

# AP English Language & Composition/Dual Credit–Composition I & II Summer Assignment 2023

All students enrolled in AP English III or Dual Credit English III must complete a summer reading assignment. **The assignment must be finished and turned in on the second day of school or you will be transferred to an on-level English course.**

You will turn in the assignment on Turnitin.com. **Instructions for turning in the assignment, as well as a class enrollment key, will be shared by your instructor on the first day of school.**

\*Please note that Turnitin.com checks for plagiarism, and this includes AI-generated text. Academic dishonesty will not be tolerated.

Projects are due no later than 11:59 P.M. on Friday, August 18, 2023. **The summer work will count as TWO MINOR GRADES for this course. You will also write a minor grade timed writing assignment in the first two weeks of school**

All work should be typed in Times New Roman, 12 pt. font.

**Part I—Non-fiction Reading:** Purchase and read the following non-fiction book:  
*Outliers: The Story of Success* —by Malcolm Gladwell

### **Dialectical Journal:**

As you read the book, keep a dialectical journal. “Dialectical” means “conversational”—so a dialectical journal is a conversation between you and the text. The dialectical journal has three key components: citation, passage (should include direct text evidence, but may also include summarization), and the reader’s commentary on the passage. Passages should come from throughout the text, and commentary should be thought-provoking and personal. **You should have a total of eight entries: four from the Introduction through Chapter 4 section; four from Chapter 5 through Epilogue section. Each entry should be from a different chapter.** The point of this is to demonstrate that you are thinking about what you’re reading.

Please format your dialectical journal like the sample below:

**The first column** should identify the chapter in which your text is found.

**The second column** is for text evidence. You should include both direct quotes and paraphrase/summary. Be sure to include the page numbers to which you are referencing. Lead in, “Quote from the book” (page #).

**The third column** should include your commentary about the text.

<u>Chapter</u>	<u>Quote/Paraphrase/Summary</u>	<u>Commentary</u>
1	After leaving the bedside of his dying friend, Paul experiences “the earth streaming with forces which pour into him” (30).	<i>See the questions below for suggestions for what to write here. Commentary responses should be <b><u>100-300</u></b> words each.</i>

### **Journal Guidelines/Suggestions for Commentary:**

- Take the time to write down anything in relation to the text. If you are intrigued by certain statements or certain issues, write your response.
- Make connections with your own experiences. What does this text make you think of? Does it remind you of anything or anyone?
- Make connections with other texts, concepts, or events.
- Ask yourself questions about the text. What perplexes you about a particular passage? Conduct minor research to assist you in reaching an answer to your question to include in your response.
- Try agreeing with the writer. Write down supporting ideas. Try arguing with the writer. On what issues do you disagree?
- Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them?
- Describe the author's point of view. How does the author's point of view shape the way the writer presents the material?
- Does the author employ rhetorical or literary devices that help prove his point? Identify and explain the effect of these devices.

Your responses need to be formal and thoughtful, not simply a plot summary. You will be graded primarily on content; however, mistakes in grammar, mechanics, and spelling will limit the power of your ideas.

### **Part II—Documentary**

Choose a documentary to watch. Then, write an argument analysis response. Please be aware that some documentaries contain mature topics/content. **Please make a choice that is appropriate for you and your family.**

There are many titles available on Netflix, Amazon, and Hulu, but you can also find many options in the public library as well. If you have a question about your choice, please email either of us at [jennifer.hadley@argyleisd.com](mailto:jennifer.hadley@argyleisd.com) or [alexis.kaftajian@argyleisd.com](mailto:alexis.kaftajian@argyleisd.com) and we can help you.

#### **What should the Documentary Argument Analysis contain?**

**Part 1:** Watch your documentary in its entirety and then evaluate the documentary for the overall main idea (thesis). In **one** paragraph explain what the thesis of the documentary is and provide a supporting rationale (argument) for your evaluation of the thesis.

**Part 2:** Select **eight** details from the documentary that the filmmaker uses to support the thesis that you identified in part 1. These details could come in the form of interviews, statistics, music type, audience being targeted, etc. You may either list all eight details, or you may synthesize them into a paragraph. Either approach will work.

**\*\* Please note that you must explain WHY these details helped to support the filmmaker's thesis. It is not enough to simply list items. Be sure to explain the effectiveness of each! A bulleted list is acceptable here.**

**Part 3:** Write a **one** paragraph response to the documentary. Write about your impression of the topic and the author's viewpoint. Consider your logical and emotional reaction, positive and negative factors, connections to your own interests and experiences. Does the documentary challenge or confirm your own opinions? Does it inform you on an issue of which you were unaware of? Do not simply give a "thumbs up/thumbs down" recommendation.

### **Example Documentary Argument Analysis**

#### Documentary thesis and rationale

The filmmaker's thesis in the documentary *Crips and Bloods: Made in America* is that the two most violent and largest rival gangs in America were formed not out of hatred for one another but out of a common race issue that both of the gangs face. The documentarian, Stacy Peralta, does not simply document the formation and history of these two gangs, but seeks to provide understanding of gangs in general by showing the viewer that the issues that face minority groups in America today allow for gangs to exist and function relatively unchecked. An example of this is given within the first five minutes of the documentary as the surviving members of the original gangs were interviewed and were able to discuss the environment of the mid-sixties when the gangs were first formed.

