

Greetings:

You have made an important decision regarding your academic future: to enroll in the Advanced Placement Language and Composition English III class for your junior (or sophomore) year of high school. The course will be rigorous, challenging, and of course, fun—after all, it is American literature. The reading and writing intensive class should improve your analytical skills, which in turn should increase opportunities for success in all future endeavors. Students will be expected to read outside of class, so anyone who enrolled in this class merely to gain the weighted grade points might want to rethink that decision.

Your summer reading assignment (and this is NOT Mission Impossible, so you do not have the option of “should you decide to accept”) is to read F. Scott Fitzgerald’s *The Great Gatsby*; AP students are now expected to purchase and annotate (highlight and take notes) their own personal copies of the novel. On Monday, August 21, the first day of class, students will be expected to submit a typed double entry reading log (dialectical journal) and twenty rhetorical terms defined with examples. Those terms can also be located on an attached document, and an example of a double entry reading log is attached as well. Summer reading assignments MUST be typed (just as all AP assignments completed outside of class) and will be due on the first day of school. Students will take an objective test over the novel the second day of class and will be granted the opportunity to complete other advanced placement style assignments during the first two weeks. Finally, please read, sign, and date the contract on the back side of this paper to also be submitted at the beginning of the fall semester. I look forward to having you in my class.

Have a fun, safe summer!

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Mrs. Blakley

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English III Advanced Placement Language and Composition Contract

In AP English III, the majority of homework consists of assigned reading, which will develop students in this curriculum into more capable analytical thinkers, critical readers, and thus effective writers. This, in turn, will prepare these students for the rigors of the more challenging expectations of academics at the university level while improving their prospects of success in all future endeavors. However, in order for all of these “dreams” to reach fruition, students **MUST COMPETE THE READING ASSIGNMENTS** because E-Notes (and any other online summaries) do NOT exist for the SAT, ACT, AP Exams, most college courses, nor life.

The only way to improve reading comprehension is to READ. Therefore, all students should read, sign, and date the contract below:

I understand that I will be expected to read ALL AP English III assignments during the 2017-2018 school year and will do my best to comply.

Printed Name _____

Signature of Student _____

Date Signed _____

The Double –Entry Reading Log

It would greatly behoove you to annotate your book in order to help complete a close reading of the novel **while reading *The Great Gatsby***. **Upon completion of the book, you will need to type your Double-Entry Log** before submitting it on August 21. Remember to include between ten and fifteen entries, but you **MUST** include at least one entry for each chapter. Please see example below.

Responding to the Text: Divide the page into TWO Columns for the reader’s log. On the left side, copy a meaningful passage from the book that you’re reading—perhaps a bit of dialogue, a description, or a character’s thought. (Be sure to note the chapter and the number of the page—you or someone else may want to locate the passage later.) On the right side, write your response to the text. Why did you choose it? Did it puzzle you? Confuse you? Strike a chord? What does it mean to you?

Example:

Quotation

1) “It is a truth universally acknowledged, that a single man in possession of a good fortune must be in want of a wife” (1).

Response

This is the first sentence of the book. When I first read it I thought the writer was serious—it seemed like something people might have believed when it was written. Soon I realized she was making fun of that attitude. I saw the movie *Pride and Prejudice*, but it didn’t have a lot of funny parts, so I didn’t expect the book to be funny at all. It is though, but not in an obvious way.

Rhetorical Terms

Define each of the twenty rhetorical terms and provide a “worthy” example. Examples do NOT have to come from *The Great Gatsby*, but if they do, that is perfectly acceptable. Please have a basic working knowledge of the terms as you will be quizzed (and later tested) over them.

This assignment will be posted on my class webpage for students who would like to use this Word document.

1. Diction
2. Detail
3. Parallelism
4. Connotation
5. Denotation
6. Colloquialism
7. Paradox
8. Figurative language
9. Syntax
10. Rhetorical question
11. Anaphora
12. Asyndeton
13. Polysyndeton
14. Anadiplosis
15. Synecdoche
16. Chiasmus
17. Ethos
18. Pathos
19. Logos
20. Zeugma