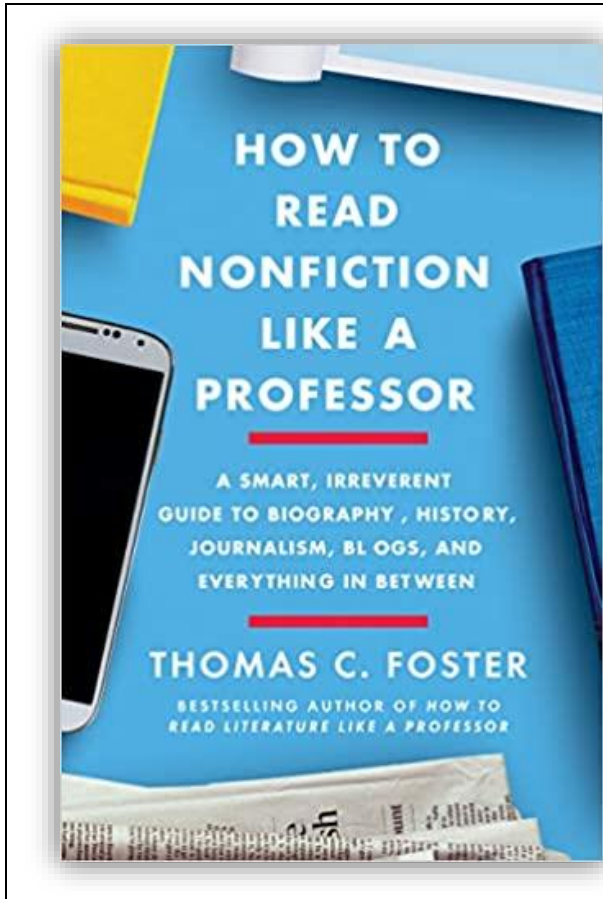


AP Lang & Comp Summer Reading Assignment 2021-2022

The book:



How to Read Nonfiction Like a Professor

By Thomas C. Foster

The main focus of AP Lang is to be able to read, think, and write critically. While the book is not without bias, I feel like this is a great way to prepare students for the analysis that will happen in the classroom.

AP Lang is 100% nonfiction and focuses on rhetorical strategies, bias, fallacies, and credibility. One end goal is to have more critical readers/thinkers and that is a strong focus in this text.

The text can be found in libraries or:

- New on Amazon/Kindle for around \$12
- Used around \$5 and up, sometimes less from online book thrift shops.

I have a very limited supply that I can check out if there is a need. I will check my books out at the beginning of summer and ask they be returned mid-summer. I will then check them out again to a new group, and ask they be returned when we all come back.

The assignment:

- Students will be expected to read the text and *as they read*, complete a **dialectical** journal or a **sketch** journal. Either journal can be done in a composition notebook or digitally in a Word document or in Powerpoint slides.
- Students will be expected to have at least one entry for each chapter, section, and subsection.
- Students will be expected to participate in a group project the first week of school that is based on their knowledge of the book.

Questions?

Please email me if you have any questions about the book or assignment or need to check out a book.

- Summer A checkout will be 5/28 (last day of school) and will need to be returned (dropped off or mailed in) by 7/07.
- Summer B checkout will be 7/08 and need to be returned when school starts, 8/12. Summer B books can be picked up in the front office after 7/08.

Examples of the Two Journal Options:

Sample Dialectical Journal: *Night*

Source Material (Provide a direct quotation or paraphrase and a parenthetical citation)	Page #	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
(What are you analyzing?) Simile "The snow was like a carpet, very gentle, very warm" (83).	83	<i>I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft. Wiesel describes the snow as being "gentle" and "warm." This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one's feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night's bitter cold. This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm. 111 words</i>
(What are you analyzing?) Personification/Internal Conflict "Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer" (82).	82	<i>This is a sad moment for Elie. He has fought to survive, but cannot fight any longer. I can't imagine being fourteen and wanting to die. I can't imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Elie, overpowering his will and subduing his hope of survival. Elie is conflicted. He wants to survive. He wants to take care of his father. But he doesn't know how much more he can take. This is important because we see that Elie has reached a breaking point. Death has come for him so many times but has failed. This time, however, Elie is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence. 153 words</i>

Focus your entries on the following literary elements.

* Motif

* Internal and external conflict

* Symbolism and theme

* Literary devices and strategies (for example, simile, metaphor, imagery, personification, repetition, etc.)

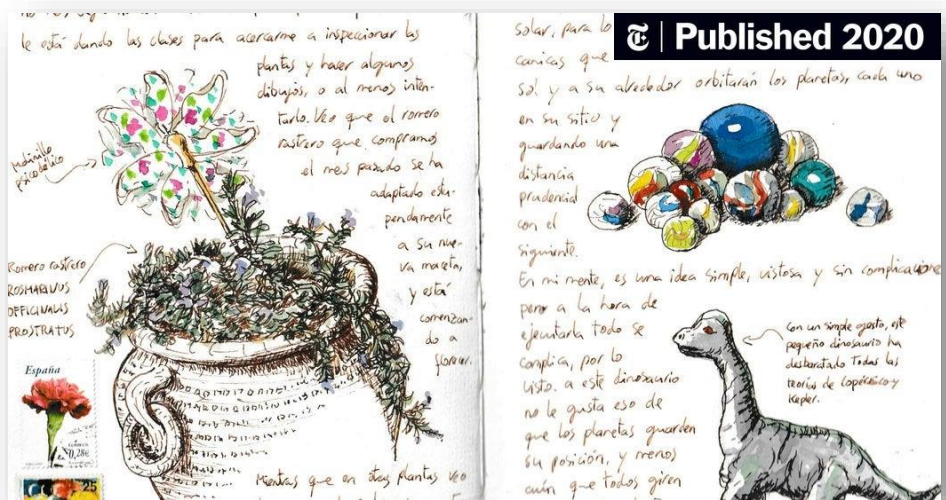
The Dialectical Journal has 3 columns:

1. **Source Material**, which is direct quoted text evidence that a student selects because it has value or they find it interesting.
2. **Page Number** of the evidence for reference.
3. **Response** column, where students will respond to, analyze, or evaluate the text evidence in their own words.

A Sketch Journal has no defined structure, instead:

As the student reads, they jot down text evidence or quotes that stand out and jot down their response to it. Text evidence should include page number citations and the journal should go in chapter order, like the dialectical journal.

However, this is the creative version of the dialectical journal. Students can draw, add quotes in fun lettering, paste in magazine pictures, etc. The art should connect to the text they are recording. This is actually a strong tool for memory!



**** Journals are due in class the first day of school, August 12th ****