

AP English III 2018-2019 Summer Reading Assignment

English Teacher: Ms. Clewis
Email: dclewis@ricecisd.org

Assignment #1 – Reader Profile

Before you begin any reading for this summer, craft a well written profile of yourself as a reader. What are your strengths and weaknesses in reading, prose, and poetry? What purpose does reading serve for you? What are your passions and peeves? Be as honest and forthcoming as you possibly can be. This portion of the assignment should be no more than 200 words.

Assignment #2 – How to Read Literature Like a Professor Chapter Summaries!

Text: *How to Read Literature Like a Professor* by Thomas C. Foster

Assignment: After EACH chapter summarize 2-3 main points and analyze those points in relation to a work you have read. While I realize you may have not been exposed to a plethora of higher level reading selections, please try to choose works that have been studied in high school or at the very least at the high school reading level. We will have class discussions about what constitutes literary merit. If you are wondering if your selection is appropriate, consult the College Board's list for AP quality authors. You must demonstrate variety; use multiple sources for you examples.

Assignment #3 – Dialectical Journal

- ✓ Read the following text: *The Handmaid's Tale* by Margaret Atwood
- ✓ Complete a **dialectical journal** (two-column notes) in which you discuss your author's **language and style**.
- ✓ Include at least **twelve quotations** in your journal notes. This handout has helpful information with a student-created journal sample to help with your written response.
- ✓ 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.)
- ◆ The "CM" side is where you record corresponding **analysis**: reactions, ideas, opinions, comments, inferences, insights, questions, etc. from your head. Please ALWAYS use complete sentences. 😊

How to Choose Quotations for Your Dialectical Journal

Select quotations: Choose at least **twelve 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.

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 its 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??? (so glad you asked!)

How to Analyze Each Quotation's Language and Style: D-I-D-L-S

Just as we have 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, and 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 factlets. 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?

Sentence Structure – Sentence structure is 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, and 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 (uncorrected)

The Great Gatsby by F. Scott Fitzgerald

<p>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."</p>	<p>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.</p>
<p>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."</p>	<p>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.</p>