



# Albert Einstein High School

## 2018-2019 Summer Task



Teachers: Mr. Zemel and Mrs. Pappafotis

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Course: AP Language and Composition – 2018-2019

- ✓ **Purpose of the Summer Assignment:** For students to critically examine an author's argument, respond to an author's argument, and analyze the ways in which the author constructs the argument
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** Rhetorical analysis and argumentation
- ✓ **Description of the Task:** See directions
- ✓ **Supportive Resources:** Local libraries; Definitions of rhetorical appeals <https://louisville.edu/writingcenter/for-students-1/handouts-and-resources/handouts-1/logos-ethos-pathos-kairos>; Definitions of rhetorical devices: <https://hhs-english-iv.wikispaces.com/file/view/Rhetorical+Devices.pdf>

**Grading:**

- ✓ **DUE DATE/DEADLINE:** Friday, September 7<sup>th</sup>
- ✓ **Points:** 100
- ✓ **Extent to which the summer task counts towards the marking period grade:** 5% of Q1 grade
- ✓ **Grading Criteria and Rubric:** See directions



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Welcome to AP Language and Composition. This class focuses primarily on non-fiction texts, so for the summer reading assignment, you are going to choose ONE non-fiction text (about 150+ pages) to dissect and analyze. Once you have chosen and read the text, you will complete a dialectical journal with TEN ENTRIES following the model below:

TECHNIQUE/APPEAL	SIGNIFICANT QUOTATION	HOW TECHNIQUE/APPEAL CONVEYS THE AUTHOR'S ARGUMENT
Personification	"Slavery proved as injurious to her as it did to me. When I went there, she was a pious, warm, and tender-hearted woman. There was no sorrow or suffering for which she had not a tear. She had bread for the hungry, clothes for the naked, and comfort for every mourner that came within her reach. Slavery soon proved its ability to divest her of these heavenly qualities. Under its influence, the tender heart became stone, and the lamb-like disposition gave way to one of tiger-like fierceness" (43).	Frederick Douglass personifies slavery to emphasize its power and destructive nature. It stripped his slave owner of her tenderness and turned her heart into "stone." Her loss of morality represents the immorality of slavery; the fact that the institution could "divest" a "pious," "warm," and "tender-hearted" woman into one of "tiger-like fierceness" underscores its inhumanity.

- Complete the dialectical journal entries AFTER reading the entire text.
- Choose TEN significant quotations throughout the text. The quotations should be meaningful, detailed, and connect to the author's argument.
- For each dialectical journal entry, choose one technique or appeal (metaphor, personification, imagery, ethos, parallel structure, etc.) that you see in each significant quotation. Provide the quotation and then an explanation of how that technique/quotation contributes to the author's overall argument.

**\*\*You must make sure that your non-fiction text is actually non-fiction and contains one coherent argument/narrative. It cannot be a series of essays about random topics, like a book by David Sedaris or Tina Fey. It should have a unifying argument. Also, please choose something that you have not already read for school and do not choose *The Autobiography of Malcolm X*.\*\***

### All of your dialectical journal entries will:

- Correctly identify the author's techniques/appeals in the writing
  - Each technique/appeal can only be used twice in the assignment
- Be specific and detailed to illustrate that you read and understood the text
- Look closely at the author's specific diction to state how the technique illustrates the argument
- Be typed, double-spaced, and written in 12-point Times New Roman
- Be proof-read!

### RUBRIC:

- Correct identification of technique/appeal– 10 points
- Significant quotations – 10 points
- Meaningful, thorough explanation of how technique/appeal conveys author's argument – 30 points



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The dialectical journal entries are worth 50/100 points. The other 50 points will be a timed, in-class writing that you will complete during the first week of school.

Possible Texts to Choose:

- *Our Revolution* by Bernie Sanders
- *A People's History of the United States* by Howard Zinn
- *Hillbilly Elegy* by J.D. Vance
- *A Long Way Gone* by Ishmael Beah
- *The Art of the Deal* by Donald Trump
- *Guns, Germs, and Steel* by Jared Diamond
- *The Post-American World* by Fareed Zakaria
- *The Art of War* by Sun Tzu
- *Lean In* by Sheryl Sandberg
- *The Souls of Black Folk* by W.E.B. DuBois
- *Silent Spring* by Rachel Carson
- *Nickel and Dimed* by Barbara Ehrenreich
- *Into Thin Air* by John Krakauer
- *Moneyball* by Michael Lewis
- *Bringing Down the House* by Ben Mezrich
- *The Accidental Billionaires* by Ben Mezrich
- *Congo* by David Van Reybrouck
- *The Divide* by Matt Taibbi
- *Angela's Ashes* by Frank McCourt
- *The Glass Castle* by Jeannette Walls
- *Between the World and Me* by Ta-Nehisi Coates
- *And the Band Played On* by Randy Shilts
- *Fast Food Nation* by Eric Schlosser
- *Walden* by Henry David Thoreau
- *A Room of One's Own* by Virginia Woolf
- *The Tipping Point* by Malcolm Gladwell
- *On Writing: A Memoir of the Craft* by Stephen King

*There are many, many others, and you do not need to choose one of the above titles.* Check out the local library or a friend's bookshelf. Please ask a librarian if you are unsure if something is non-fiction.

**YOU CANNOT READ *THE AUTOBIOGRAPHY OF MALCOLM X* AS YOUR TEXT!**