Advanced Placement Language and Composition Summer Assignment

The summer assignment is due the first day of school—no exceptions!

SUBMIT YOUR ASSIGNMENT TO YOUR

AP LANGUAGE SUMMER ASSIGNMENT GOOGLE CLASSROOM.

Late assignments will receive a 20 point penalty each day late.

The purpose of this summer assignment is to engage you in a discussion about argument, rhetoric, language, and style, and give you an opportunity to practice annotating and analyzing nonfiction text.

This packet includes three assignments and resources.

**Part One:** Read *Everything Bad is Good for You* by Steven Johnson and complete a Dialectical Journal.

**Part Two:** Write a 750 word essay on *Everything Bad is Good for You*.

**Part Three:** Read and annotate “Letter from Birmingham Jail” by Martin Luther King, Jr., and complete one SOAPSTone chart for the letter.

**Resources:**

- Dialectical Journal template.
- Link to “Letter from Birmingham Jail.”
- “How to Annotate a Text” reference sheet.
- SOAPSTone Chart template.
- “What is Plagiarism?” and Woodbridge Township Policy on Plagiarism.
- “Statement on Plagiarism and Academic Dishonesty.”

The “Statement on Plagiarism and Academic Dishonesty” must be signed by both the student and the parent/guardian and returned with your assignment on the first day of school with your annotated text.

THE SUMMER ASSIGNMENT IS DUE THE FIRST DAY OF SCHOOL—NO EXCEPTIONS, REGARDLESS OF WHICH SEMESTER YOU HAVE THE COURSE. YOUR ASSIGNMENT MUST BE SUBMITTED VIA GOOGLE CLASSROOM. THE CLASSROOM MUST BE ACCESSED USING YOUR DISTRICT ACCOUNT, NOT YOUR PERSONAL ACCOUNT. GOOGLE CLASSROOM CODES WILL BE POSTED ON YOUR ASSIGNED AP LANGUAGE TEACHER’S SCHOOLWIRES PAGE ON AUGUST 15, 2019. PLEASE CHECK GENESIS AND VISIT YOUR TEACHER’S SCHOOLWIRES FOR THE APPROPRIATE CLASS CODE FOR YOUR SECTION OF AP LANGUAGE.

**Assessment:** The Dialectical Journal and essay on *Everything Bad is Good for You* will be your first two major assessments. The annotated letter and SOAPSTone chart will be your first minor assessment.

If you have any questions or concerns while completing these assignments, you may email Mrs. Kreisel or Mr. Switek. We look forward to seeing you in September. In the meantime, have a great summer and enjoy reading.
The Assignments

Part 1: DIALECTICAL JOURNAL for *Everything Bad is Good for You*

1. Read *Everything Bad is Good for You* by Steven Johnson.

2. Complete a Dialectical Journal with 20 entries that identify important passages and reflect on Johnson’s ideas. Your entries must illustrate you have read the entire book. (See sample journal entry and template on page 3.)

Part 2: ESSAY on *Everything Bad is Good for You*

Write a fully developed three-page essay addressing the following questions:

   a. What is Johnson’s thesis?
   
   
   
   d. To what extent is Johnson’s argument true today? Please provide examples.

Type your paper using Times New Roman font size 12. You must cite at least three times from the text and use MLA8 parenthetical documentation throughout your paper. Using MLA8 format, provide a Works Cited entry for the book on a separate page. All work must be original. This is not a research paper and no other sources may be consulted. If you need to review MLA8 Documentation and Works Cited page, please refer to the following website: https://owl.english.purdue.edu/owl.

Part 3: ANNOTATION AND SOAPSTONE CHART for “Letter from Birmingham Jail”

Read and annotate Martin Luther King’s “Letter from a Birmingham Jail” and complete a SOAPStone chart. For directions on how to annotate a text, refer to the checklist on page 4 of this packet. For directions on how to complete the SOAPSTONE chart, review the template on page 5.

