

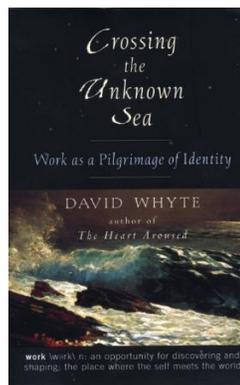
## Important Note:

Please do not approach this book as entertainment. If you expect to find the type of frolicsome adventure you found in *Harry Potter*, you will likely be disappointed and possibly conclude, “This book stinks and it’s boring and I hate it.”

However, if you approach this book as a potential source of life-changing power, as a fountain of life-giving ideas, well, then you may just find your mind deepened, your hope strengthened, your life widened.

David Whyte will teach you how to think about and relate to work—something you will likely do for decades and decades.

And those are great things to learn.



## AP English Language and Composition Summer Reading

Dear Prospective AP Students and Parents:

Welcome to AP! I’m so glad that you have chosen to embark on this adventure! All Honors and AP students are required to read selections during the summer that comprise a portion of the study base for the year. Since the curriculum for Advanced Placement English Language and Composition revolves around the analysis of rhetoric in nonfiction, the reading for the junior level is from that genre: *Crossing the Unknown Sea: Work as a Pilgrimage of Identity* by David Whyte. Please be prepared to discuss, write about, and test over the content, themes, styles, and ideas of this work when school resumes in August. Please be aware that I will use the assessments over this book as the first tool in determining your ability to engage with and respond insightfully to text, both of which are essential for continued success in this rigorous course. In my experience, students who choose not to complete the summer work find it very difficult to remedy this beginning-of-the-year deficit. Further, if you are a fall athlete, it is especially imperative that you take the summer assignment seriously: Your performance on the first assessment will affect your eligibility. Reading Spark Notes or some other summary in lieu of the primary text will be insufficient. As an AP student, your intellectual (and ethical) development should be paramount, and you should not seek ways to circumvent the assignment. Please just read, and complete the other assigned work. I implore you!

I would like to share with you my justification for selecting this book. It’s a piece of nonfiction, and this genre comprises much of this course’s curriculum—a curriculum established by the College Board. Although you may not normally select from this genre when given the choice, it is an *important* genre, nonetheless. *Crossing the Unknown Sea: Work as a Pilgrimage of Identity* explores the importance of knowing what it means to have, as the poet William Blake puts it, a “firm persuasion” in our work. Whyte argues that “as human beings, we are the one part of creation that can refuse to be itself. Our bodies can be present in our work, but our hearts, minds, and imaginations can be placed firmly in

neutral and engaged elsewhere.” This class is intended to help students grow in the following ways, as set forth in the College Board’s description of the curriculum: “[It] is designed to help students become skilled readers and writers through engagement with...reading nonfiction...selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.” This is precisely what David Whyte’s book and the complementary work will begin to equip you to do!

So, your goal as you read *Crossing the Unknown Sea* is to glean all the meaning you can from the text and search for ways to apply that meaning to your life. Further, as you read, please complete the attached dialectical journal. (Please create a separate document.) If acquiring your own copy of the book presents a problem, please email me at the address at the end of this letter. You may also check the book out from a local library; just use Post-it Notes on the book’s pages instead of highlighting them.

And now, a bit about my philosophy regarding reading. Reading changes us; it will change YOU. This mantra influences everything AP is about. Yes, writing is tremendously important, and it is inextricably bound to reading. In other words, reading and writing go together. You become a better writer by seeing other writers expertly wield language. So, I have very carefully selected all the books you will be reading throughout this course, asking myself at every turn, “How will my students change as a result of reading this book?” You can clearly see how passionate I am about reading: I believe that books are the underpinnings of life.

In order to avoid any confusion or misunderstanding, please sign and return the attached acknowledgement form to me at [kellie.allen@dvusd.org](mailto:kellie.allen@dvusd.org). If you have questions regarding any of these expectations, please feel free to email me. I look forward to an amazing year! Happy reading!

Sincerely,

*Kellie Allen*

Kellie Allen  
AP English Language and Composition Teacher

# Advanced Placement English Language and Composition

I understand that before school resumes in August, I am expected to carefully read and thoughtfully complete the complementary dialectical journal for *Crossing the Unknown Sea: Work as a Pilgrimage of Identity* by David Whyte.

