

10th Grade-Pre-AP English

Welcome to Pre AP English 10!

This year we will be working to prepare you for the AP Language and AP Literature environments. You will read, write, analyze, and discuss throughout the year. To begin this process, you will analyze specific passages from *Wuthering Heights*. This will help you come to a deeper understanding of the text as you read. A real advantage for you is that *Wuthering Heights* is one of the most commonly used texts on the AP Literature exam. Reading this novel carefully will not only help you this year, but it will benefit you in the years to come! Pre AP English will be an exciting journey, and I look forward to watching you grow into literary scholars!

DIALECTICAL JOURNAL PROCEDURE:

1. As you read, choose passages from the assigned chapters that stand out to you and record them in the left-hand column of the chart.
2. ALWAYS include page numbers in the middle column for reference.
3. In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage). This should be at least as long as the paragraph in the example.
4. Label your responses using the following codes: (make sure that you use ALL the codes in your responses at least three times each). When writing your response, use at least three labels per quote. You can use more but you must use at least three.
 - (Q) Question – ask about something in the passage that is unclear
 - (C) Connect – make a connection to your life, the world, or another text
 - (P) Predict – anticipate what will occur based on what’s in the passage
 - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
 - (LT) Literary Terms - analyze the sentence and consider theme, characterization, symbol, motif, connotation, structure, allusion, imagery, tone, mood, and etc. You can use any literary term on your AP Literary Terms List. Avoid summary.
 - (G) Grammar – examine and comment on the sentence structure or syntax, vocabulary or word choice, or the effects of language and diction

CHOOSING PASSAGES FROM THE TEXT

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you had not seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Higher Level Responses

- Analyze the text for use of literary devices
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, or etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Sample Sentence Starters

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

EVALUATION

You will be writing on approximately 400 pages, so I will expect **at least 10 entries** spaced throughout the novel. **You will have TWO DJs for each of the five chapter sets.**

- Set 1, Chapters 1-4**
- Set 2, Chapters 5-9**
- Set 3, Chapters 10-16**
- Set 4, Chapters 17-25**
- Set 5, Chapters 26-34**

Sample Dialectical Journal entry: *The Things They Carried* by Tim O'Brien

Remember: You will need to write about 3 different labels.

Quote	Page Number and Chapter	Response
<p>“They carried like freight trains; they carried it on their backs and shoulders and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p>	<p>Page 2 Chap. 1</p>	<p>(R) O'Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended. (Label 2) Response (Label 3) Response</p>

Sample Self-Evaluation Rubric

A=Complex, developed, and insightful

Evidence of connections, extensions, examinations of meaning, and defense of interpretations is clearly evident. These responses reflect careful thought and thoroughness.

B=Well-developed

A well-developed understanding of the text with evidence of connections, extensions, examinations of meaning, and defense of interpretations is evident. Many responses reflect careful thought and thoroughness.

C=Developed

A developed understanding of the text with evidence of connections, extensions, examinations of meaning is partially evident.

D=Limited

A limited understanding of the text with few connections, extensions, examinations of meaning with limited references to the text.

WUTHERING HEIGHTS BY Emily BRONTË Dialectical Journals “DJs”

DO NOT COPY AND PLAGAIRIZE YOUR JOURNALS. DO NOT SIMPLY COPY OR PARAPHRASE FROM INTERNET SOURCES. YOUR WORK MUST BE YOUR OWN. PLAGAIRIZED WORK IS STEALING THE WORK OF OTHERS AND IS CHEATING. PLAGAIRIZING AND CHEATING ARE NOT TOLERATED.

Label Checklist – Once you have used each label three times, you can start repeating any label(s) you wish to use.

