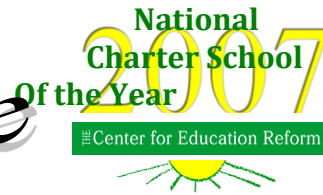




Charting The Course



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 AP Language students—

I am very excited to work with you all; I know next year will be productive and fun. AP Language and Composition 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, and non-print texts, including images, charts, and graphs. Our class will focus on how language is used to provoke and persuade. It is important that your attitude, level of involvement, and work ethic reflect your decision to enroll in an Advanced Placement class; while I look forward to some good times, it is paramount that you come to class prepared.

The jump from 10th grade to an AP-level class is 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 AP 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. You will submit your work for *The Crucible* to turnitin.com by no later than **August 18th**. 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. To demonstrate that your words are your own, you'll be [registering at turnitin.com](http://turnitin.com) and [submitting your work there](#).

For class ID number for AP LANG 2016-2017, please email me at sunshinehelps@pinescharter.net

For class password for AP LANG 2016-17, please email me at sunshinehelps@pinescharter.net

The books 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.

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.

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.

The Crucible by Arthur Miller (please purchase the Penguin Plays version of this play; the ISBN # is 0-14-048138-9)

Pembroke Pines Charter High School
Academic Village

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

1. Please begin this book after you have finished *Thank You for Arguing*. Then, read it, annotate it, and do the following assignment once you have finished. The dialectical journal must be submitted to turnitin.com on or before **August 18th** (don't forget to put your names on your assignments): use the dialectical journal template to complete 4 entries (one per act). You'll be analyzing and reflecting on 4 different quotes/plot elements throughout the beginning, middle, and end of the play, and then typing up your analysis directly onto a dialectical journal template available on the school webpage. Please note that **I DO NOT WANT PLOT SUMMARY, PARAPHRASE, OR NOTES ON THE OBVIOUS!** Instead, move BEYOND plot to LOOK DEEPER. Use what Heinrichs has discussed to analyze the tools and appeals Miller utilizes to convince you that his views are correct. That means that **each of your 4 entries must demonstrate what you have learned from *Thank You for Arguing*.** Here is a clear breakdown of what you'll need to do:
 - As you read, select 1 quote per act that illustrate Miller's feelings about/attitude toward the Salem witch trials (and those involved) and/or his underlying message about the fear of Communism in the United States during the time he published this play, then transfer these quotes (entirely) onto the dialectical journal template. You'll need a total of 4 significant quotes that span the entire play (you need to show me that you've done ALL of your reading).
 - Then analyze each quote, explaining HOW Miller tries to convince you to feel the way he does. Make sure that you are SPECIFICALLY analyzing what is IN the specific quote you have chosen.
 - When finished, upload your dialectical journal to turnitin.com by 8/18; (email me for class ID and password above) 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