

AP Language and Composition 2018-2019

This summer you are required to read three books. They are:

Outliers by Malcolm Gladwell, *The Color of Water* by James McBride, and *The Old Man and the Sea* by Ernest Hemingway

You must also write a Literacy Autobiography. **Please email the Literacy Autobiography to Mr. Capelli: jcapelli@srsd.net by Thursday, August 9th, 2018.**

The assignments related to the books are due the first full day of school, which is **Monday, September 10, 2018**. Please only submit print copies. Online and emailed copies will not be accepted. A test on *The Old Man and The Sea* will also be given on that date.

1. Literacy Autobiography (due Thursday, August 9th)

This assignment asks you to explore your reading and writing history. This may be a topic you have never thought about before, but the development of your own reading and writing history (literacy) most likely is a rich resource filled with stories that define who you are, as well as what you believe and value about literacy.

Your Literacy Autobiography should explore the role that literature has played in shaping the person you are today. A good way to begin is to create a timeline for both your reading and writing history. This can be one timeline that contains both aspects of your literacy or two separate timelines. Record significant events, both positive and negative, from your earliest literacy experiences to your most recent experiences. Consider ideas from the following list to help you get started:

- Favorite/least favorite books
- Favorite writing activities
- School experiences in reading and writing at different ages
- Attitudes toward reading and writing at different ages
- Friends or classmates with whom you shared literacy experiences
- Experiences with foreign languages
- Significant people or events that influenced your reading and writing
- Good and bad experiences with English teachers
- Reading time spent with family or friends
- Favorite time and place to read, as a child and today
- Earliest memories of someone reading to you
- Visits to bookstores or libraries
- Keeping diaries or journals
- Earliest memories of learning to read and write
- The role of language, both written and spoken, in your immediate family and social group
- The education and reading and writing habits and abilities of your siblings, parents or grandparents.

Once your timeline is complete, look over your findings and determine which experience(s) can be turned into an engaging narrative that will reveal your values and beliefs about literacy in your own life. Focus on using descriptive words and phrases to give the reader good visuals and emotional connections to your story. You may need to combine several stories to indicate your beliefs, or you could focus on one significant event to accomplish this. **You must turn in your timeline. It is worth 10 percent of your grade for the autobiography.**

Your Literacy Autobiography should be two pages (typed, 12-pt, double-spaced.) For your heading, type just your name in the upper left corner of the first page. Center your title one double-space below. Double-space and begin your narrative.

Summer Reading Assignments (**due Monday, September 10th**)

2. *Outliers* by Malcolm Gladwell

“...Gladwell **1. tears down the myth of individual merit** to explore how **2. culture, circumstance, timing, birth, and luck account for success – and 3. how historical legacies can hold others back despite ample individual gifts.** Even as we know how many of these stories end, **4. Gladwell restores the suspense and serendipity to these narratives that make them fresh and surprising.**”

_ Publisher's Weekly

After reading the text, consider the excerpt above from a review of *Outliers*. For each claim in the review (in bold), select a chapter from the text that you think best supports that claim. Then turn the claim into a thesis statement and follow it with one strong, well developed paragraph using specific details from the chapter selected to support it. There are four claims above – you must produce four supporting paragraphs. Use the title of the chapter you have selected as a heading for each of the four responses. Thus, each paragraph will have a chapter title as its heading and its first sentence will be one of the claims above turned into a thesis statement. Each paragraph should be 8 – 10 sentences following the thesis.

3. SUMMER READING ASSIGNMENT: DIALECTICAL JOURNAL FOR *THE COLOR OF WATER*

The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations between you and the text. The process is meant to help you develop a better understanding of the literary work. **You will be producing one dialectical journal as part of your summer reading assignment.** The goal is to discover how the journals can provide you with a useful way to process what you are reading. Dialectical journals can also better prepare you for group discussions, and serve as a source of textual evidence for your literary analysis assignments. The following is a generic description of creating a dialectical journal. You should use it as a guide for developing your journal entries; aim for a variety of responses.

PROCEDURE:

- 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*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can label your responses using the following codes:
 - (Q) Question – ask about something in the passage that is unclear, then answer it using clues from your text along with good old fashioned reasoning.
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what's in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way life “works”?
 - (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

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
- 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

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**.

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

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Sample Dialectical Journal entry: The Things They Carried by Tim O'Brien

Passages from the Text	Pg. # & Date Entered	Reader Response
"-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry."	Pg. 2 9/15/10	(R) O'Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of missing loved ones at home, the fear of death, and the responsibility for their fellow soldiers with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a dangerous and chaotic world where normal rules were suspended.

- Make sure your entries are between 100 and 150 words (8-10 sentences).
- If you do not type your entries, be sure your handwriting is legible and neat.
- **Please turn in hard copies – do not email your work to me.**

Produce one entry for each of the chapter “batches” listed below:

Chapters 1-4; 5-9; 10-11; 12-15; 16-18; 19-22; 23-24; 25 – Epilogue

Dialectical Journal Rubric

A 95-100	B 85-94	C 75-83	D 70-74
<p>You composed excellent journal entries that represent a variety of responses.</p> <p>Your immaculate grammar, willingness to take creative risks and knack for making connections are stellar!</p> <p>Neatness counts; it’s apparent that you put time, thought and energy into this.</p> <p>Your entry either matches or exceeds the quality of the model.</p>	<p>For the most part, you composed decent journal entries with some variety of responses.</p> <p>Your grammar slips in places and the quality of your insights wants for explanation!</p> <p>Many of the entries meet the standard provided by the model.</p>	<p>The quality of your journal entries is uneven and lacks variety.</p> <p>Your errors in grammar and mechanics are at times distracting.</p> <p>Several of your entries do not meet the standard provided by the model.</p>	<p>Entries are shallow, sloppy, rushed, or incomplete.</p> <p>Your work is plagued with grammar errors.</p>

4. SUMMER READING ASSIGNMENT: Read *The Old Man and The Sea*. No additional written work needs to be completed for this text.

***ALL written work for Summer Reading (apart from the Literacy Autobiography due on August 9th) must be handed in by Monday, September 10th. *The Old Man and The Sea* test will be on the same date. Be prepared. No lates accepted.**