

Welcome to 2022-20223 school year! Your first extra credit assignment begins this summer. You will need to choose only one book from the provided list and complete the reading as well as the activity described below for the first full week of classes in August 2022.

Here is the list of choices and the links to download the PDF version of the book. If you prefer to have an actual book, then either you can purchase your own copy or you can check out a copy from your a local public library.

1. *The Hate You Give* by Angie Thomas
<file:///C:/Users/P00035596/Downloads/W6xDYSK1bPj3XYj.pdf>
2. *Shoe Dog: A Memoir by the Creator of Nike* by Phil Knight
<https://primebookswise.blogspot.com/id/1501135929>
3. *Number the Stars* by Lois Lowery
<https://elastars.files.wordpress.com/2013/01/number-the-stars-text.pdf>
4. *Stargirl* by Jerry Spinelli
https://maxuploads.net/files/0/tz3atlzsnr3zzo/stargirl_by_jerry_spinelli.pdf
5. *The Curious Incident of the Dog in the Night Time* by Mark Hadden
<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzG9ydHN0b3J5MTAxbmVmdXxneDo3NmZkNGFjZGI2MzZmMjE5>
6. *The Brief Wonderous Life of Oscar Wao* by Junot Diaz
<http://pdf.allbookshub.com/novels/the-brief-wondreous-life-of-oscar-wao.pdf>
7. *The Queen of Katwe* by Tim Grothers
<http://www.queenofkatwe.com/wp-content/uploads/2016/06/106176388-The-Queen-of-Katwe-by-Tim-Crothers-excerpt.pdf>

Although the suggested summer reading is to read only one of the above books, the list is an engaging list and perhaps for your own entertainment, you would read more than one selection from the list.

Directions for completing the assignment for submission Please submit the completed work to the class Canvas page on the due date.

- 1) Once classes begin you will upload your Dialectical Journal to the canvas link provided by your teacher. A copy of the dialectical Template is attached to this document. Also, a list of active verbs to use is attached too.

- 2) **A dialectic journal is** a type of two column journal system wherein selected passages are quoted (exact quotation) in the left column and the significance and purpose of the cited passage is explicated in the right column. The right column should be used to deeply analyze the language of the portion selected and relate the analysis back to a theme or motif explored in the work.

- 3) From your reading, select 10 quotes or passages that are significant to you and complete a dialectic journal entry for each of the selected passages. You may pull out passages you have questions about, passages on specific characters, passages on specific symbols, passages which build themes, or passages that demonstrate the style of the specific author. Feel free to comment on diction, tone, style, voice, etc. The important point is that you have something to say about the passage. Your comments should be developed and demonstrate higher-level thinking that goes well beyond plot summary. Choose passages or discussions that reveal your author's point of view, interpretations of the world and life, shifts, recognitions or epiphanies, or understandings about him or herself, others, and the world.

- 4) Choose your selections carefully and thoroughly analyze them.

- 5) In the right column discuss the quoted passage, paying particular attention to its language, purpose, thematic importance, and style. Here you should consult and USE the verbs for academic discourse (see attachment here on the summer reading site). All of your commentaries should be thorough and precise. **AVOID PLOT SUMMARY AND USE OF PERSONAL PRONOUNS.**

- 6) Please find attached the dialectic journal template and AP Academic Verbs Discourse that you must use and prepare prior to returning to school on August 19, 2020. You must upload a document in Canvas. The work should be typed, double-spaced and written using Times New Roman, 12-point font.

- 7) The intention of this assignment is to assess your strengths in analysis and deep reading. Any use of Spark Notes, Cliff Notes, Shmoop, or any other such *student*

“*aid*” website is prohibited and, if found to have been used, is grounds for receiving a failing grade.

Dialectical Journal

Read and annotate *one of your summer reading selections*. Choose 10 portions of the novel to analyze. Do NOT choose a quote that is on the Internet. We suggest you check Spark Notes, eNotes, Quizlet, and other common sites because if you choose one of the passages from these

sites, your response will not be authentic.

Download this document and complete it. You will be uploading it to Canvas.

Quotation/Passage	Page #	Response: My Brilliant Thoughts/Analysis
(What are you analyzing?)		<p>Respond: What did you, the reader, like or dislike about the passage? Why were you drawn to it? What was the emotional response you had to the words? Was this intentional?</p> <p>Analyze: Why was this quote placed in the chapter, at this point? How is it purposeful by the author?</p> <p>Evaluate: How does the quote extend beyond the text? Does it address a world value, moral, problem...universal theme? Why is this quote important?</p>

Verbs in English Academic Discourse

accentuates	defends	extrapolates	notes	ridicules
accepts	defines			
achieves	defies	fantasizes	observes	satirizes
adopts	demonstrates	focuses	opposes	seems

advocates	denigrates	forces	organizes	sees
affects	depicts	foreshadows	overstates	selects
alleviates	describes	functions	outlines	serves
allows	details			specifies
alludes	determines	generalizes guides	patronizes	speculates
analyzes	develops		performs	states
approaches	deviates	heightens	permits	strives
argues	differentiates	highlights	personifies	suggests
ascertains	differs	hints	persuades	summarizes
asserts	directs disappoints	holds	ponders	supplies
assesses assumes	discovers	honors	portrays	supports
attacks	discusses	identifies	postulates	suppresses
attempts	displays	illustrates	prepares	symbolizes
attributes	disputes	imagines	presents	sympathizes
avoids	disrupts	impels	presumes	
	distinguishes	implies	produces	traces
bases	distorts	includes	projects	
believes	downplays	indicates	promotes	understands
	dramatizes	infers	proposes	understates
challenges		inspires	provides	uses
changes	elevates	intends		
characterizes	elicits	interprets	qualifies	vacillates
chooses	empathizes	interrupts	questions	values
chronicles	encounters	inundates		verifies

claims	enriches		rationalizes reasons	views
comments	enumerates	justifies	recalls	
compares	envisions		recites	wants
completes	evokes	lampoons	recollects	wishes
concerns	excludes	lists	records	
concludes	expands		recounts	
condescends	experiences	maintains	reflects	
conducts	explains	makes	refers	
conforms	expresses	manages	regards	
confronts	extends	manipulates	regrets	
considers		minimizes	rejects	
contends		moralizes	represents	
contests		muses	results	
			reveals	

Rubric for Dialectic Journal

<i>Strong</i> 20 pts	<i>Above Average</i> 18 pts	<i>Good</i> 16 pts	<i>Average</i> 14 pts	<i>Poor</i> 8-10pts		<i>This student's Dialectical Journal:</i>
						Selects meaningful passages and quote selections from the text.
						Includes <i>thoughtful</i> comments about a wide variety of interpretive issues and literary elements, as well as HOW these elements contribute to the meaning of the text.
						Shows evidence that the student has applied Mortimer J. Adler's ideas to an analytical reading of the novel; clear evidence that student has read the article.
						Covers the text consistently; has entries from the beginning, middle and end of the novel.
						The document is readable, properly formatted and has the appropriate number of entries (min. of 20).