

May 25, 2017

Dear Students,

Welcome to Pre-AP English II. Now that you've registered for the class, I want to provide you with some important information that will help you understand the purpose and focus of the course. The curriculum of the class is designed to mimic much of what is required in Advanced Placement English III and IV; therefore, the texts you will read and essays you will write reflect that level of understanding. It is important that you know the challenging nature of the course.

This course is designed to prepare students for the AP Language and Composition Exam during your junior and senior years. Vocabulary building, close reading assignments, and timed essays comprise some of the work typical in a pre-AP and AP English course. Along with other skill-acquisition assignments, students will steadily prepare for the exam in the hope of getting college credit for freshman college English.

The ultimate goal of the class is to help students learn reading and writing skills that equip them to be independent learners. Students will read books and excerpts from different time periods and contexts thereby becoming acquainted with a variety of writing styles. They will analyze rhetorical purpose and strategies and examine how effective writers communicate. By studying the components of successful writing, students have an opportunity to become skilled writers themselves. Being a good communicator is a life skill that translates far beyond the classroom.

This class will demand time and energy. You must be organized, focused, and hardworking every day. You must be willing to share your thoughts and ideas with your classmates regularly, as discussion will be paramount to understanding the extensive and demanding texts you encounter. And you must have a bit of fun along the way because, quite frankly, learning new stuff is not only good, but enjoyable.

Part One of your summer reading assignments is contained here. You will receive the second part in early July. If you have questions, please email me. Happy reading and writing!

Sincerely,

Mrs. Stevenson

[l Stevenson@dallaschristian.com](mailto:l Stevenson@dallaschristian.com)

## Pre-AP English II Summer Reading and Journal Writing

You will need to read a book of choice from the following four books and write a journal about your reading experience. You will be a part of a literary circle, so **only four students may choose the same book**. You may not select a book you have previously read. The choices are the following:

- *Option B: Facing Adversity, Building Resilience, and Finding Joy* by Sheryl Sandberg & Adam Grant
- *Blink: The Power of Thinking Without Thinking* by Malcolm Gladwell
- *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain
- *Originals: How Nonconformists Move the World* by Adam Grant

You may check out these books on [goodreads.com](http://goodreads.com) and other internet sources for reviews. You need to let me know which one you want to read, so that I can keep up with how many have claimed that text. Please send me an email with your book choice.

**A word of warning:** Do not depend on internet sites to replace the actual reading of the book. Sparknotes, Cliff's notes, Shmoop, etc. cannot communicate the concepts or give the insight of the actual text you've been assigned. You must read for understanding; you must grapple with the ideas; you must respond in a written journal to the author's thoughts and concepts. Do not be lazy here. These are the exact skills you must develop to be successful in this course.

**Journal instructions follow. Adhere to them completely.**

## **Dialectical Journal**

One way to read actively is to annotate the text. To annotate a book, you simply choose what you think is important (or what you like) and underline/highlight, and note it in the margin of the book. Annotate as you read your **book of choice**. Reading journals, or dialectical journals, record your reaction to the book you are reading; therefore, you determine what you want to highlight/underline, and make note of in the margins of the book. In other words, you must write in the book! You may note what a character says or does, or you may note something about the author's writing style.

Your goal is to compile quotes that catch your attention and then to respond to the quotes by analyzing them. You may respond to **ideas** by writing about a person, a setting, an event, or a theme in the text. Why did the quote pop out to you? You may choose quotes that you find particularly insightful or interesting or funny. Is something unusual or quirky? Does an assertion answer a question you've often wondered about? Have you heard or read this topic discussed before? How do you feel about the author's beliefs? You may choose to argue against something the author writes.

You will do your journal over your book of choice **using quotes from throughout the book. It must be typed, TNR, 12 pt font, double-spaced.** You will need to locate 15 quotes/scenes from the text and write a paragraph response explaining the importance of that particular quote. Let me define paragraph here: at least five thoughtful, effective sentences. **Do not paraphrase the author's words.** Some paragraphs may be longer than others. The journal is due the first day of class. Get it done early so that your assignment is complete and ready to turn in. Bring your book to class the first day, as well.

1. Title your journal Reading Journal for \_\_\_\_\_ (place book title here).
2. Skip a line and in proper MLA format write the quote including the page number.
3. Skip a line after the quote and begin your analysis.
4. After your analysis, go to your next quote and repeat the process until you have responded to 15 quotes. Remember, you are choosing quotes from throughout the book.
5. You may want to discuss a scene from the book, rather than one particular quote. If so, describe which scene in a complete sentence and place the page number after it.
6. Be sure to look at the following list of response starters.

**Possible** ways to begin your analysis:

**Ideas:**

I wonder if this means....

I don't understand this because....

I like/dislike this idea because...

I agree with this idea because...

This part is confusing because...

This idea makes me feel...

This idea reminds me of the character \_\_\_\_\_ in the story \_\_\_\_\_.

I didn't expect the author to say this because...

The idea reminds me of....

The author seems to think/feel \_\_\_\_\_ because \_\_\_\_\_.

This section/scene is particularly effective/thought-provoking/ depressing/unusual because...

I need to know/hear/find out more about...

Sometimes I feel just like the author when...

This makes me think that... will happen later.

The author seems to feel \_\_\_\_\_ about \_\_\_\_\_.

I disagree with the author when he says...