



Bishop McGuinness
English Department
Summer Reading Assignment

COURSE: AP English Language and Composition

TEACHER NAME(S): Ms. Rebecca McKee (rmckee@bmchs.org)

REQUIRED READING: Choose your top two nonfiction texts from the list below. (A limited number of students will be allowed to read each title, so it is wise to have two options in mind.) See Ms. McKee in **room 220** before school at 7:30am or after school by 3:00pm to make your summer reading book selection.

Sign up for one of the following nonfiction texts by **Friday, May 7th**. You can procure the text at a local library, book store, or online. Anyone who doesn't sign up by the date above will be assigned a title, and an email will be sent to you with the book you will be reading.

Note: Our first thematic unit is Work, Income, and Identity, which will focus on the Rhetorical Situation and Rhetorical Analysis. The College Board addresses controversial thematic concepts by reiterating that "Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course... Since AP students have chosen a program that directly involves them in college level work...AP students should have the maturity, [intellectual curiosity], skill, and will to seek the larger meaning of a text or issue through thoughtful research."

- **Evicted: Poverty and Profit in the American City** by Matthew Desmond
- **Nickel and Dime: On (Not) Getting By in America** by Barbara Ehrenreich*
- **The Other Wes Moore: One Name, Two Fates** by Wes Moore
- **Hillbilly Elegy: A Memoir of a Family and Culture in Crisis** by J.D. Vance

* Available to check out through the English Department

ASSIGNMENTS:

Part 1. Verification Form (Executive Function Category. **20 points**)

Part 2. Building Academic Vocabulary (Practice Category. up to **100 points**)

Part 3. Color-Coded Annotations (Practice Category. **100 points**; Practice)

Part 4. Independent Reading Dialectical Journals (Formative Assessment Category. up to **80 points**)

DUE DATES: All assignments are due the first day of class at the beginning of the class hour. Students will, in addition, submit their Dialectical Journals to TurnItIn to assess plagiarism. **Students should be prepared for in-class writings, discussions, and a test during the first week of school.**

Part 1: Verification

Please have your parent/guardian sign and initial where appropriate below. Print this out and bring to class on the first day. (20 points - Completion grade)

I verify that _____ has completed his/her summer reading.

- _____ I acknowledge that my student will take an objective exam over the summer reading within the first week of school.
- _____ I acknowledge that if my student chooses to drop AP English Language within the first week of school, my student will be required to complete the summer reading assignments for English 3 - American Literature.

Guardian Signature _____ Date _____

Part 2: BAV - Building Academic Vocabulary

DIRECTIONS: Create a document on lined binder paper with four columns. Using **BLUE** or **BLACK** pen, **create an MLA header at the top of the front page. Title the document BAV 1: Rhetorical Choices.** Title the four columns appropriately using the example below. Then, for each of the 60 words, write the term in the first column, define the term in your own words in the second column, explain the purpose or effect in the third column, and provide an example from literature in the fourth column - ensure that you underline the parts of the example that best conveys the term.

Create a separate Works Cited page that you will attach to the end of your BAV Columns. Using accurate MLA format, create a citation for each of the websites you visit to help you define and contextualize the terms. An accurate MLA citation follows this order:

Last Name, First Name of Author. "Title of Article." Title of Website. Publisher, Publication Date, url. Date of Access.

If there is no Author, skip it. If there is no Title of Article, skip it. If there is no publisher, write n.p.; no publication date, write n.d. **NOTE:** You do NOT need a separate citation for each word, just one for each new website. **This assignment is expected to be hand-written.** Study the terms and examples to prepare for an exam during the first week of school.

Recommended Websites:

- American Rhetoric: Rhetorical Figures and Sounds
<http://www.americanrhetoric.com/rhetoricaldevicesinsound.htm>
- The Forest of Rhetoric: Silva Rhetoricae <http://rhetoric.byu.edu/>
- Literary Devices: <http://www.literarydevices.com/>
- Literary Devices: <https://literarydevices.net/>
- Literary Terms: <https://literaryterms.net/>
- Figures of Speech Served Fresh: <http://inpraiseofargument.squarespace.com/terms/>
- Purdue Owl (for MLA citation guidelines): <https://owl.english.purdue.edu/owl/resource/747/01/>

ASSESSMENT: 100 points - Accuracy: 1.5 points per word, 10 points for accurate Works Cited page. There will be a quiz on the second day of school over the vocabulary terms.