#### Details to support thesis and rationale

- 1) Graphic images of a gang gunfight and class war are shown **in order to hook the audience** into the story that the filmmaker is attempting to relay.
- 2) Interview with Bo Taylor, former Schoolyard Crip, founder of UNITY ONE, a privately funded organization dedicated to peace making and the transformation of gang members into productive citizens, **who relays the history** of the gang as well as what it has turned into and **how to combat the issues that the gangs now face**.  
(Complete 8 details as bullet points, including the **effectiveness** of each technique!)

#### Reaction to Documentary

I was surprised by...etc. (YOUR opinion/reaction!) You must write an entire paragraph explaining your reaction.

#### Additional Information—Required Books

The TWU Essay Reader will be a required text this year. More details will be provided once the semester begins.

#### AP Test Prep

All students enrolled in AP Lang and Comp should take the AP exam for college credit. Dual Credit students also may take the exam. The AP test is challenging, so I highly recommend completing practices on your own time.

I **strongly recommend** that you purchase one of the following books **if you plan to take the AP exam**.

*Barron's AP Language and Composition*

*5 Steps to a 5 AP English Language*

## AP/Dual Credit English III or Regular English III?

This course is primarily a course in effective writing and critical reading, with special emphasis on rhetoric and argument. In deciding whether or not you should take regular or AP/Dual Credit English your junior year, you should ask yourself several questions:

- Do you enjoy writing and/or would you like to improve your writing?

***This is a writing intensive class.** We will focus on argument and rhetorical analysis, which is new for some students. If you enjoy arguing and would like to improve your writing style, AP/Dual is your class. You can expect to write at least eight process essays over the course of the year; in addition to timed writings and short writing tasks. Most of these assignments will be completed outside of class, and you will be evaluated as a college student—not a junior in high school.*

Are you self-motivated to keep up with classwork, homework, reading assignments, and several tasks at once?

*AP/Dual students must be disciplined enough to complete readings and assignments on their own, outside of class. At different points in the year, you may be asked to complete multiple tasks at once (projects, reading assignments, etc).*

- Are you frequently absent (for whatever reason)?

*You will be at a disadvantage if you consistently miss class. If you're in dual credit, there is an attendance policy that will affect your grade. Extra-curricular absences DO count against your attendance for dual credit.*

An individual dual credit student may reach a **MAXIMUM of 15 TOTAL ABSENCES per semester in each dual credit course**. A student is considered “absent” if he/she is not present for any reason (including school related activities, illness, personal/medical days, excused and unexcused absences). If a student exceeds this limit prior to the official last withdrawal date, the instructor will drop the student from the class. The student will have the option of transferring into the AP program (which is the same class but requires an exam at the end of the semester for credit), or of moving into an on-level class.

If a student exceeds the limit **AFTER the official drop date (see above)** the following policy applies:

16-18 absences TWU Grade will drop ONE letter grade at end of semester

19+ absences TWU Grade will drop TWO letter grades at end of semester

If a dual credit student is absent **for TWO CONSECUTIVE WEEKS**, even if the student has NOT exceeded the 15 day maximum, the instructor will drop the student from the class or lower the student's TWU grade.

- Have you been successful in your Pre-AP English classes? Or, have you done extremely well in on-level English (to the point you're desperate for a challenge)?

*The level of expectation and the pace go up next year, not down, so you need to have a solid foundation to do well. If you've struggled your sophomore year, and haven't improved as the year has progressed, you may not be ready for AP/Dual English. If you've consistently made As and Bs in Pre-AP and are willing to work hard, AP/Dual is for you.*

- Do you enjoy reading and discussion?

*As you might expect there is a fairly heavy reading load in AP/Dual Credit. It's mostly nonfiction. If you don't like to read, AP/Dual probably isn't for you. This isn't to say you will like everything we read; there's a big difference. You're free to disagree with the pieces—just not because you didn't want to read them or because reading is “so boring.” Also, we will discuss everything we read—both for the writing style and the purpose/opinion that is conveyed. Students who participate in class discussions are more successful in the class.*

- Are you intellectually curious and do you find value in learning and thinking?

*If the answer to this question is no, then AP/Dual English III is probably not the route you want to take. Successful AP/Dual students are those who appreciate learning, value education, and find pleasure in intellectual endeavors.*

- Are you willing to complete a summer reading project?

*All students enrolled in AP or Dual Credit must complete a summer reading project by the second day of school. This project will consist of reading a book, watching a documentary, and writing various analysis responses. Students will also be tested over this material during the first weeks of school.*

**Please consider all of these questions before you sign up for AP/Dual Credit English III. Please DO NOT register for the course if you're not committed to completing the summer assignment and to the course workload and expectations.**