

AP LANGUAGE & COMPOSITION

All summer reading assignments will be due the first day of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned texts the first few weeks of school. Be ready to discuss both texts in class.

ASSIGNMENT #1: *The Scarlet Letter* by Nathaniel Hawthorne (fiction NEW/CLEAN COPY and in PRINT only- ISBN-13: 978-0553210095)

Synopsis and Rationale: In Nathaniel Hawthorne's Romantic novel, *The Scarlet Letter*, Hawthorne explores the nature of sin, humanity, and society in a 1600s Puritan Massachusetts Bay Colony. Hester Prynne, the novel's protagonist, is accused of a mortal sin, and it is what follows that creates this timeless story of endurance and redemption. As you read *The Scarlet Letter*, you will have a great deal of opportunities to analyze the text from a literary perspective by exploring what the author does specifically in his writing and craft in order to create theme, point of view, and style.

Part 1: In-depth Annotations- You will read "The Custom-House" and all chapters. You will do **at least one** annotation per spread, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your marked text.

Part 2: Rhetorical Analysis Logs- This will be **ten** entries, *hand-written (may not be typed)* in two columns, following Point-Data-Commentary. In the first column, you will copy a significant passage located during your annotations (3-6 sentences min.) with its page number. In the second column, you will analyze the passage in a Point-Data-Commentary analysis for the rhetorical and/or literary devices found in the word bank below. Be sure you discuss how these devices help create theme, point of view, and style.

Reading Passage (3-6 sentences minimum with pg. #)	P.D.C. Rhetorical Analysis (paragraph minimum)
"This is your quote" (Hawthorne #).	This is your analysis where you discuss how certain rhetorical and literary devices create theme, point of view, and style. It is <i>not</i> summary. Point=Thesis, Data=Quotes from the Reading Passage, Commentary= Analysis (Explores Relationships, Importance, Purpose, and Effect)

ASSIGNMENT #2: *The Reason for God* by Dr. Timothy Keller (non-fiction NEW/CLEAN COPY and in PRINT only- ISBN-13: 978-1594483493)

Synopsis and Rationale: Timothy Keller is the founding pastor of Redeemer Presbyterian Church in New York City, In *The Reason for God*, Dr. Keller addresses the doubts that skeptics and non-believers have for religion. Using literature, philosophy, anthropology, pop culture, and intellectual reasoning, Keller explains how the belief in a Christian God is, in fact, a sound and rational one. And in doing so, he gives today's modern Christian even more evidence they, too, can base their beliefs upon. This is a non-fiction, rhetorical focus on religious philosophy and the structure of a sound argument, so you will have plenty of opportunities to analyze how Dr. Keller uses rhetorical devices in order to create a persuasive and reasoned case for God.

Part 1: In-depth Annotations- You will do at least one annotation per spread, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text.

Part 2: Argument Essay- Typed in MLA format, please write a 3-4 page paper where you select 3-4 claims that Dr. Keller makes for the reason for God and use those claims to make **your own reasoned argument** for why and how God exists. Be sure to include at least five direct quotes and in-text citations from Dr. Keller's text. Edit carefully and include a MLA Works Cited page for *The Reason for God*, along with any other text or source you may include. Do not make any errors in your MLA format or writing. See the Purdue OWL online for help.

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Rhetorical and Literary Word Bank: Use the word bank below to create your annotations with a *variety* of terms. If you are unfamiliar with a term, please make a personal glossary of definitions. You will need to know ALL of these terms for class.

Rhetorical Devices: ethos, pathos, logos, diction, syntax, style, logical fallacies (look up all of the various ones), claim, counterclaim, rebuttal, concession, appeals, Toulmin's Model of Argumentation (qualification, generalization, analogy, sign, causation, authority, principle)
Literary Devices: imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary

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Annotations and Point-Data-Commentary Tutorial

STUDY AGAIN: Remember annotations **analyze. They do not **summarize**. Pay close attention to **step number four below**. This is where many of us need to improve. Be certain all of your annotations follow all four steps for an A in the grade book. Be sure all annotations have a **VARIETY of terms** from the word bank on your summer reading handout.**

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Here's an example from the novel *My Antonia* (text to left/annotation to right in margin)

The feelings of that night were so near that I could reach out and touch them with my hand. I had the sense of coming home to myself, and of having found out what a little circle man's experience is. For Antonia and for me, this had been the **road** of Destiny; had taken us to those early accidents of fortune which predetermined for us all that we can ever be. Now I understood that the same **road** was to bring us together again. [a1]Whatever we had missed, we possessed together the precious, the incommunicable past.

PASSAGE (Author pg. #)	Point-Data-Commentary
<p>“I had the sense of coming home to myself, and having found out what a little circle man’s experience is... This has been the road of Destiny... Now I understand that the same road was to bring us together again... Whatever we had missed, we possessed together the precious, the incommunicable past” (Cather 222).</p>	<p>In her novel <i>My Antonia</i>, Willa Cather uses the metaphor of a road traveled in order to conclusively communicate the theme of time and our complicated relationship with the past. Cather writes, “This has been the road of Destiny,” to figuratively speak of the past and Jim’s journey through life (Cather 222). The idea of travel is manifested in Jim’s “little circle” in which he follows, like the road, back to Antonia and their “precious incommunicable past” (Cather 222). The road that led them away and led them into adulthood is indeed the “same road [that brought them] together again” (Cather 222). Jim has come full “circle” as he sees Antonia, and the metaphor of the road beautifully depicts the nostalgic and meditative relationship Jim has with the past.</p>

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YELLOW: POINT

GREEN: DATA

BLUE: COMMENTARY (RIPE)