\_\_\_\_\_ Date \_\_\_\_\_

Parent Signature *(Hi, parent! 😊 This form was attached to a letter. Just want to be sure you had the chance to read it.)*

\_\_\_\_\_

Student Signature *(Hi, student! Remember the letter attached to this form? Have you carefully read the entire thing? If so, thank you! If not, please put the pen down and go read it. Then, come back and sign this. Thanks! 😊)*

\_\_\_\_\_

Printed Name of Student *(Hi, again. Okay, everything is read and signed? Great! Now, please, please, please email it to me at [kellie.allen@dvusd.org](mailto:kellie.allen@dvusd.org). Thanks!)*

# AP English Language and Composition

## Dialectical Journal for Selected Work of Nonfiction

### What is a dialectical journal?

“A dialectical journal is a CONVERSATION between YOU and WHAT YOU ARE READING. You simply write down PASSAGES that MAKE YOU THINK, or INTEREST YOU, and write about your thoughts. This process is an important way to understand a piece of literature. By writing about literature, you **make your own meaning of the work** in order to **truly understand a piece of literature**. When you do this yourself, then the text belongs to you—you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So, be willing to take risks and be honest.” (Definition from the Lawrence Livermore National Laboratory)

- I. In a new document (like a Google Doc), create four tables like the ones on the following pages. Assign each table one of the following labels. (If you’re unsure about what these are, please do some research.)
  - a. Form and Structure
  - b. Purpose/Tone/Style
  - c. Imagery and/or Detail
  - d. Rhetorical Devices
- II. As you read the book, please cite at least five pieces of evidence for each category. Place these in the left column. (Quote them directly. Include page numbers. Highlight these passages in your book.)
- III. In the right column, write your commentary on, reactions to, or connections to the quoted passage. These should be analytical in nature. You should not just summarize the passage.

Note: I've completed an example for you. For your own work, you must select five other passages in this category.

Also, notice the development of my Commentary/Reaction/Connection. Please do likewise.

**TEMPLATE 1 of 4:**

**Form and Structure (at least 5 Passages for this category)**

<p><b>Important Excerpts/Passages from the Text</b></p> <p>Use quotes from the text in quotation marks followed by pages numbers in parentheses.</p>	<p><b>Your Commentary/Reaction/Connection</b></p> <p>How do the author's form and structure create meaning? What patterns do you notice?</p> <p><b>Evaluate/Question/Explain/Predict/Connect</b></p>
<p>1) "The human approach to work can be naïve, fatalistic, power-mad, money-grubbing, unenthusiastic, cynical, detached, and obsessive. It can also be selflessly mature, revelatory, and life giving; mature in its long-reaching effects, and life giving in the way it gives back to an individual or society as much as it has taken" (3).</p> <p>2)</p>	<p>1) Whyte shows the dual nature of work in this passage. He first describes work's horrifying face by listing its many negative characteristics. However, this repugnant face is not work's <i>only</i> face; it also possesses positive aspects. Whyte then lists these immediately after portraying work's ugliness in order to show not only its dichotomy, but also to place its life-affirming, life-giving characteristics in the spot of final power. These are the ones he wants to focus on and encourage. The repulsive qualities of work are the ones he hopes to leave behind.</p> <p>2)</p>

**TEMPLATE 2 of 4:**

Purpose / Tone / Style (at least 5 passages for this category)

**Important Excerpts/Passages from the Text**

Use quotes from the text in quotation marks followed by pages numbers in parentheses.

**Your Commentary/Reaction/Connection**

What is the author trying to accomplish? What argument(s) is he/she trying to make? What is the author's attitude toward the subject? How is TONE revealed through DICTION and SYNTAX?

**Evaluate/Question/Explain/Predict/Connect**

**TEMPLATE 3 of 4:**

**Imagery and/or Detail (at least 5 passages for this category)**

**Important Excerpts/Passages from the Text**

Use quotes from the text in quotation marks followed by page numbers in parentheses.

**Your Commentary/Reaction/Connection**

The imagery of a literary work comprises the set of images that appeal to the senses. Look for recurring images (light/darkness, colors, clothing, odors, sounds). Identify details (numbers, facts, description) the author uses to support the argument. How are these images and/or details used? What emotions do they EVOKE?

**Evaluate/Question/Explain/Predict/Connect**

**TEMPLATE 4 of 4:**

**Rhetorical Strategies (at least 5 passages)**

**Important Excerpts/Passages from the Text**

Use quotes from the text in quotation marks followed by pages numbers in parentheses.

**Your Commentary/Reaction/Connection**

Look for examples of LOGOS (an appeal to the audience using LOGIC), PATHOS (an appeal to the audience's EMOTIONS), and ETHOS (an appeal to the audience's ETHICAL or MORAL BELIEFS)

**Evaluate/Question/Explain/Predict/Connect**