READING FICTION EXERCISE:
- Read *The Kite Runner* by Khaled Hosseini
  - The text is available from your teacher for checkout over summer or you need to acquire this on your own to complete the assignment by the first week of class.
- As you read *The Kite Runner*, keep a **dialectical journal**. It is recommended that you type your dialectical journal. Create two columns. In the left column, record quotes that contribute to the development of characterization, conflict, theme, the artistic merit of the text, the meaning of the work as a whole, or quotes that you just want to remember. In the right column, provide an analysis of the quote. The analysis should explain what the quote reveals about:
  - characterization & characters’ motivations,
  - use of the conflict to develop theme,
  - the theme,
  - the artistic merit of the text,
  - the use of stylistic and literary devices to enrich the text,
  - specific connections between the text and the time period in which it was written,
  - specific connections between the text and the time period of the setting,
  - or the meaning of the work as a whole.
- If the quote is one you just want to remember, there should still be evidence of critical thinking in your analysis.
  - Do not summarize the plot. Plot summary does not demonstrate critical thinking skills.
  - Record at least 10 quotes, no more than 15 quotes. Quotes should come from the beginning, middle & end of the novel.

**SAMPLE FICTION DIALECTICAL JOURNAL ENTRY (using *The Great Gatsby*)**

<table>
<thead>
<tr>
<th>QUOTE &amp; PAGE #</th>
<th>ANALYSIS/READER RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>p 107 “... I had reached the point of believing everything and nothing about him.”</td>
<td>Nick is referring to Gatsby’s incredulous story about Dan Cody. Nick does not know what is or is not true about Gatsby, adding to the <strong>motif</strong> of rumors about Gatsby. Despite their growing intimacy, Nick’s inability to decipher when Gatsby is telling the truth contributes to <strong>characterization</strong> in two ways: 1) Gatsby’s elusiveness is further developed when even Nick, Gatsby’s most intimate “friend”, cannot decipher when Gatsby is telling the truth or a lie contributing to Gatsby’s questionable past 2) Nick’s ambivalence toward Gatsby reveals Nick’s own mixed emotions about Gatsby and his internal conflict regarding the lifestyle to which he is being exposed through Gatsby, Daisy, and Tom. Nick shifts to and from disapproving of Gatsby to liking Gatsby symbolizing his disapproval of the lifestyle Gatsby, Daisy, and Tom were living.</td>
</tr>
</tbody>
</table>
READING NONFICTION EXERCISE:
- Select one of the following works:
  - Dubner, Stephen J., and Steven D. Levitt - *Freakonomics*
  - Ehrenreich, Diane – *Nickled and Dimed*
  - Rodriguez, Richard – *Hunger of Memory*
  - The text is available from your teacher for checkout over summer or you need to acquire this on your own to complete the assignment by the first week of class
- As you read the nonfiction text, keep a dialectical journal. It is recommended that you type your dialectical journal. Create two columns. In the left column, record quotes that contribute to the development of characterization, conflict, theme, the artistic merit of the text, the meaning of the work as a whole, or quotes that you just want to remember. In the right column, provide an analysis of the quote. The analysis should explain what the quote reveals about:
  - the author’s primary arguments,
  - the effectiveness of the author to anticipate counterarguments and refute those counterarguments,
  - any implicit or explicit biases presented in the text,
  - connections to contemporary topics in the news,
  - the author’s style of writing,
  - the artistic merit of the text,
  - or the meaning of the work as a whole.
If the quote is one you just want to remember, there should still be evidence of critical thinking in your analysis.
  - Do not summarize the plot. Plot summary does not demonstrate critical thinking skills.
  - Record at least 10 quotes, no more than 15 quotes. Quotes should come from the beginning, middle & end of the novel.

SAMPLE NONFICTION VOCABULARY JOURNAL ENTRY (using *Nickel & Dimed*)

<table>
<thead>
<tr>
<th>QUOTE &amp; PAGE #</th>
<th>ANALYSIS/READER RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>P 195 “...a lot of what we experience as strength comes from knowing what to do with weakness...Or you can interpret it another way, as a reminder of the hard work you’ve done so far and hence evidence of how much you are still capable of doing...”</td>
<td>Throughout Nickled and Dimed Ehrenreich begins sentences with conjunctions such as “And”, “Or”. Her use of conjunctions at the start of sentences mimics one of her key ideas—that the demands on the working class are endless; so many are the demands on the working class that stress after stress is added. Each sentence that begins with “and”/“or” mimics the weight of demands placed on the working class throughout the text. This quote also reveals Ehrenreich’s sympathy and admiration for the working class. The quote focuses on the enormous capability and capacity of the working class to exhibit strength despite challenges. The working class completes some of the hardest work to be done in the labor market and confines so display “evidence of how much more [they] are still capable of doing” after a hard day’s work. In Ehrenreich’s point of view, there is no weakness, only strength the weakness necessitates the working class find within themselves.</td>
</tr>
</tbody>
</table>
WRITING PREPARATION EXERCISE:
Select either one (1) of the fiction or one (1) of the nonfiction prompts. We are only asking you to practice writing one (1) essay, total.

