



Dear Parents,

As the end of the year quickly approaches, it is time to get ready for summer reading. Summer reading is an essential part of the English curriculum at Cambridge Christian School. The National Center for Summer Learning at Johns Hopkins University has found that "without ongoing opportunities to learn and practice essential skills, kids fall behind on measures of academic achievement over the summer months" (McLaughlin and Smink 1). Therefore, the goal of our summer assignments is to maintain the momentum that is gained during the school year. While studying the effects of summer on academic achievement, Harris Cooper estimated "that summer loss for all students equals about one month on a grade-level equivalent scale" (qtd in Fairchild and Boulay 4). Because we do not want to spend the first month of school getting our students back up to grade level, we assign literature that is appropriate to the curriculum that the students will be studying when they return to school.

Each summer book is specifically chosen to give a preview of the next year's course of study while maintaining the educational level achieved during the previous year. The novels chosen will be discussed and assessed at the start of the year to varying degrees based on grade level and placement; however, the novels will not be reread in their entirety in the classroom. The English Department takes great care in the choice of each novel, especially the summer novel as it is entirely student directed. Please refer to the course sheet to find the readings that are assigned to your students this summer and the summer work they will need to complete and bring with them on the first days of school. We would like to thank you for your ongoing support of this summer learning initiative, and we look forward to working with you and your student.

Sincerely,

*Cambridge Christian 9-12 English Department*

Fairchild, Ronald and Matthew Boulay. "What If Summer Learning Loss Were an Education Policy Priority?" 24th Annual APPAM Research Conference. 9 Nov.2002,Whatkidscando.org,www.whatkidscando.org/archives/whatslearned/WhatItSummerLearning.pdf. Accessed 11 May 2017.

McLaughlin, Brenda, and Jeffery Smink. "Summer Reading: Moving from the Periphery to the Core." Progress of Education Reform, vol. 10, no. 3, June 2009, pp. 1—6. , www.ecs.org/clearinghouse/80/99/8099.pdf. Accessed 11 May 2017.



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# 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: *My Antonia* by Willa Cather (fiction in *PRINT* only- ISBN-13: 978-0486282404 or the like)**

**Synopsis and Rationale:** *My Antonia* is not only remembered as Willa Cather's greatest novel, but it is also recognized as a sterling piece of Americana. The story is told through Jim Burden's eyes, as he depicts his own childhood and the beautiful yet tragic life of Antonia Shimerda, daughter of Bohemian immigrants. *My Antonia* is an unforgettable narrative full of soul and poignant reflections about life, memories, and the ruggedness of the pioneer experience during the late 1800s. As you read *My Antonia*, you will have a great deal of opportunities to analyze the text from a literary perspective by exploring what the author does specifically in her writing and craft in order to create theme, point of view, and style.

**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: Rhetorical Analysis Journal-** 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 P.D.C. 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 with pg. #)	P.D.C. Rhetorical Analysis (paragraph minimum)
"This is your quote" (Cather #).	This is your analysis where you discuss how certain rhetorical and literary devices create theme, point of view, and style.

## **ASSIGNMENT #2: *The Reason for God* by Dr. Timothy Keller (non-fiction 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.

### **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 1-3 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

Kimberly A. Phinney,  
M.Ed.  
Cambridge Christian School

