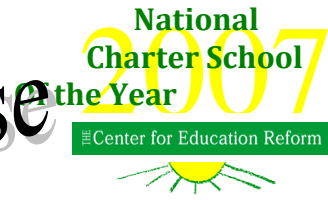




Charting The Course



Frank C. Ortis, Mayor
Angelo Castillo, Vice-Mayor
Charles F. Dodge, City Manager
Peter L. Bayer, Principal

Jack McCluskey, Commissioner
Carl Shechter, Commissioner
Iris A. Siple, Commissioner

Future AICE English Language students—

I am very excited to work with you all; I know next year will be productive and fun. AICE English Language is a college-level class designed to investigate the various modes and nuances of effective language, or rhetoric. During the year, we will be analyzing print texts, including fiction and non-fiction. Our class will focus on how language is used to educate, provoke, entertain, and persuade. The AICE English Language class is designed to teach you all of the following skills (as outlined by Cambridge International):

- Critical and informed responses to texts in a range of forms, styles and contexts
- The interdependent skills of reading, analysis and research
- Effective, creative, accurate and appropriate communication
- A firm foundation for further study of language and linguistics.

The Cambridge International Examination for English Language (as outlined by Cambridge International) assesses candidates for their abilities to:

- read with understanding and analyze texts in a variety of forms
- demonstrate a knowledge and understanding of English language and its use in a variety of contexts
- write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.

It is important that your attitude, level of involvement, and work ethic reflect your decision to enroll in an Cambridge class; while I look forward to some good times, it is paramount that you come to class prepared. The jump to a Cambridge class can be a challenging one, and your summer reading and assignments are designed to help ease this transition. This work is not busy work; it will serve as an introduction to the course, and to familiarize you with the vocabulary, devices, and analytical skills you will need to navigate the AICE Language course. Please complete this work *before* school begins in August.

If you have any questions about the work detailed below, you may email me during the summer at the following address: sunshinehelps@pinescharter.net. Please do NOT use outside sources to "help" you analyze the assigned reading. Questions should be directed to me, not to *Spark Notes* or *Cliffs Notes*.. or *anywhere* else. These sources may seem helpful, but they often supply watered-down and/or incorrect analyses, and using them ultimately constitutes plagiarism, which I DO NOT tolerate.

The texts I have assigned will be interesting and engaging, and the vocabulary workbook only requires that you put in 15 minutes a day for one month. Please review your assignments carefully.

1. *30 Days to a More Powerful Vocabulary*

Once you have purchased this workbook, you will see that it is pretty self-explanatory. Read the book; do the exercises. You will be tested on the words when you return in the fall.

Pembroke Pines Charter High School
Academic Village

▪ 17189 Sheridan Street ▪ Pembroke Pines, FL 33331 ▪ 954-538-3700

2. *Thank You for Arguing* by Jay Heinrichs

This non-fiction book will introduce you to the basics of rhetoric. You are *not* expected to memorize all of the devices explained in the book, but you are expected to read and ANNOTATE it very carefully. I expect to see heavy and **purposeful** writing, highlighting, and underlining! Random highlighting *does not* pass for annotation. The notes you take inside of this book should prove to me that you are trying your best to remember and digest the information. Use the information you learn from this book to help you with assignment number 3.

3. After you have read *Thank You for Arguing*, go to the following link: <http://tetw.org/Greats> and choose **three** of the following 14 essays/articles to read carefully:

“The Female Body,” by Margaret Atwood

“Attitude,” by Margaret Atwood

“The Capital T-Truth,” by David Foster Wallace

“After Life,” by Joan Didion

“The Women’s Movement,” by Joan Didion

“The Comfort Zone,” by Johnathan Franzen

“Six to Eight Black Men,” by David Sedaris

“Undecided Voters,” by David Sedaris

“Nickle and Dimed,” by Barbara Ehrenreich

“Shop Class as a Soul Craft,” by Matthew Crawford

“An Epidemic of Fear,” by Amy Wallace

“The Worst Mistake in the History of the Human Race,” by Jared Diamond

“Black Men and Public Spaces,” by B. Staples

“Here is New York,” by E. B. White

Once you have carefully read three of the texts, please carefully do all of the following on three notecards (one for each text):

- 1) on the front of each notecard, write a well-constructed thesis statement identifying the title of the text, the author’s name, and the **purpose and message of the text**.
- 2) On the back of the notecard, identify **three** major strategies the author uses to deliver his/her message and purpose (make sure to include an example for each strategy via MLA cited quote or paraphrase from the text). **This portion of the assignment should prove to me that you’ve read *Thank You for Arguing***; in other words, make sure that you are identifying strategies and devices that you learned about from reading *Thank You for Arguing*.

This assignment is due the first day of school. Please understand that you are **NOT to share quotes or analysis with classmates** or get information from ANY other sources. I take copying and plagiarism very seriously. **Believe me** when I tell you that it's NOT worth risking your grade, my opinion of you, or your own integrity.

These books are readily available at most local or online bookstores. Please buy them early, and do not put off doing your summer work. If you pace yourself properly, the reading and assignment should be a breeze. Feel free to email me with any questions. I will check my email as frequently as I possibly can; please be patient, and do not wait until the last minute to contact me with problems.

Again, I can't wait to get started working with all of you. This will be a great year for all of us. Take care of yourselves this summer, and I will see you in the fall.

Peace.

—Sunshine Phelps

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