Part 2: Building Academic Vocabulary

Note: Remember, this assignment is expected to be handwritten.

Example Document

First and Last Name

Ms. McKee

APLAC, Hour 8

Date Assignment is Due

BAV 1: Rhetorical Choices

Word	Definition	Purpose	Breakdown of Example
1. <u>alliteration</u>	A device in which a writer or speaker begins a series of words with the same first consonant sound.	To place emphasize on and draw the reader's focus to particular words or phrases; to create rhythm and musicality	"So we <u>b</u> eat on, <u>b</u> oats against the currents, <u>b</u> orne <u>b</u> ack ceaselessly into the past." ~ F. Scott Fitzgerald, <u>The Great Gatsby</u>
2. <u>allusion</u>			

Works Cited

Literary Devices, n.p., 2018, <https://literarydevices.net/>. 14 February 2018.

Academic Vocabulary for Rhetorical Analysis

- | | | |
|-------------------------------|-------------------------|--------------------------|
| 1. allusion | 20. denotation | 41. metonymy |
| 2. analogy | 21. diatribe | 42. oxymoron |
| 3. anadiplosis | 22. diction | 43. parallel structure |
| 4. anaphora | 23. ellipsis | 44. paradox |
| 5. anecdote | 24. enumeration | 45. periodic sentence |
| 6. antanaclasis | 25. enthymeme | 46. personification |
| 7. anthimeria | 26. epanalepsis | 47. polyptoton |
| 8. antimetabole | 27. epistrophe | 48. purpose |
| 9. antithesis | 28. euphemism | 49. rhetoric |
| 10. appositive | 29. exigence | 50. rhetorical situation |
| 11. asyndeton | 30. hyperbole | 51. satire |
| 12. audience | 31. hypophora | 52. simple sentence |
| 13. chiasmus | 32. idiom | 53. situational irony |
| 14. complex sentence | 33. inductive reasoning | 54. syllogism |
| 15. compound sentence | 34. isocolon | 55. synecdoche |
| 16. compound-complex sentence | 35. jargon | 56. syntax |
| 17. connotation | 36. juxtaposition | 57. tautology |
| 18. context | 37. litotes | 58. tone |
| 19. deductive reasoning | 38. loose sentence | 59. verbal irony |
| | 39. malapropism | 60. zeugma |
| | 40. metaphor | |

Part 3: Color-Coded Annotations

DIRECTIONS: To help you build time management skills and to prevent procrastination, a reading timeline has been provided below. Follow the weekly breakdown and read the text over multiple weeks. **Do NOT wait until the week or weekend before school starts to begin the summer assignment.**

Two Annotation Options

- If you **own your own copy** of the text: highlight evidence using the color-coding key below **and in the margin** next to each piece of evidence explain its connection to its rhetorical component.
- If you **borrowed a copy** from the school or the library: place a color-coded sticky note with an arrow next to the textual evidence **and on the sticky note** explain the connection to its rhetorical component.

Color-Coding Key

- **ORANGE: Context** - historical changes and societal values
- **GREEN: Speaker** and his or her credibility and values
- **BLUE: Claims** speaker makes and **evidence** provides to support claims
- **PINK: Stakeholders** (different audience groups connected to the topics explored) and their values and background
- **YELLOW: Rhetorical Choices** from BAV 1 List

Breadth and Depth of Annotations

Breadth: For each chapter - including the introduction, afterward, and epilogue - ensure that identify **three** pieces of textual evidence (to the best of your ability) for each of the five rhetorical components classified above.

Depth: For each piece of textual evidence, ensure you include marginal notes paraphrasing the main point of the text, as it connects to the rhetorical concepts above.

