

To: 2017-2018 AP English 11/SUNY English 11 Students
From: Ms. Bayer (dbayer@ossining.k12.ny.us or dbayer@ossiningufsd.org)
Ms. Garcia (egarcia@ossining.k12.ny.us or egarcia@ossiningufsd.org)
Mrs. Hanrahan (khanrahan@ossining.k12.ny.us or khanrahan@ossiningufsd.org)
Date: June 6-7, 2017
Re: AP English 11/SUNY English 11 Summer Assignment

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The following is the summer assignment for AP English 11 (Advanced Placement English Language & Composition) and SUNY English 11. You must complete **BOTH** of the following tasks by the first day of school--bringing the assignments, your copy of *In Cold Blood*, and your English class notebook with assignment #2. This assignment **replaces** the general OHS summer reading assignment.

Only for AP English 11:

Any questions over the summer? I do check my school email, but not regularly. So your best bet is to send a *Remind* message. Here's how to sign up:

1. Sign up at summer assignment meeting.
2. Sign up individually -- Text @**cf643a** to the number **81010**. You will then receive a welcome text from *Remind*. This is a special AP English 11--Summer 2017 *Remind* account that will be deleted when the 2017-2018 school year begins.

Assignment 1:

1. Please acquire your own copy of Truman Capote's *In Cold Blood*; however, if you cannot obtain your own copy, please see one of the teachers listed above to receive a copy.
2. Complete purposeful annotation as you read the text--written notes within the text and on post-its. The steps to annotation are listed below. While reading, annotate for one or more of the following topics central in *In Cold Blood*:
 - A. the traditional American Dream or a perversion of the American Dream
 - B. the dynamics of family life
 - C. the influence of socioeconomic status
 - D. the death penalty/capital punishment
 - E. the effect of family or childhood circumstances
 - F. the court system
 - G. Truman Capote's objectivity or subjectivity
 - H. Whose tragedy is it?
 - I. psychology
3. Bring your annotated copy of the text on the first day of school. Additionally, you will need the book for the first several weeks of school.
4. An exam on *In Cold Blood* will be administered in class the first week of school.

Annotation Requirement: Purposeful annotation requires a close reading of the text. When you close read, you observe facts and details about the text. You may focus on a particular passage or on the text as a whole. Your aim may be to notice all striking features of the text, including rhetorical devices, structural elements, cultural references; or, your aim may be to notice only *selected* features of the text—for instance allusions, themes, arguments, counterarguments, or the writer's style. Either way, making these observations constitutes the first step in the process of close reading. The second step is interpreting your observations--moving from the observation of particular facts and details to a conclusion, or interpretation, based on those observations. Thus close reading requires careful gathering of data (your observations) and careful thinking about what the data suggests.

How to Annotate: "Annotating" means underlining or highlighting key words and phrases within the text--such as *repetitions, contradictions, similarities, topics, themes, perspective, style, etc.* Then, make comments and/or ask questions about the text/patterns you've noticed—especially the how and why. When commenting or questioning as part of your annotation process, keep in mind that you can address or go back to other parts of the text. Ultimately, this process of annotation--paying close attention to the evidence, asking questions, formulating interpretations--will allow you to engage in an analysis and writing about *In Cold Blood*.

(from the Writing Center at Harvard University)

Assignment 2:

Define and exemplify ALL terms on the AP English Language & Composition Terms sheet attached. Provide a definition as well as an example of each term in context.

Requirements:

1. Acquire your AP English 11 notebook for class.
2. Place all terms with definitions and examples on the beginning pages of your notebook. DO NOT type this assignment and staple it into your notebook. This assignment must be handwritten directly into your notebook and will be used as a reference throughout the school year.
3. Leave some space after each entry. We will be reviewing and using these terms throughout the year, so you might need space to add and revise.
4. A test on all of these terms, as well as additional terms we study in class, will be given at some point during the year.

Due: Both assignments are due and will be checked on the first day of classes.

AP English Language & Composition Terms

This is just a beginning. When determining definitions, select the one related to the use of argument, language, and style. Additional terms will be added to this list throughout the year.

<u>Glossary of Rhetorical Terms</u>	<u>Glossary of Style Elements</u>	<u>Glossary of Argument Terms & Fallacies</u>
audience concession connotation context counterargument ethos logos occasion pathos persona purpose refutation rhetoric rhetorical appeals rhetorical mode rhetorical triangle speaker subject text	alliteration allusion anadiplosis anaphora antecedent antimetabole antithesis archaic diction asyndeton attitude chiasmus colloquialism cumulative/loose sentence dependent clause detail diction didactic figurative language hyperbole imagery imperative sentence implication independent clause inference inversion isocolon jargon juxtaposition litotes metaphor metonymy organization oxymoron parallelism periodic sentence personification point of view polysyndeton rhetorical question repetition satire simile slang subordinate clause synecdoche syntax tone understatement	ad hominem ad populum appeal to false authority argument assumption bandwagon appeal begging the question circular reasoning claim claim of fact claim of policy claim of value classical oration closed thesis deduction either/or (false dilemma) fallacy faulty analogy first-hand evidence hasty generalization induction logical fallacy open thesis post hoc ergo propter hoc quantitative evidence rebuttal reservation Rogerian argument second-hand evidence straw man syllogism Toulmin model warrant