

**Summer Reading Assignment for AP English III
2010-2011
Poteet High School**

Welcome to AP English for 2010-2011. Our course of study will include a survey of American literature, focusing on rhetoric and persuasion. All of the works chosen for this course have appeared on lists of titles recommended by the College Board as appropriate for preparing students to take the Advanced Placement Exam.

In order to prepare for the class, please read Nathaniel Hawthorne's *The Scarlet Letter* and Arthur Miller's *The Crucible*. Both works are available at book stores and the local library. Please complete the attached assignments for both works. Both are set in Puritan America, a nice place to start the year. These assignments require reason and thought; be complete and thorough. Expect a test over both works on the second day of class. Additionally, complete the rhetoric assignment attached. This assignment requires you to look at the rhetoric of a film and to get to know some of the terms that you must know for this course. By the way, rhetoric is any communication whose implied or unimplied purpose is to bring about change. **All assignments are due the first day of class.**

Because we engage in close reading analysis, you should purchase your own copies of the works we will study for the sake of convenience (reading ahead, marking passages, and writing notes in the text). These titles are available at the local library if you are unable to purchase them.

I recommend that you purchase these ahead of time. If you wait until we start reading, you may have a hard time finding the book. Some of the works we will study in AP English III include the following novels and plays that you will read outside of class:

Truman Capote's *In Cold Blood*
John Steinbeck's *The Grapes of Wrath*
Norman Maclean's *A River Runs Through It*
F. Scott Fitzgerald's *The Great Gatsby*
Arthur Miller's *Death of a Salesman*
Tim O'Brien's *The Things They Carried*
William Shakespeare's *King Lear*

Additionally, we will read another work that you will choose from a list and a memoir that you select yourself, but we'll talk about those when you're in class. I look forward to meeting you and studying American literature together. If you have questions about the summer reading assignment, please come by 204 before the end of school, or e-mail me at jwascom@mesquiteisd.org.

Relax (with a book) and enjoy your summer!

Mrs. Wascom

Summer Assignment I: Read *The Scarlet Letter* by Nathaniel Hawthorne.

You will need your own copy of this book. As you read, look for attributes, qualities, and changes in three characters in particular, Hester, Dimmesdale, and Chillingworth. Highlight passages you find interesting, and annotate your thoughts about the passage you've highlighted in the margin of your book. You will actually turn the book in to me on the first day of class. Because I'm grading annotations, purchase a clean copy. Your highlights and annotations should be thorough.

Summer Assignment II: Read *The Crucible* by Arthur Miller.

You may wish to make notes about the following characters as you read about the following characters. If you own your own copy, write in it:

Written assignment:

You are assigned one character from *The Crucible*. Your assignment is to create a value analysis for that character, using the following questions as a guide. Responses should be analytical (steeped in thought) and in paragraph form. Also, since we are dealing with a piece of literature, every sentence will be written in the present tense! If you use quotes from the text as evidence for your analysis (and you **should** use quotes from the text), be sure to cite the page number where you found the quote (parenthetical citation following MLA guidelines).

This assignment should be typed and double-spaced.

- What ideals and values does the character value?
- How does the character embody these ideals?
- How does the character's value of life affect others?
- How do the character's values conflict with the values of others?
- How does the character respond to external and internal conflict, struggles, and sacrifice?
- What does the character learn about himself, about others, and about his ideology?

How do you know which character to analyze? Easy. Look at the chart below:

First Letter of your last name and character you will evaluate

A – E Abigail Williams
F – J Rev. Paris
K – O John Proctor

P – T Elizabeth Proctor
U – Z Rev. John Hale

So, you only do the analysis for one character. If your last name is Jones, you will do your analysis on Elizabeth Proctor. If your last name is Wascom, you will do your analysis on Reverend Paris. If you do an analysis over a character not assigned, you will not receive credit.

Summer Assignment III: Rhetoric

A. Rhetorical Analysis

We will engage in rhetorical analysis all year.

Watch one of the following films: *An Inconvenient Truth*, *Food, Inc.*, *Supersize Me*, or *Sicko*. These films are documentaries, and they are available at any video store or on Netflix. Watch the film, making notes related to the questions below. You may have to watch it more than once.

Answer the following questions in paragraph form. Be sure to use specific information from the film, quotes where necessary, and thoroughly answer the questions. Responses must be typed. In order to answer the questions, you will want to look up the following terms: rhetor, ethos, pathos, logos, tropes, schemes.

What is the rhetorical situation?

- What occasion gives rise to the need or opportunity for persuasion?
- What is the historical occasion that would give rise to the composition of this text?

Who makes the rhetoric?

- How does he or she establish ethos?
- Does he/she come across as knowledgeable? fair? How?
- Does the speaker's reputation convey a certain authority? Why or why not?

What is the intention of the rhetor?

- To attack or defend?
- To exhort or dissuade from certain action?
- To praise or blame?
- To teach, to delight, or to persuade?

Who is the audience?

- Who is the intended audience?
- What values does the audience hold that the author or speaker appeals to?
- Who have been or might be secondary audiences?
- If this is a work of fiction, what is the nature of the audience within the fiction?

What is the message?

- Can you summarize the main idea?
- What are the principal lines of reasoning or kinds of arguments used?
- What topics of invention are employed?
- How does the author or speaker appeal to logos? to pathos?

What is the form in which it is conveyed?

- What is the structure of the communication; how is it arranged?
- If words are used, what oral or literary genre is it following?
- What figures of speech (schemes and tropes) are used?
- What kind of style and tone is used and for what purpose?

What is the impact of the rhetoric?

- Does the rhetor effectively fit his/her message to the circumstances, times, and audience? How do you know?
- What are differences in the responses of the historical and contemporary audiences?

B. Rhetorical Analysis Terms Cards

Purchase a package of 4x6 note cards. Use online or print sources and look up the definitions and examples of the following literary terms. I suggest you use several sources for each word. **In your own words**, write a definition of the word on the front of the card and write an example on the back. Write the name of the term at the top of each side. Using a hole punch, put a hole in the top right corner of the cards, and put them all on a loose leaf ring (available at any office supply store).

Allusion	Metaphor
Allegory	Oxymoron
Alliteration	Paradox
Anaphora	Parallelism
Antithesis	Polysyndeton
Hyperbole	Simile
Irony	Synecdoche
Metonymy	



We will be adding to these terms throughout the year, and they will be invaluable as we prepare for the AP exam.