* **Note:** all pieces of evidence must have accompanying marginal notes (and vice versa).

ASSESSMENT: 100 points - Accuracy

- ❑ **Textual Evidence:** 10 points; Color-code evidence using the rhetorical component key above, highlighted or clearly indicated with a sticky note
- ❑ **Breadth:** 60 points; at least 15 key pieces of textual evidence highlighted or clearly indicated with a sticky note within each section of the text (3 pieces of evidence for each of the 5 categories)
- ❑ **Depth:** 30 points; each piece of textual evidence has accompanying marginal notes; marginal notes reflect key points connected to its rhetorical component.

Part 3 and Part 4: Annotations and Dialectical Journal

Weekly Reading Breakdown

<i>Evicted:</i> <i>Poverty and Profit in the American City</i> by Matthew Desmond	<i>Nickel and Dimed:</i> <i>On (Not) Getting by in America</i> by Barbara Ehrenreich	<i>The Other Wes Moore :</i> <i>One Name, Two Fates</i> by Wes Moore	<i>Hillbilly Elegy:</i> <i>A Memoir of a Family and Culture in Crisis</i> by J.D. Vance
<p><u>Week 1 Annotations</u> Prologue The Business of Owning the City</p> <p><u>Week 2 Annotations</u> Making Rent Hot Water A Beautiful Collection Thirteenth Street Rat Hole</p> <p><u>Week 3 Annotations</u> Christmas in Room 400 Order Some Carryout</p> <p><u>Week 4 Annotations</u> Hypes for Hire The 'Hood is Good Disposable Ties E-24</p> <p><u>Week 5 Annotations</u> High Tolerance A Nuisance Ashes on Snow This is America</p> <p><u>Week 6 Annotations</u> Lobster on Food Stamps Little Nobody Wants the North Side</p> <p><u>Week 7 Annotations</u> Bigheaded Boy If They Give Momma the Punishment The Serenity Club Can't Win for Losing Epilogue:Home and Hope</p>	<p><u>Week 1 Annotations</u> Introduction: Getting Ready: 1-10 One: Serving in Florida: 11-22</p> <p><u>Week 3 Annotations</u> One: Serving in Florida: 22-49 Two: Scrubbing in Maine: 51-86 (until break middle of page)</p> <p><u>Week 3 Annotations</u> Two: Scrubbing in Maine: 86-119</p> <p><u>Week 4 Annotations</u> Three: Selling in Minnesota: 121-169 (until break middle of page)</p> <p><u>Week 5 Annotations</u> Three: Selling in Minnesota: 169-191 Evaluation:194-207 (break at bottom)</p> <p><u>Week 6 Annotations</u> Evaluation: 207-221</p> <p><u>Week 7 Annotations</u> Afterward: Nickel and Dimed: 223-238</p>	<p><u>Week 1 Annotations</u> Introduction Part 1: Fathers and Angels Chapter 1: Is Daddy Coming with Us?</p> <p><u>Week 3 Annotations</u> Chapter 2: In Search of Home</p> <p><u>Week 3 Annotations</u> Chapter 3: Foreign Ground</p> <p><u>Week 4 Annotations</u> Part 2: Choices and Second Chances Chapter 4: Marking Territory</p> <p><u>Week 5 Annotations</u> Chapter 5: Lost Chapter 6: Hunted</p> <p><u>Week 6 Annotations</u> Part 3: Paths Taken and Expectations Fulfilled Chapter 7: The Land that God Forgot</p> <p><u>Week 7 Annotations</u> Chapter 8: Surrounded Epilogue</p>	<p><u>Week 1 Annotations</u> Introduction Chapter 1</p> <p><u>Week 3 Annotations</u> Chapter 2 Chapter 3 Chapter 4 Chapter 5</p> <p><u>Week 3 Annotations</u> Chapter 6 Chapter 7 Chapter 8</p> <p><u>Week 4 Annotations</u> Chapter 9 Chapter 10</p> <p><u>Week 5 Annotations</u> Chapter 11 Chapter 12</p> <p><u>Week 6 Annotations</u> Chapter 13 Chapter 14 Chapter 15</p> <p><u>Week 7 Annotations</u> Conclusion Afterward</p>

Part 4: Dialectical Journal

DIRECTIONS: After you read and annotate the text, use your annotations to create a Dialectical Journal.

