



AP Language and Composition

Summer Reading Assignment

2024-2025

Assignment: Students will create dialectical journals for one of the following selections:

1. *The Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics* by Daniel J. Brown
2. *Lab Girl* by Hope Jahren
3. *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand

You will write a dialectical journal (a journal in which the student keeps records of their observations and reactions. It requires students to think more deeply about the complexities within the texts.) as you read. This is where that composition notebook comes into play.

1. In a composition notebook, draw a line down the middle of each page.
2. On the left side, you will write a quote from the text (always include page numbers). This could be key events, critical facts, motifs, conflict, an example of symbolism, or really anything that stands out to you as you're reading.
3. On the right side, you will write a short analysis in reference to the quote on the left side. This could be a reaction, theory, prediction, comparison, explanation, or discussion of the significance.
 - a. The minimal number of responses on the right side of the page is three sentences per text, and there should be at least one entry per chapter.
 - i. *Unbroken* has extremely short chapters, so if you would like to pair chapters together, and do one entry for every two chapters, that would be fine.
 - b. As you write your response to the text, label the response as follows. No response outside of this list, or a response that does not follow the accompanying instructions will earn points:
 - i. **(R) Reaction:** Describe what the passage makes you think, or how it makes you feel, and why.
 - ii. **(CH) Characterization:** Analyze details or dialogue used to show you aspects of the identities of the characters.
 - iii. **(CO) Connection:** Make connections to other places in the novel, or in your life, or to the world, or another story that you have read.
 - iv. **(P) Prediction:** Anticipate what will occur based on what is in the passage.
 - v. **(LD) Rhetorical/Literary Device:** Analyze how the author's use of said device contributes to the purpose or theme of the text.

- vi. **(RE) 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 about the way things are?
 - vii. **(T) Theme:** Determine how the passage contributes to the author's overall message or messages about some aspect or aspects of life.
 - viii. **(M) Mood:** Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - ix. **(Q) Ask questions about what is happening:** What a detail might mean, or things you are curious about.
- c. The dialectical journal should be completed in blue or black ink. Journals completed in pencil will receive an automatic 10 point deduction.

Your journal is due on the first day of school, and will count as your first test grade. Journals that are turned in late will receive a 50 point deduction.

Note: This assignment will be much easier and successful if you complete your entries as you read, and start early in the summer. Please remember that this is a college level curriculum, and the work turned in should reflect that level of effort.

***Example of format for dialectical journal:**

TEXT	RESPONSE
<p>“When I heard a weary monster sighing on the other side of town, I understood that it was twenty-three minutes after 8 o’clock” (Jahren 10).</p>	<p>(LD) These lines describe the clock from Jahren’s childhood. They present an example of personification, which figures heavily in Jahren’s description of her hometown and father’s lab. Many non-human objects take on mythic proportions, such as the clock that becomes a monster.</p>

Rubric for Dialectical Journal

Critical Reading (detailed, elaborate responses) : 90-100

- Extra effort is evident.
- You often include more than the minimal number of entries.
- Your left side entries are relevant, important, and thought provoking.
- You can make sound inferences about the text.
- You consider the meaning of the text in a universal sense.
- You create meaning through connections with your own experiences or other texts. You carry on dialogue with the author. You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.
- Each response is labeled correctly.

Connected Reading (detailed responses): 80-90

- A solid effort is evident.
- You include an adequate number of entries.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text.
- You show some ability to make sense of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.
- Each response is labeled correctly.

Thoughtful Reader (somewhat detailed responses): 75-79

- You include an insufficient number of entries.
- Sentences are mostly correct with a few careless grammatical errors and spelling errors.
- Entries exhibit insight and thoughtful analysis at times. You make connections, but explain with little detail.
- You rarely create meaning from the text.
- You ask simple questions about the text.
- You may agree or disagree, but don't support your views.
- Some responses are correctly labeled.

Literal reader (simple, factual responses): 70-74

- You include few entries.
- Entries exhibit limited insight or none at all.
- You accept the text literally.
- You are reluctant to create meaning from the text.
- You make few connections which lack detail.
- You are sometimes confused by unclear or difficult selections of the text.
- Your responses are not labeled, but they meet the requirements.

Limited Reader (perfunctory responses): below 70

- You include very few entries.
- Very little effort is evident.
- You find the text confusing, but make no attempt to figure it out. You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development
- Sentences contain many errors.
- Your responses are not labeled, and they are not thoughtful.