1 st Use	2 nd Use	3 rd Use	Label (Check off the labels as you use them in your DJs)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Q) Question – ask about something in the passage that is unclear
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(C) Connect – make a connection to your life, the world, or another text
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(P) Predict – anticipate what will occur based on what’s in the passage
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(LT) Literary Terms - analyze the sentence and consider theme, characterization, symbol, motif, connotation, structure, allusion, imagery, tone, mood, and etc. You can use any literary term on your AP Literary Terms List. Avoid mere summary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(G) Grammar – examine and comment on the sentence structure or syntax, vocabulary or word choice, or the effects of language and diction

11th Grade AP Language and Composition

REQUIRED READING:

The Glass Castle by Jeannette Walls

The Narrative of the Life of Frederick Douglass (Norton Edition)

ASSIGNMENT: Annotate your books as you read. You can do this with sticky notes or directly in the book if you have purchased it. You may highlight or underline, but you **MUST** comment next to it. You will code your notations with the numbers 1-7, which correspond to the list of types of notations listed below.

You should be prepared to turn in your book on **the second day of class**. You should also expect an assessment on your book as directed by your teacher at the beginning of the course. If you read and engage with the text through marginal notes as you read, you will be prepared.

Annotation Rules for Summer Reading:

- Annotate at least once a page (most likely you will have more on some pages)
- Label your annotations 1-7 (see key below)

HELPFUL INFORMATION:

In AP Lang, we practice annotating texts—requiring you to write, in blue or black ink, and within the margins, your reactions to the text. Your annotations prove that you have been involved intellectually with the text and the ideas. **We do not expect your annotations to be perfect or sophisticated yet**, but we do expect you to make a sincere effort to get involved in the intellectual journey and to record your involvement by your annotations. We will improve annotating skills as the year progresses.

Your annotations should not be summaries, but reflections, references, observations, personal epiphanies. In other words, they are an ink trail of your interaction with and analysis of the text. Annotating is a key skill for optimal success in this class and in your future collegiate studies.

Use the following list to help direct your notations as you read (consider using this page as a bookmark so that you can refer to it when you don't know what to write): When you make a notation in the margin, label it with a 1-7 to show what kind of response it is.

1. Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions. This should help note the writer's effectiveness.

MAKE NOTE OF:

- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- Your questions or lack of understanding or doubts (ask "Why?")
- Your revelations: when "things" become clear to you, when you make links
- Similarities to other works: "Reminds me of..."
- Wonderful writing- passages that strike you artistically/aesthetically and why

2. Speaker: Think about how who the writer is and what he/she knows is communicated. This should help you decide the author's credibility.

MAKE NOTE OF:

- Introductory facts: author backgrounds and relationship to the topic, bias, etc.
- Ethos- how the author establishes credibility and character on the given topic
- Note words and language that indicate the author's attitude or tone and where it shifts or changes and why
- When the author directly or indirectly states how he/she feels
- Note key lines that stand out as crucial to the author's argument

3. Occasion: Think about what caused the author to write about this topic and whether or not it is a valid reason.

MAKE NOTE OF:

- The author's reasons for writing- what is the motivation?
- Historical, political, social issues surrounding the topic
- The author's personal reasons as well as the greater world/national reasons for the piece
- Evidence of views characteristic of the time period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

4. Audience: Think about what kind of person or people the author intended as the audience and whether or not the author is able to connect with that audience effectively.

MAKE NOTE OF:

- Evidence of who (and it can be more than one) the author is trying to reach.
- Where the author directly or indirectly addresses a specific audience
- Any "Call to Action" that the author is issuing to the reader.
- Pathos- where the author appeals to your sense of emotion through anecdotes and figurative language

5. Purpose: Think about the author's purpose in writing this book and whether or not he or she is effective in that purpose.

MAKE NOTE OF:

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying- but make sure you note specifics.
- Logos: the author's appeal to reason. Examine how he/she makes the reader believe in that purpose.

6. Subject: Think about what the book is discussing and whether or not the author shows why this subject is important.

MAKE NOTE OF:

- Elements related to the problem and issue
- How the author develops or deepens the aspects of the problem/issue
- How the author shows the complications related to the subject and the implication of it to you, the nation, the world, etc.

7. Authorial Devices and Structures in the Argument: Think about the author's techniques in delivery and how effective author's methods are for rhetorical purposes - the use of subtleties, patterns, style, structure, etc.