STEP 1: Make a copy of this document in your Google Drive. Delete everything so that just the Dialectical Journal Template (see below) remains. You will create your Dialectical Journal using the template provided.

STEP 2: Save the template with the title: **IR Book 1: Dialectical Journal**

STEP 3: You will find and add FIVE total quotes each week to the Dialectical Journal. Peruse your annotations and select the BEST piece of evidence for each topic.

Ensure that you appropriately embed and cite each quote following MLA format. Examples include:

- Ehrenreich claims, “quote from text that contains appropriate spelling, capitalization, and punctuation” (Last Name **PAGE #**).
- Moore conveys Wes’ concern that “note how dialogue uses a singular quotation mark’ within a longer piece of textual evidence” (Last **PAGE #**).

STEP 4: Compose an analysis, in paragraph format, synthesizing the textual evidence for each rhetorical concept. Ensure that you thoroughly answer each of the questions to the best of your ability. Then delete the questions so all that remains is your analysis paragraph. Ensure your analysis

- addresses each of the five questions
- is written using **complete sentences**
- is written in 3rd person: **no 1st person words (I, me, my, myself, we, our, ourselves)**

STEP 5: Edit for errors. Ensure that your final product is

- typed using Times New Roman, 11 point font
- formatted using the template provide
- free from spelling, capitalization, and punctuation errors
- 3rd person point of view
- your best effort

Print your Dialectical Journal BEFORE your class hour and be prepared to submit your work at the beginning of class on the first day of school and to [turnitin.com](https://www.turnitin.com) by the end of the week.

ASSESSMENT: 80 points - Accuracy grade; up to 10 points for each literary element

* **Note:** -1 point for each common spelling, capitalization, or punctuation error

- ☐ **Formatting:** 10 points; based on accuracy
- ☐ **Textual Evidence:** up to 35 points; based on accuracy of content, embedding, and MLA in-text citation
- ☐ **Analysis:** up to 35 points; based on thoughtful and accurate commentary

Part 4: Independent Reading Dialectical Journal Template

First and Last Name
Ms. McKee
APLAC, 8th Hour
Date Assignment is Due

Independent Reading Dialectical Journal *Title of Text* by Author

1. Context	<p style="text-align: center;">Analysis of Context</p> <ul style="list-style-type: none"> → Explain the historical time frame in which the text was written. → Trace how the textual evidence responds to an ongoing conversation about the subjects explored in the text. → Explain what the textual evidence conveys about societal values during the time in which the text was written. → Explain how the writer contextualizes assertions made by establishing boundaries or limitations. → Explain how the writer mirrors or challenges social values.
<p style="text-align: center;">Textual Evidence Reflecting Context</p> <ul style="list-style-type: none"> ● Week 1: Embed quote using a strong action verb, “Direct Quote from Week 1 reading” (Author’s Last Name Page #). ● Week 2: ● Week 3: ● Week 4: ● Week 5: ● Week 6: ● Week 7: 	
2. Speaker	<p style="text-align: center;">Analysis of Speaker</p> <ul style="list-style-type: none"> → Explain what the textual evidence conveys about the writer’s credibility and background. → Explain how the textual evidence suggests about the writer’s values, beliefs, and moral compass. . → Explain how the writer’s choice of words and phrases reflect the writer’s biases and possibly affect their credibility with a particular audience? → Explain what the textual evidence suggests about how the writer perceives the audience’s values and needs? → Explain how the writer tailors the evidence, organization, and language of his/her argument in consideration of both the context and the intended audience’s perspectives on the subject and the audience’s needs.
<p style="text-align: center;">Textual Evidence Reflecting Speaker</p> <ul style="list-style-type: none"> ● Week 1: Embed quote using a strong action verb, “Direct Quote from Week 1 reading” (Author’s Last Name Page #). ● Week 2: ● Week 3: ● Week 4: ● Week 5: ● Week 6: ● Week 7: 	
3. Audience	<p style="text-align: center;">Analysis of Audience</p> <ul style="list-style-type: none"> → Identify all stakeholders connected to the text. → Explain what the textual evidence conveys about the audience’s values, beliefs, or needs. → Explore what perspectives on the subject the audience might have due to their

