

Dear Incoming AP Students,

Welcome to AP Language and Composition! You have chosen to spend a year working hard to become a better reader, writer, and thinker. Choosing to take an AP course in high school shows that you are dedicated to learn and eager for a challenge. Because AP courses are designed to emulate college-level courses, the expectations and work load are heavier than in the traditional English classes you have experienced previously. With diligence and tenacity, I feel that you will be able to achieve greatness by the end of this course.

You have been given summer assignments that will help introduce you to the rigorous work you will be completing throughout the school year. This is an opportunity to prove your commitment to the course and to give me a pre-assessment of your skills and abilities. With that, begin early and give yourself enough time to complete the assignments; I strongly recommend that you do not wait until the last minute to complete them. Successful completion of each assignment will prepare you for class discussions during the first weeks of class in August. If you have any questions, you may contact me via email.

Have a relaxing and safe summer; I look forward to working with you when school begins again!

Ms. Roland
rolandr@scsk12.org

Texts needing to be purchased to complete Summer Assignment

- **The Great Gatsby** by F. Scott Fitzgerald. (Be sure to purchase the **2000 or 2013 adaptation of the book.**)
- **Just Mercy** by Bryan Stevenson

Website required for the Summer Assignments:

- Google Classroom. This is our summer classroom. You will turn in your work here and get to know your fellow classmates through discussion.

Assignments

Sign up for Google Classroom and Introduce yourself. 10 pts. You will be posting your summer assignments here. Also any questions or concerns should be addressed on this forum throughout the summer and through next year. This is the class's main line of communication. Contact me immediately using one of the posted emails if you have trouble with the site.

- Google Classroom name—AP English Language and Composition 2020-2021
- Google Classroom join code: i674cqc

For the assignments below, you will need the novels from the summer reading list, *The Great Gatsby* and *Just Mercy*. The assignments are as follows:

1. Dialectical Response Journal Entries—60 pts.

Complete Dialectical Response Journal Entries for the novel, *Just Mercy*, to aid in your understanding of the story as you read it, and to demonstrate that understanding to your teacher. These **MUST BE TYPED**. Dialectic means “the art or practice of arriving at the truth by engaging in conversation involving question and answer.” Through these journals, you are basically having a “conversation” with the text (jotting down ideas, questions, and thoughts) and yourself. Your goal is to make notes about points you think are significant, ironic, emotional, rhetorical, etc. Write down reactions as they occur to you; there are no wrong answers! **YOU MUST HAVE AT LEAST 3 QUOTES FROM EACH CHAPTER OF JUST MERCY.**

How to create a dialectical response journal entry:

- Create a document that includes the following table:

Section and Page #	Quote/Paraphrase/Summary from the text	Insight, Commentary, Personal Connection, Reflection etc.	Discussion or Challenge Questions
		(Minimum of 3 Sentences)	

You are not just paraphrasing or summarizing—you are conversing with the quotes. Here are a few suggestions:

- Make a judgment about the character’s actions
- Focus on the character’s behavior based on his/her era
- Analyze the author’s organization and its effect on the purpose
- Explore the use of specific language
- Discuss the author’s tone toward various themes or characters
- Connect parts of the novel to modern situations
- Compare/contrast a character to other characters
- Show your understanding of the significance of the theme
- Discuss the typical qualities of characters or themes

2. Analyses of Rhetorical Devices—50 pts.

Using a Word document or Google Doc, choose and analyze a passage (a portion of a chapter) from the novel, *The Great Gatsby*, for EACH of the rhetorical devices listed below. Copy each passage (including page numbers) prior to providing your explanations; your explanations should address why you chose the passage by stating how you view the rhetorical device and its effect on the novel. Each explanation should be **AT LEAST 500 words**.

Diction refers to word choice. The vocabulary of the English language is the most extensive of any language on Earth, offering shades of nuance and connotation that help authors create mood and tone in their writing. Consider, for instance, the word ask. Other words can be substituted for the word ask to emotionally color or create tone in the writing: blubber, beg, implore, request, demand, order. Look for a passage that contains words that are particularly emotional or specific in their meanings. You will especially notice these passages because of their strong verbs and modifiers (adjectives and adverbs). Choose 1 passage from the book that demonstrates a unique use of diction – how would you characterize the word choice? What is the speaker trying to accomplish?

Imagery refers to the creation of sensory experience for the reader. Whenever a writer appeals to the reader’s senses of smell, taste, sight, touch, hearing, or physical sensation, he wants to evoke an emotional response. Choose 1 passage that produces strong images and/or feelings.

Details: In this case, the word details refer to the level of specificity a writer offers about the situation. This is different from imagery in that it does not necessary appeal to the senses to make its point. Details are an integral part of the author’s explanation. Choose 1 passage that is heavy in detail.

Figurative Language refers to figures of speech. The most familiar to you at this time are simile, metaphor, personification, analogy, paradox, and hyperbole. Look for 1 passage that uses figure(s) of speech to achieve a purpose. Consider the relevance of the comparisons they make.

Syntax refers to sentence structure. Consider how the length and structure of sentences help to achieve a purpose. Look for sentence fragments or short sentences, extra-long sentences, lists, sentences that reserve the main point until the end, or sentences that are structured to reveal comparisons. Choose 1 passage and discuss these ideas.

Turning-in your Summer Assignments: Post dialectical journals and the analyses of rhetorical devices in Google Classroom. There is a Google Classroom assignment created for each. These assignments contain both assignment and assessment grades for Quarter 1.