FICTION WRITING EXERCISE
Select one of the prompts below. The prompts are actual prompts from previous AP English Literature & Composition exams. Practice writing an essay (no more than 750 words) responding to the prompt. Feel welcome to type the essay using MLA format (see http://owl.english.purdue.edu/ for formatting guidance).

1974. Choose a work of literature written before 1900. Write an essay in which you present arguments for and against the work’s relevance for a person in [2013]. Your own position should emerge in the course of your essay. You may refer to works of literature written after 1900 for the purpose of contrast or comparison. [Use The Scarlet Letter for this writing exercise].

2011. In a novel by William Styron, a father tells his son that life “is a search for justice.” Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole. [Use The Scarlet Letter for this writing exercise].

NONFICTION WRITING EXERCISE
Select one of the prompts below. The prompts are actual prompts from previous AP English Language & Composition exams. Practice writing an essay (no more than 750 words) responding to the prompt. Feel welcome to type the essay using MLA format (see http://owl.english.purdue.edu/ for formatting guidance).

2011. The following passage is from Rights of Man, a book written by the pamphleteer Thomas Paine in 1791. Born in England, Paine was an intellectual, a revolutionary, and a supporter of American independence from England. Read the passage carefully. Then write an essay that examines the extent to which Paine’s characterization of America holds true today. Use appropriate evidence to support your argument. [Please integrate the nonfiction text you read, but do not limit yourself to that text.]

“If there is a country in the world, where concord, according to common calculation, would be least expected, it is America. Made up, as it is, of people from different nations, accustomed to different forms and habits of government, speaking different languages, and more different in their modes of worship, it would appear that the union of such a people was impracticable; but by the simple operation of constructing government on the principles of society and the rights of man, every difficulty retires, and all the parts are brought into cordial unison. There, the poor are not oppressed, the rich are not privileged. . . . Their taxes are few, because their government is just; and as there is nothing to render them wretched, there is nothing to engender riots and tumults.”

2009. “Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.”—Horace
Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace’s assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person’s character. Support your argument with appropriate evidence from your reading, observation, or experience. [Please integrate the nonfiction text you read, but do not limit yourself to that text.]
Dear Potential Future AP English Students (APES),

Thank you for your interest in AP English & Composition. Reading and reflection on what is read through writing are important, valuable intellectual exercises. We commend you on your interest to challenge yourself with this endeavor. The exercises are to help prepare you for AP English & Composition. A very similar assignment will be given to you the first week of class. It is in your best interest and will save you much time and energy during the academic year if you begin to prepare for AP English & Composition by examining and completing the practice exercises provided in this handout.

We recommend you begin the fiction exercises in late July, but no later than the first week of August.

We look forward to working with you.

Best,
ENGLISH DEPARTMENT TEACHERS
Mr. Baer, Ms. Kim, Mr. Viskanta

WRITING & GRAMMAR RESOURCES:

- [http://writing2.richmond.edu/writing/wweb.html](http://writing2.richmond.edu/writing/wweb.html) (very comprehensive)
- [http://writing.colostate.edu/](http://writing.colostate.edu/) (very comprehensive)
- [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) (very comprehensive)
- [http://owl.english.purdue.edu/owl/resource/589/01/](http://owl.english.purdue.edu/owl/resource/589/01/) (about avoiding plagiarism)
- [http://owl.english.purdue.edu/owl/resource/588/04/](http://owl.english.purdue.edu/owl/resource/588/04/) (rhetoric, specifically persuasion)
- [http://www.dartmouth.edu/~writing/materials/student/humanities/english.html](http://www.dartmouth.edu/~writing/materials/student/humanities/english.html) (sample essays)
- [http://andromeda.rutgers.edu/~jlynch/Writing/links.html](http://andromeda.rutgers.edu/~jlynch/Writing/links.html)
- [http://sites.harvard.edu/icb/icb.do?keyword=k33202&pageid=icb.page143936](http://sites.harvard.edu/icb/icb.do?keyword=k33202&pageid=icb.page143936) (sample papers)