

AP English Language & Composition

Summer 2020 Assignment

Summer Assignment Part 1:

Read *The Time Keeper* by Mitch Albom

Objectives

- Describe and analyze author's intentions, rhetorical features, and strategies. Reflect on the effect they have on you as a reader
- Consider the definition of "argument" and look for features of argument in *The Time Keeper*

Task: Read the book and then complete the following components. This assignment is due on the first day of school. You must purchase a hard copy of the book.

1. Annotations

As you read *The Time Keeper*, annotate for the following:

- Quotes or passages that stand out or seem central to his argument
- Personal connections or reactions
- Observations about style, tone, diction, and syntax
- Observations about argument (use of evidence, logic, anecdotes, emotional appeals etc)
- Words or phrases that confuse you (you might define unfamiliar words in the margin)

Tips for annotating:

- Mark the text with symbols (underlining/highlighting, stars, smiley faces, brackets etc)
- Write in the margins of the text (questions, personal reactions, summaries, connections to other parts of the book, analysis, evaluation)
- Tab important pages with sticky notes or by circling the page number
- It might help to use symbols or color coding as you annotate.

2. Dialectical Journal

Choose **10 quotes** from *The Time Keeper*. Each quote must be at least 10 pages apart. For each quote, take notes on the following:

- Personal connections or reactions
- Observations about style, tone, diction, and syntax
- Observations about argument (use of evidence, logic, anecdotes, emotional appeals, etc.)

Each quote reaction doesn't need to respond to all three; choose what is most relevant for the quote. These are notes. They do not need to be super formal (first person is ok), but please make them clear. Please type these notes. Here's an example. You could organize yours just like this:

Quote	Page number	My Notes
<p>“The doctor speaks softly. “There’s not much we can do,” he says. ” Months of treatment have not worked. The tumors. The kidneys.” Victor’s wife tries to speak, but the words catch. As if sharing the same larynx, Victor clears his throat. “What Grace wants to ask is...how much time do I have left?”</p>	5	<p>This passage happens very early in the book and sets a tone for the question of how we have lived our lives. Victor and his wife seem to be very connected as she is overwhelmed by the news. The author gives an image of the swirl of emotions one may face hearing such news and as his wife falters, Victor is strong for her. The author uses the collective pronoun we - meaning we are all part of something bigger than just ourselves even though there are times we feel alone. His final question to the doctor feels like it might be the guiding question of the book.</p>

3. Class Discussion

We will have a seminar discussion about *The Time Keeper* the first week of school. I will tell you more about seminars and how they are graded the first week of school. It'll be FUN!

Summer Assignment Part 2:

Notes on Rhetorical Moments

Objectives:

- Observe the function of texts in your environment and analyze rhetorical features.
- Consider the effect that audience, occasion and purpose has on the form of an argument

Task: Over the summer, pay attention to other forms of writing or communication you interact with or encounter. Choose three other “texts” you came in contact with this summer and analyze the intended purpose, message, and audience and then identify features in the piece that contribute to its effectiveness (or ineffectiveness!). Think of “text” broadly; these can be commercials, sermons, podcasts, articles, video games, TV shows, movies, books, or...? This assignment is due on the first day of school.

****Choose three texts total. Choose at least one visual/audiovisual text (that is, anything you see/watch/hear) and at least one written text (that is, anything you read).****

Audiovisual Texts	Written Texts
posters, shows, movies, podcasts, songs, print ads, video games, sermons, comics/memes, photo essays, YouTube videos, commercials	essays, articles, books, poems, short stories

Do the following for each text:

1. State the title and author, if it has one, or invent a title if it does not (e.g. Doritos Commercial, Maybelline Print Ad, etc.)
2. Describe it or summarize it.
3. Describe when and where you saw it/read it/heard it.
4. Who do you think the text is directed toward? How can you tell?
5. What do you think the text was trying to do to the audience (to you, maybe?) How can you tell?
6. What are the most striking stylistic features in the text? (These can be visual or auditory if it is other than a written text.) What effect do they have?

Please write your notes in coherent, **complete sentences and paragraphs** (except for number 1 where only a few words are needed). You can use the numbers above to help you organize your notes. Please type your notes using Times New Roman, 12 pt. font, 1 inch margins, double spacing, and a proper heading. How long should this be? Long enough to completely answer the questions, no less than 400 words for each text.

If you have any questions, feel free to email me during the summer. (Allow me a few days to reply; I check my email infrequently during the summer.) tschmidt@syrdiocese.org

The Time Keeper Annotations Grade Sheet (This is a quiz. [30% grade])

<i>Following directions, neatness</i> --Annotations are easy to find and read --Any sticky notes or tabs are neat --Contains a variety of kinds of annotations (see tips above). Might use color coding or some other method to keep track of notes.	/10
<i>Completeness</i> --Annotations account for: important quotes; connections to self, other texts or events; observations about style, tone, diction, and syntax; observations about argument; points of confusion and vocabulary. --A significant number of pages have annotations --Annotations carry through the end of the book (don't end half way through, etc.)	/10
<i>Quality of annotations</i> --More than just underlining and highlighting; --Contains textual notes and responses --Annotations clearly point to significant passages that account for the three types of connections --Chose interesting/important passages to mark	/10

The Time Keeper Notes Grade Sheet (This is a test [60% grade])

<p><i>Content & Completeness</i> --At least 10 quotes from <i>The Time Keeper</i>. At least 15 pages apart. --Notes contain thoughts on the following:</p> <ul style="list-style-type: none"> • Personal connections or reactions • Observations about style, tone, diction, and syntax • Observations about argument (use of evidence, logic, anecdotes, emotional appeals, etc.) <p>--Evidences depth of thought and analysis</p>	/20
<p><i>Organization & Neatness</i> --Typed, Times New Roman, 12 pt font, proper heading, these can be single or double spaced. --Uses graph above as a structure, or uses another coherent and clear organizational structure --Fluid and easy to read</p>	/10
<p><i>Clarity & Style</i> --Free of grammar and spelling errors --Uses mature, complete sentences and expresses clear thoughts</p>	/10

Rhetorical Moments Notes Grade Sheet (This is a test. [60% grade])

<p><i>Content & Completeness</i> --Notes on three texts you came in contact with this summer --Analyzes intended purpose, message, and audience and identify features in the piece that contribute to its effectiveness (or ineffectiveness). --At least one visual/audiovisual text (like a movie, commercial, print ad, show, song, etc.); at least one written text (like a book, article, essay, poem). --Answers all questions completely:</p> <ol style="list-style-type: none"> 1. <i>State the title and author if it has one or invent a title if it does not (e.g. Doritos Commercial, Maybelline Print Ad, etc.)</i> 2. <i>Describe it or summarize it.</i> 3. <i>Describe when and where you saw it/read it/heard it.</i> 4. <i>Who do you think the text is directed toward? How can you tell?</i> 5. <i>What do you think the text was trying to do to the audience (to you, maybe?) How can you tell?</i> 6. <i>What are the most striking stylistic features in the text? (These can be visual or auditory if it is other than a written text.) What effect do they have?</i> 	/20
<p><i>Organization & Neatness</i> --Coherent, complete sentences and paragraphs (except for number 1 where only a few words are needed). --Uses the numbers above to organize, or some other organization structure that is coherent and fluid. --Typed; Times New Roman, 12 pt. font, 1 inch margins, double spacing, and a proper heading.</p>	/10
<p><i>Clarity & Style</i> --Free of grammar and spelling errors --Uses mature, complete sentences and expresses clear thoughts</p>	/10