	<p>shared and/or individual beliefs, values, needs, and backgrounds?</p> <p>→ Explain how the writer anticipates and addresses the audience's values, beliefs, needs, and background, particularly as they relate to the subject of the argument</p> <p>→ Explain how the writer's choices in diction and syntax influences the way the audience perceives the writer and the degree to which the audience may accept the writer's argument.</p>
<p align="center">Textual Evidence Reflecting Audience</p> <ul style="list-style-type: none"> • Week 1: Embed quote using a strong action verb, "Direct Quote from Week 1 reading" (Author's Last Name Page #). • Week 2: • Week 3: • Week 4: • Week 5: • Week 6: • Week 7: 	
4. Claims and Evidence	<p align="center">Analysis of Claims and Evidence</p> <p>→ Explain what claims the writer attempts to defend, and explore how those claims convey the writer's position on the subject.</p> <p>→ Identify what kinds of evidence (e.g., facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimony, or experiments) the writer uses to defend his/her claim and explain the impact it has on the audience.</p> <p>→ Explain how the writer's choice of evidence advances his/her purposes.</p> <p>→ Explain how the writer's consideration of a source's credibility or reliability and the use of that source in the writer's argument affect both the writer's credibility and his/her argument's persuasiveness.</p> <p>→ Evaluate to what degree the writer's claim supports, complements, or contrasts with others' claims on the subjects explored in the text.</p>
<p align="center">Textual Evidence Reflecting Claims and Evidence</p> <ul style="list-style-type: none"> • Week 1 Claim: Embed quote using a strong action verb, "Direct Quote from Week 1 reading" (Author's Last Name Page #). • Week 1 Evidence that supports Claim: Embed quote using a strong action verb, "Direct Quote from Week 1 reading" (Author's Last Name Page #). • Week 2 Claim: • Week 2 Evidence that supports Claim: • Week 3 Claim: • Week 3 Evidence that supports Claim: • Week 4 Claim: • Week 4 Evidence that supports Claim: • Week 5 Claim: • Week 5 Evidence that supports Claim: • Week 6 Claim: • Week 6 Evidence that supports Claim: • Week 7 Claim: • Week 7 Evidence that supports Claim: 	
5. Rhetorical Choices	<p align="center">Analysis of Rhetorical Choices</p> <p>→ Explain how the writer's rhetorical choices contribute to his/her writing style.</p> <p>→ Explain how the writer's rhetorical choices develop a relationship between elements of a text.</p> <p>→ Explain how the writer's rhetorical choices achieve their purposes and relate to the audience's emotions and values.</p> <p>→ Explain how the writer's style and tone contribute to a complex, ironic, and/or changing perspective on the subject.</p> <p>→ Explore how the writer uses rhetorical choices to advance the writer's purposes.</p>
<p align="center">Textual Evidence Reflecting a Variety of Rhetorical Choices</p>	

- **Week 1 IDENTIFY VOCABULARY TERM:** Embed quote using a strong action verb, “Direct Quote from Week 1 reading” (Author’s Last Name **Page #**).
- **Week 2 IDENTIFY VOCABULARY TERM:**
- **Week 3 IDENTIFY VOCABULARY TERM:**
- **Week 4 IDENTIFY VOCABULARY TERM:**
- **Week 5 IDENTIFY VOCABULARY TERM:**
- **Week 6 IDENTIFY VOCABULARY TERM:**
- **Week 7 IDENTIFY VOCABULARY TERM:**