

# English 3-4: Pre-AP Summer Assignment

Greenway High School

Mrs. Gould

## Part A: *To Kill a Mockingbird* Literary Elements Journal

You will read *To Kill a Mockingbird* by Harper Lee and compose a set of digital journals where you identify and explain the use of literary devices found in the novel.

### Requirements for the Literary Elements Journal/Log:

You must have a **minimum of 6 entries per section** (ex. Ch. 1-6 is one section) with a **maximum of 2 entries per chapter**.

- **Part 1**

- **Chapters 1-6** (section 1)
- **Chapters 7-11** (section 2)

- **Part 2**

- **Chapters 12-16** (section 3)
- **Chapters 17-21** (section 4)
- **Chapters 22-31** (section 5)

1. Students will share Part 1 and Part 2 of their journals to Mrs. Gould via Classroom.Google.com by **11:59 p.m. on the corresponding due date**. Students are also welcome to complete as much as possible before the due date. You must be signed in to your school Google account to access the Classroom page. To sign in to Google Classroom, please complete the following steps:
  - a. Sign in to the classroom at **classroom.google.com** using your school email address
    1. Email: ID@student.guhsdaz.org,
    2. Password: first initial last initial birthdate
  - b. On the Home page, click **+**.
  - c. Enter the code **vmo0pqp** in the box and click **Join**.
2. Students will complete their journal on the Google Sheets document found on the Google Classroom site under the **Literary Element Journal: TKAM Part 1 (or 2)** assignment.
3. Journal entries will be based on the assigned reading and will include examinations of textual fragments of the novel and insights into the reading of the novel as emphasized with the literary devices.
4. Journal responses must be 50-100 words.
5. Students will use appropriate MLA in-text citation form (author's last name and page number) when citing from a page in the novel. Include at least one direct quote/in-text citation for each entry.

**Incorrect:** Jane realizes that she has "something in my brain and heart, in my blood and nerves, that assimilates me mentally to [Rochester]." (Brontë)

**Correct:** Jane realizes that she has "something in my brain and heart, in my blood and nerves, that assimilates me mentally to [Rochester]" (Brontë 208).
6. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal reflective responses to the prompts.
7. Plagiarism (copying two or more words from any outside source, classmates included) will NOT be tolerated. Thorough, thoughtful work where your original ideas shine through is far superior to reading the same old, worn analysis that resembles everyone else's. Remember: this is a first impression; make it count. I will be submitting your work through Turnitin.com, a program that specifically checks for plagiarism if I suspect your work is not your own. Plagiarism will result in an automatic grade of ZERO for the assignment.

**Dialectical Journal: TKAM Part 1 DUE Friday June, 24<sup>th</sup> 11:59pm**

**Dialectical Journal: TKAM Part 2 DUE Friday July 22<sup>th</sup> 11:59pm**

## Part B: Logic and Literary Elements

Next year, you will have to think logically, understand complex reading and recognize weaknesses in the work of others. To that end, you need to make sure that you can recognize the types of logical errors that weak writers make.

You need to understand fallacies and identify them in the real world. Using the newspaper, an online newspaper or the evening news, you will search out fallacies. Do NOT leave this until the last minute or you may find it very difficult to find every term. You must find **twenty different errors in the news** using each of the following fallacies. You may NOT share your fallacies with any classmates.

### Fallacies:

- |                                             |                             |
|---------------------------------------------|-----------------------------|
| 1. Appeal to Force                          | 11. Straw Man Argument      |
| 2. Personal Attack (ad hominem)             | 12. Slippery Slope Fallacy  |
| 3. Bandwagon                                | 13. Either/Or Fallacy       |
| 4. Patriotic Approach                       | 14. Faulty Analogy          |
| 5. Appeal to Tradition                      | 15. Equivocation            |
| 6. Appeal to Improper Authority             | 16. Complex/Loaded Question |
| 7. Appeal to Emotion                        | 17. Begging the Question    |
| 8. Argument from Adverse Consequences       | 18. Genetic Fallacy         |
| 9. Hasty generalization                     | 19. Snob Approach           |
| 10. False Cause (post hoc ergo propter hoc) | 20. Burden of Proof         |

1. For each fallacy, you need to give the following:
  - a. Identify the fallacy
  - b. Original version as the illogical speaker gave it.
  - c. Explain the fallacy and how it applies in this case
  - d. Give a citation for the article you just ripped apart with your mad skills of logic.

