade: _____

Title & Author of Book: _____

Passages from Text (Quoted directly from the text)	Page Numbers	Responses (Thoughts, comments, questions, etc. related to the selected passages – reference directions)

SOAPSTONE Graphic Organizer

Title of Piece: *Where You Go Is Not Who You'll Be*
Author: Frank Bruni

SOAPSTONE Components:		Response (Include Text Support)
<u>Subject</u>	<p>The general topic:</p> <ul style="list-style-type: none">• Consider the title• What is the text mainly about?• Summarize key events/details here...	
<u>Occasion</u>	<p>Context:</p> <ul style="list-style-type: none">• The time and place of the piece• What is the historical context?• What's the genre? (Speech, poem, sermon...)	
<u>Audience</u>	<p>WHO is it for?</p> <ul style="list-style-type: none">• Who is hearing or reading or seeing the text?• Is it one person, a small group, or a large group?• What qualities, beliefs, or values might the audience members have in common?	

(Turn Over)

<p><u>Purpose</u></p>	<p>So WHAT?</p> <ul style="list-style-type: none"> • WHY is the author presenting these ideas? • What does he or she want the audience to do, feel, say or choose? 	
<p><u>Speaker</u></p>	<p>WHO is speaking?</p> <ul style="list-style-type: none"> • Whose voice tells the story? • What do we know about the writer's life and views that shape this text? 	
<p><u>Tone</u></p>	<p>Emotional Mood or Effect:</p> <ul style="list-style-type: none"> • What emotions describe the attitude of the speaker? • Which words or details let you know? • Which persuasive techniques or appeals are used to enhance the tone or mood? <p>Examples: angry, threatening, light-hearted, cheerful...</p>	

SOAPSTONE Graphic Organizer

Title of Piece: *On Writing - A Memoir of the Craft*

Author: Stephen King

SOAPSTONE Components:		Response (Include Text Support)
<u>S</u>ubject	<p>The general topic:</p> <ul style="list-style-type: none">• Consider the title• What is the text mainly about?• Summarize key events/details here...	
<u>O</u>ccasion	<p>Context:</p> <ul style="list-style-type: none">• The time and place of the piece• What is the historical context?• What's the genre? (Speech, poem, sermon...)	
<u>A</u>udience	<p>WHO is it for?</p> <ul style="list-style-type: none">• Who is hearing or reading or seeing the text?• Is it one person, a small group, or a large group?• What qualities, beliefs, or values might the audience members have in common?	

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