This summer, all rising Juniors must read the following three books:

Jane Austen, *Pride & Prejudice*

Nicholas Carr, *The Shallows*

C. S. Lewis, *The Great Divorce*

1.) As you read, you need to annotate the text. On the first day of school, all three books must be turned in for a possible grade of **100 points each**; grades will be assigned according to the quality of annotations. To receive full marks for your annotation, most pages will have something written on them, and the comments will demonstrate genuine engagement – questions, comments, definitions of unfamiliar words penciled in the margins, etc.

2.) Write a one-page response for each book answering the question: “What does this book persuade a reader to think, feel, and/or do?” Each essay should present a thoughtful, serious, and reasoned response to this question, and each response should take into account a key theme of the book and convey an appreciation for its truth and value. Essays should be typed, in MLA format, and demonstrate perfect grammar and punctuation. Each essay is worth **50 points each**.

3.) All juniors will need to memorize the definitions to the attached list of terms. There will be a test on these terms on the first day of school.
AP English Language & Composition Students:

Besides fulfilling the above assignments, you will also read a packet of 10 readings:

2 essays by Francis Bacon (1561-1626): “Of Studies”, “Of Friendship”
1 essay by Joseph Addison (1672-1719), “Of Tulips”
1 speech by Winston Churchill “Blood, Toil, Tears, and Sweat” (1940)
1 speech by William Faulkner “Speech Accepting the Nobel Prize in Literature” (1950)
1 speech by Martin Luther King, Jr. “I Have a Dream” (1963)

Annotate each piece. You will turn in the annotated packet, along with the three annotated books, on the first day of class.

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*To annotate a text means to take notes on the pages of a text while reading. It is a way of engaging with and entering into an author’s art and ideas. The goal is to have a rich, satisfying, and thought-provoking reading experience.

To annotate well means to thoughtfully and frequently do the following as you read:

→ underline and/or star key sentences (thesis statements, important topic sentences of sections, etc.)
→ circle and define any words that you do not know yet
→ note transitions to help you map out the structure of the book’s flow
→ ask questions in the margins (example: “Is this true?” “What’s his evidence?” “Why is this character angry?” “This symbol seems important; what’s it mean?” etc.)
→ make comments about your own thoughts about / reactions to the text (example: “This character is crazy!” “I should tell Ellen about this study.” “This character reminds me of me. Hmmm.” “Interesting!!” “Weird.” etc.)
→ identify key symbols, and speculate on their meaning
→ speculate on the book’s theme as you go

As readers annotate, they often develop an annotating system of their own. You will learn what works for. For now, the important thing is to read all your summer assignments with a sharp pencil in your hand, and take time to “talk back” to the text as you go.
English III: Rhetoric & Composition / AP English Language & Composition

Rhetoric Theory Terms

A test on these terms will be administered on the first day of class.

1. Rhetoric: the art of persuasion through words

   *The three rhetorical appeals*

2. 1. Ethos: appeal to an audience’s sense of trust in the speaker’s good will, good sense, and good character; ethos is established by both who you are, what you say, and how you say it

3. 2. Pathos: appeal to an audience’s emotions (e.g., pity, anger, fear)

4. 3. Logos: appeal to an audience’s reason

5. Rhetorical triangle: a diagram that illustrates the interrelationship among the speaker, audience, and subject in determining a text

6. Stance: a speaker’s attitude toward the audience (differing from tone, which is the speaker’s attitude toward the subject)

7. Thesis: the main point of an essay or argument; a thesis may be open, closed, or counterargumentative

8. Concession: an acknowledgment that an opposing argument may be true or reasonable; in a strong argument, a concession is usually accompanied by a refutation challenging the validity of the opposing argument

   *The rhetorical situation: SOAPSTone*

9. Subject: the topic on which a speaker writes or speaks

10. Occasion: the social, political, historical, and situational context of a text; the context is the circumstances, atmosphere, attitude, and events surrounding a text; the time and place a speech is given or a piece is written

11. Audience: the listener, viewer, or reader of a text; most texts are likely to have multiple audiences.

12. Purpose: the goal the speaker wants to achieve (to entertain, inform, persuade, prove)
13. **Style**: 1.) a writer’s unique pattern of diction and syntax; 2.) the level of formality of a speech

14. **Tone**: a speaker’s attitude toward a subject as conveyed by the speaker’s stylistic and rhetorical choices

*Rhetorical forms*

15. **Classical Argument**: a six-part approach to making an argument that includes a section for each of the following:

16. **Exordium / introduction**: introduces the reader to the subject under discussion; speaker announces the subject and purpose and appeals to ethos in order to establish credibility

17. **Narration / narration / background**: provides factual information and background material on the subject at hand or establishes why the subject is a problem that needs addressing

18. **Division**: outlines the points to be made in the text

19. **Confirmation**: usually the major part of the text, the confirmation includes the proof needed to make the writer’s or speaker’s case; it strongly appeals to reader’s sense of reason

20. **Refutation**: addresses the counterargument and denies its validity while, usually, making some concessions; it is a bridge between the writer’s proof and conclusion

21. **Peroration / conclusion**: brings the essay to a satisfying close; it typically appeals to pathos (feelings of the audience) as it moves the audience toward the conclusion

22. **Rogerian Argument**: a form of arguing that prioritizes defining the problem and showing common ground

23. **Polemic**: Greek for “hostile”; an aggressive argument that tries to establish the superiority of one opinion over all others. Polemics generally do not concede that opposing opinions have any merit.

24. **Satire**: the use of irony or sarcasm to critique society or an individual

25. **Anecdote**: a brief story used to illustrate a point or claim

26. **Propaganda**: the spread of ideas and information to further a cause; in its negative sense, propaganda is the use of rumors, lies, disinformation, and scare tactics in order to damage or promote a cause
27. 10 Modes of Development:

1. Description: a description of a thing (person, place, thing); usually filled with sensory images
2. Narration: telling a story
3. Examplification: giving and explaining an example
4. Division/ analysis: dividing something up into the parts that make it up
5. Classification: placing something into the class of things to which it belongs
6. Comparison and contrast: comparing what is similar between unlike things, or what is dissimilar between alike things
7. Process analysis: describing how something is done
8. Definition: defining what a thing is (genus plus difference)
9. Cause and effect analysis: analyzing and speculating about the probable and possible causes and/or effects of something
10. Argument and persuasion: getting an audience to see or do something