

On-level ENGLISH 11 Summer Read Assignment 2015-2016

Selection: *Thank You For Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs **NOTE:** make certain you get the new, **2013 edition.**

Rationale: Many teachers of rhetoric and composition claim “everything’s an argument,” and in many respects, this is true. When we write, whether we are explaining a process or making an academic argument, we want to convince our audience that we are credible, convincing writers.

The book *Thank You For Arguing* essentially outlines how we effectively make a claim, and convince others that this claim is, not necessarily right, but that it is valid and can be substantiated. It is important that you begin studying this curriculum with the basic components of argument — not to win an argument, but to substantiate that argument.

Thank You For Arguing will introduce you to the art of rhetoric and academic arguments. Heinrichs has divided his informative yet entertaining book of lessons into five sections (Introduction, Offense, Defense, Advanced Offense, & Advanced Agreement). **You will be responsible for reading only the first three sections – chapters 1-17.** The author also provides appendices which include a summary of the main rhetorical tools and a glossary of rhetorical terms. These are not required, but may be helpful.

Objective: Read and take Cornell Notes on the **first 17 chapters** of the book.

Assignments: **Cornell Notes (see last page for a template)**

- Read the book. You are responsible for reading every chapter, but you will write Cornell Notes on only 9 chapters.
- You must write notes on Chapter 1. After that, write notes on every other chapter as follows: Either Ch. 2 or 3, either Ch. 4 or 5, either Ch. 6 or 7, either Ch. 8 or 9, either Ch. 10 or 11, either Ch. 12 or 13, either Ch. 14 or 15, and either Ch. 16 or 17 for a **total of 9 chapters.**
- In the left hand column, list the chapter number and the key concept in that chapter
- In the right-hand column, summarize it in 2-3 succinct sentences.
- Bullet point any key terms and/or ideas (hint: read the box inserts, and note the **bolded** and *italicized* words and text).
- Word-process these notes and **upload to turnitin.com**
- Points will be determined by your English 11 teacher and will equal approximately 2% of your first semester grade

Due Date: **Thursday, August 6 or Friday, August 7, 2015**

Note: You are responsible for procuring a copy of the book. If you cannot buy one, it is available for check out from your English teacher or the public library.

A copy of this assignment is available on-line at the Hamilton website:
www.hamiltonhuskies.com

A template for Cornell Notes is on the next page.

The Cornell Note-taking System

The diagram illustrates the Cornell Note-taking System template. It consists of a large rectangle divided into three sections. On the left side, there is a narrow vertical column labeled '1'. The right side is a large vertical column labeled '2', which is filled with horizontal lines. At the bottom of the page, there is a narrow horizontal section labeled '3'.

Left Column (1)

(Approximately 2 ½ inches wide)

Cue column. Indicate the Chapter Number and the key concept of that chapter.

Right Column (2)

(Approximately 6 inches wide)

Notetaking column. Summarize the chapter in 2-3 succinct sentences. Bullet point any key terms and/or ideas (hint: read the box inserts and note the bolded and italicized words and text).

(Summary Column (3)

(Approximately 1-2 inches in height)

Used to summarize the notes on that page.) ***NOT REQUIRED FOR THIS ASSIGNMENT***

Adapted from How to Study in College 7th Edition by Walter Pauk, 2001 Houghton Mifflin Co.

Questions? Put “Summer Reading” in the subject line of your e-mail.

11	Davis	Sherrie	davis.sherrie@cusd80.com
11	Zimmerer	Mathew	zimmerer.mathew@cusd80.com