Link to “Letter from a Birmingham Jail” by Martin Luther King, Jr.
### Sample Dialectical Journal entry: *The Things They Carried*, by Tim O’Brien

<table>
<thead>
<tr>
<th>Passages from the text</th>
<th>Pg#s</th>
<th>Comments &amp; Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“-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”.</td>
<td>Pg 2</td>
<td>O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each solider 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.</td>
</tr>
</tbody>
</table>

Create your own chart using the “Table” feature. Complete a total of 20 entries that reflect you have carefully read and critically thought about Johnson’s ideas throughout the book.
How to Annotate a Text

1. Use a pencil, a pen, or a post-it.

2. Read everything at least twice.
   The first time, read quickly to get a sense of what the text is about.
   The second and subsequent times read carefully.
   Mark anything that you think is:
   A. confusing,
   B. interesting
   C. surprising, or
   D. important.
   Mark anything that is unfamiliar and keep going.

3. Begin to annotate.
   A. **Underline** important ideas and explain their significance.
   B. **Bracket** repetitions or rhetorical signals.
   C. **Circle** confusing words or phrases. **Define** from context or dictionary if possible.
   D. **Place a question mark** next to passages that seem inconsistent (or confusing).
   E. **Highlight** passages that generate a strong positive or negative response.

4. **Write questions where you made annotations.** These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.

5. **Identify the author’s point of view/thesis/main idea.** Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.

<table>
<thead>
<tr>
<th>Subject</th>
<th>The general topic, content, and ideas contained in the text. What is this piece about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasion</td>
<td>The time and place of the piece; the current situation or context which gave rise to the writing or speech.</td>
</tr>
<tr>
<td>Audience</td>
<td>The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. What qualities, beliefs, or values do the audience members have in common?</td>
</tr>
<tr>
<td>Purpose</td>
<td>The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose? In literature, we call this the theme of the piece.</td>
</tr>
<tr>
<td>Speaker</td>
<td>The voice that tells the story, or in nonfiction, the author. What do we know about the writer’s life and views that shape this text?</td>
</tr>
<tr>
<td>Tone</td>
<td>What choice of words and use of rhetorical devices let you know the speaker’s tone, his attitude toward the topic and/or audience?</td>
</tr>
</tbody>
</table>
What is Plagiarism?

Many people think of plagiarism as copying another’s work, or borrowing someone else’s original ideas. But terms like “copying” and “borrowing” can disguise the seriousness of the offense:

According to the Merriam-Webster OnLine Dictionary, to “plagiarize” means:

1) to steal and pass off (the ideas or words of another) as one’s own
2) to use (another’s production) without crediting the source
3) to commit literary theft
4) to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else’s work and lying about it afterward. But can words and ideas really be stolen?

According to U.S. law, the answer is yes. In the United States and many other countries, the expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some media (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on “fair use” rules)

Attention! Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have still plagiarized.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Document provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.
Woodbridge Township Policy on Plagiarism

PLAGIARISM

The Woodbridge Township Board of Education recognizes that plagiarism is a serious issue in education today. Plagiarism results when there is an intentional representation of another’s ideas, words, or work as one’s own without giving proper credit to the originator of the information or material. This includes the misuse of published material, electronic material and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism. In addition, the improper use of another’s visual or musical representation of ideas is a form of plagiarism. The penalty of plagiarism is a grade of a zero on the assignment with no make-up permitted. The teacher may also report the incident to the student’s parents/guardians, guidance counselor and the school administrators. A parental conference with school officials may also be required.


Statement on Plagiarism and Academic Dishonesty

Please read and review the above documents with a parent/guardian. Read and sign the bottom of this statement, and ask your parent/guardian to sign it. Whether you have the class in the fall or the spring, personally hand it to your AP Language teacher the first day of school along with your annotated essays in a folder with your name on it.

I have read and understand the definition of plagiarism as well as Woodbridge Township School District’s policy on Plagiarism. I understand the consequences of committing plagiarism. I have not plagiarized any portion of the summer assignment.

Student ____________________________ print

Student ____________________________ Date ________________

I have reviewed the above documents and have discussed with my son/daughter the definition of plagiarism as well as Woodbridge Township’s Policy on plagiarism.

Parent________________________________________ Date ________________

sign