

## English III-H Summer Assignment 2017

Welcome to English III-H! Like the standard English III course, this course focuses on the analysis of multiple genres of literature presented in the historical context of seven major time periods of the United States, from its earliest stages of development to modern times. Students are required to implement a variety of reading and comprehension strategies, to write responses of varying lengths for a variety of purposes, to enhance vocabulary acquisition in isolation and in the context of literature, to refine basic grammar and usage skills, and to hone public speaking and presentation skills. However, students in this accelerated class are required to function at a much higher level of performance. Heightened critical analysis skills are essential for outside reading assignments, multi-modal assessments, and more stringent writing criteria.

Your summer assignment requires you to study several ancillary resources and use the information to guide you in writing two separate, fully-developed rhetorical analyses on two different kinds of nonfiction:

1. A political speech
2. A motivational speech  
(suggested samples included)

Analyze the rhetorical devices and strategies used in each separate piece by closely reading and annotating according to the guidelines provided. Focus on how the writer/speaker achieves a particular effect on the intended audience for the intended purpose and why the writer/speaker is addressing this particular audience via this particular kind of text.

Write a fully developed rhetorical analysis. You may use any of the frameworks designed for nonfiction. Be sure to consider diction, imagery, details, syntax, and tone (DIDST); as well as speaker, occasion, audience, purpose, subject, and tone (SOAPSTone). Use examples from the text to support your analysis. A template for the essay is included.

Each of the two final drafts must be accompanied by the annotated selection (your close reading notations on the piece you analyze).

Finally, be prepared for quizzes during the first two weeks of school on common terms, devices, strategies, and appeals associated with rhetoric. Lists are included.

You will learn more about the format of this course and how essays are scored during the first weeks of school.

Enjoy your summer!! See you in August! Email me if you have any questions:  
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