Teachers: Ms. Mauer, Ms. Pappafotis and Mr. Zemel

Teachers’ Contact Information: Kerri_L_Mauer@mcpsmd.org, Joanna_S_Pappafotis@mcpsmd.org, Gregory_M_Zemel@mcpsmd.org,

Course: AP Language and Composition

✓ 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://yale.learningu.org/download/f10e0a0e-1866-4958-9058-11e84f35ad24/H2976_APEngLangGlossary.pdf

Grading:

✓ DUE DATE & DEADLINE: Friday, September 6th

✓ Points: 100

✓ Extent to which the summer task counts towards the marking period grade: 5% of Q1 grade

✓ Grading Criteria and Rubric: See directions
Welcome to AP Language and Composition. This class focuses primarily on non-fiction texts, so for the summer reading assignment, you will choose ONE non-fiction text (about 150+ pages) to dissect and analyze. 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 contain a unifying argument. Choose a book that you have not already read for school and one that you are genuinely interested in reading.

Once you have chosen and read the text, you will:

- Choose TEN significant quotations throughout the text. (At least two quotations should come from the end of the book.) The quotations should be meaningful, detailed, and connect to the author’s argument.
- For each of the 10 dialectical journal entries, choose one technique (metaphor, personification, visual imagery, parallel structure, etc.) and appeal (pathos, logos, ethos or kairos) 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 (and if applicable, a secondary argument).

**DIALECTAL JOURNAL ENTRY EXEMPLAR**

<table>
<thead>
<tr>
<th>TECHNIQUE &amp; APPEAL</th>
<th>SIGNIFICANT QUOTATION</th>
<th>HOW TECHNIQUE/APPEAL CONVEYS THE AUTHOR’S ARGUMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personification and pathos</td>
<td>“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).</td>
<td>Frederick Douglass personifies slavery to emphasize its power and destructive nature. It strips his slave owner of her tenderness and turns 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.</td>
</tr>
</tbody>
</table>

All of your dialectical journal entries should:

- Correctly identify the author’s techniques/appeals in the writing
  - Do not use one technique more than 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
- 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
- *Each entry will be worth 5 points*

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
- *Dreams from My Father* by Barack Obama
- *Becoming* by Michelle Obama
- *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
- *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
- *The Other Wes Moore* by Wes Moore
- *Educated* by Tara Westover
- *Unbroken* by Laura Hillenbrand
- *The Emperor of all Maladies* by Siddharta Mukherjee
- *Omnivore’s Dilemma* by Michael Pollen
- *A Brief History of Time* by Stephen Hawking
- *The Feminine Mystique* by Betty Friedan
- *The Death and Life of Great American Cities* by Jane Jacobs
- *Alexander Hamilton* by Ron Chernow
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

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 MAY NOT READ THE AUTOBIOGRAPHY OF MALCOLM X, BETWEEN THE WORLD AND ME, OR THE GLASS CASTLE AS YOUR TEXT!**