### Example:

Fallacy ID	Original Text	How does it apply?	Citation
Slippery Slope	<p>“It took 277 embryos to make one Dolly, they point out, and that was for a simple sheep. Think how many more will be required to make a human and how many deformed fetuses may result. Will we see mass abortions? Miscarriages? Human suffering? Even a monster in a laboratory?”</p>	<p>This is trying to say that cloning an animal is going to lead to deformed fetuses and then abortions and then a monster in the laboratory. It’s more likely that as scientists practice more, the number of mistakes and the number of embryos required will go down.</p> <p><i>The Slippery Slope is a fallacy in which a person asserts that some event must inevitably follow from another without any argument for the inevitability of the event in question. In most cases, there are a series of steps or gradations between one event and the one in question and no reason is given as to why the intervening steps or gradations will simply be bypassed. This "argument" has the following form:</i></p> <ul style="list-style-type: none"> <li>• Event X has occurred (or will or might occur).</li> <li>• Therefore event Y will inevitably happen.</li> </ul> <p><i>This sort of "reasoning" is fallacious because there is no reason to believe that one event must inevitably follow from another without an argument for such a claim. This is especially clear in cases in which there is a significant number of steps or gradations between one event and another. *You will NOT include a definition in your assignment. This is only to show you what Slippery Slope is and why the text is an example of this fallacy.</i></p>	<p>Gergen, David. “Trouble in Paradise.” <i>U.S. News &amp; World Report</i>. 27 Aug. 2001: 80. Print.</p>

## Part B: Logic and Literary Elements cont.

2. Students will share their Fallacy Research Assignment with Mrs. Gould via Classroom.Google.com by **11:59 p.m. Sunday, August 9th**. Students are also welcome to complete as much as possible before the due date. You must be signed in to your school Google account to access the Classroom page (see the steps under the first part of the assignment).
3. Students will complete their Fallacy Research on the Google Sheets document found on the Google Classroom site under the **Fallacy Research Assignment** link.
4. Remember, plagiarism (copying two or more words from any outside source, classmates included) will NOT be tolerated. Thorough, thoughtful work where your original ideas shine through is far superior to reading the same old, worn analysis that resembles everyone else's. Remember: this is a first impression; make it count. I will be submitting your work through Turnitin.com, a program that specifically checks for plagiarism if I suspect your work is not your own. Plagiarism will result in an automatic grade of ZERO for the assignment.

### Fallacy Research Assignment DUE Sunday, August 7th 11:59pm

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## Part C: Assessment of TKAM and the Fallacy Research

Within the first two weeks of school, you will have a test over *To Kill A Mockingbird*. You will be tested on the following objectives:

- Can you identify characters?
- Can you identify speakers of significant quotations?
- Can you recognize significant setting descriptions?
- Did you comprehend events of the novel? Can you define the words Harper Lee used in the writing?

Additionally, after discussion in class with your teacher and classmates, you will have a test over the logical fallacies within the first two weeks of school. You will be tested on the following objectives:

- Can you identify logical fallacies? You will be provided a list of fallacies, but you will need to identify examples from the news and the novel as either logical or fallacious, and you will need to identify the fallacy used.

The following example is a sample of what test questions might look like:

1. "Mr. Ewell?" My memory stirred. "Does he have anything to do with those Ewells that come every first day of school an' then go home? Why, Atticus said they were absolute trash—I never heard Atticus talk about folks the way he talked about the Ewells."

Which of the following best describes the logic in this quote?

- |                                       |                                          |
|---------------------------------------|------------------------------------------|
| A. Logical Arguments                  | F. Equivocation                          |
| B. Appeal to Emotion                  | G. Genetic Fallacy                       |
| C. Appeal to Force                    | H. Snob Approach (Argumentum ad Populum) |
| D. Argument from Adverse Consequences |                                          |
| E. Argument from the Negative         |                                          |

**Correct Answers: 1. G.** The fallacy is assuming the family is a certain way because of their background. While this makes the speaker sound like a snob, a snob approach fallacy says that a person should do something because all the really smart/educated/classy/good people do it.

### Due Dates

<b>Assignment</b>	<b>Due Date</b>
Literary Element Journal: TKAM Part 1	Friday June, 24 <sup>th</sup> 11:59pm
Literary Element Journal: TKAM Part 2	Friday July 22 <sup>th</sup> 11:59pm
Fallacy Research Assignment	Sunday, August 7 <sup>th</sup> 11:59pm
Assessments (test)	Within the first two weeks of school

If you have any questions about the assignment, please email me at:  
[amber.gould@guhsdaz.org](mailto:amber.gould@guhsdaz.org)