MAKE NOTE OF:

- Changes in point-of-view/emphasis
- Crucial language/vocabulary- not just a word that you don't understand, but one that seems crucial to understanding the argument- look these up.
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary and rhetorical devices
- How the author's structure of the argument/book influences the reader and relates to the subject, audience and purpose

12th Grade AP Literature and Composition

Summer Reading Assignments

This summer you must read *Brave New World* by Aldous Huxley and *Cry, the Beloved Country* by Alan Paton. Huxley's work is set in the future in a utopian world that is sometimes comic and sometimes horrifying. Paton's novel is set in South Africa during the 1940s and involves a clash of cultures, politics, morals, and families. You must complete assignment 1 for each novel and assignment 2 for only one of the novels.

1) Take notes as you read using 5x8 notecards. I do not want you to simply print general information you can find on the internet, so your cards must be neatly handwritten—not computer generated. Use one card only for each of the following elements:

- a. 1st card—(your name printed clearly in the right corner)
Title and author of book on the first line
Author and background information: When was this novel written, and what in the author's background might have influenced this work? This information can be found on the internet—don't just rely on the "bookflap." Write a paragraph and cite your source.
- b. 2nd card—setting: Where and when does the main action of the novel take place? Describe TWO major settings for each novel in 2-3 sentences.
- c. 3rd card—characters: Include a 4-5 line description of at least 3 characters. Include both physical and psychological characteristics.
- d. 4th card—significant quote: What do you think is the most significant sentence in the entire novel? Explain and include page number.
- e. 5th card—themes: Identify at least 3 major themes in the novel. Write each theme as a statement and provide a quote (with page number) and analysis of the quote that illustrates/supports the theme.
- f. 6th card—personal reaction: With which character do you feel the most sympathy or greatest understanding? With which character do you feel the most antipathy or greatest dislike? Why? How do they contribute to the theme of the work? Your response should be in paragraph form.
- g. Staple your cards (by novel) in the left corner and have them ready to turn in 10 days after school starts.

2) Choose one activity from the options below to illustrate ONE of the novels you read. This assignment is also due the tenth day of school—be prepared to present your project when called.

- a. **Character Website.** Select five characters and create a "personal" website (on paper or digitally) for each of them. Pick out appropriate backgrounds, pictures, and print information that would tell a viewer about your character. Also, create links to at least 5 different sites that would interest your character. Be prepared to defend your choices during your presentation.

- b. **Musical Collage.** After reading the novel, divide it into sections. Compose a playlist of song-clips that represent each section. Type the lyrics for each section in large print so that I can make copies for your classmates. Be prepared to explain your choices during your presentation.
- c. **Character Scrapbook.** Create a scrapbook for one of the characters in the novel. Choose newspaper clippings, magazine articles, ticket stubs, photographs, etc. that accurately reflect the character. Your final product should include at least ten items. Be prepared to defend your choices during your presentation.
- d. **Cartoon Squares.** Create a series of eight drawings in eight squares that illustrate a significant event in the novel. Under each picture, write a few lines of explanation. Be prepared to defend your choices in terms of the significance to the overall work. Your cartoons should be large enough for your classmates to see during your presentation.
- e. **Create an “On the Scene Report.”** Turn events in the novel into “breaking news.” Pretend you are a reporter and in video format take us to the scene of an important event and interview people who will help your viewers understand the latest event in the novel’s drama. Simulate “real life” reporting by sensationalizing the story, breaking in with new developments, and showing or describing incidents pertinent to the “drama.” This can be a group project—with no more than 5 per group. Be prepared to defend your choices.
- f. **For the Artistic.** If you are talented in creative writing or visual or performing arts, demonstrate your ability to think and create big ideas symbolically. In a poem, song, drawing, painting, sculpture, dance, or acted performance, illustrate a major theme of the work. Be prepared to explain your choices.

Your summer projects must reflect a thorough and thoughtful reading of the actual novels—not simply the on-line summaries. If you are not willing to do the summer reading, think twice about taking AP English. If you are not willing to commit to reading and analyzing literature, then AP Literature is not the course for you.

Have a wonderful summer!! I look forward to a productive and enjoyable year with the class of 2017!