

Advanced Inquiry & Research

Mrs. McDevitt
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Welcome to Advanced Inquiry! Advanced Inquiry and Research (AI&R) helps prepare students to enter into the world of AP Language and Literature. In this course students are challenged to delve deeper into literature, language, and writing than ever before. Students learn to dissect AP writing prompts and write the corresponding essays in addition to being active readers and thinkers.

One NONFICTION piece must be read, annotate, and keep a journal over the summer. You may choose from the works listed below.

Memoir: *I am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban*

ISBN-10: 0316322423

ISBN-13: 978-0316322423

Lamb, Christina and Malala Yousafzai, *I Am Malala*. When the Taliban took control of the Swat Valley, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday October 9, 2012, she almost paid the ultimate price.

True Crime: *In Cold Blood*

ISBN-10: 0679745580

ISBN-13: 978-0679745587

Capote, Truman. *In Cold Blood*. Truman Capote reconstructs the 1959 murder of a Kansas farm family and the investigation that led to the capture, trial, and execution of the killers...the story of the lives and deaths of these six people, the victims and the murderers. Ground breaking journalism that reads like fiction.

Adventure: *Into Thin Air*

ISBN-10: 0385494785

ISBN-13: 978-0385494786

Krakauer, Jon. *Into Thin Air: A Personal Account of the Mt Everest Disaster*. — A harrowing tale of the perils of high-altitude climbing, a story of bad luck and worse judgment and heartbreaking heroism (*People*) The stuff of classic adventure tales...



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Dear Parent/Guardian,

This letter is to seek approval for your child, _____, to read the following text which may contain adult situations and language:

- *Into Thin Air* by John Krakauer
- *I am Malala* by Lamb, Christine and Malala Yousafzai
- *In Cold Blood* by Truman Capote

The purpose of using this particular text in the above-named class is based in the following Common Core State Standards: RL.9-10. 1-10 Reading Standards for Literature

Additionally, the following is a rationale for this piece of text in the classroom.

All three of these texts are on the list of commonly questioned texts for the AP Literature and Language tests for which these students are preparing. As this is a course based on the concepts of inquiry, analysis, and research, the texts read must be deep and consist of ideas that truly make the students think. These books all encourage higher level thinking and require in-depth research to reach their full potential.

Please know that alternate titles and assignments of equal complexity and value are available.

Therefore, if you will, please check the appropriate box below concerning whether or not your child has your consent to read this text, and then sign your name.

Please feel free to contact the teacher or school administrator with any questions you may have.

Sincerely,

Union County Public Schools

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Yes, my son / daughter has my permission to read _____.

No, my son / daughter does not have my permission to read _____, and I wish an alternative text and/or assignments be given.

Journal Directions: In a bound composition notebook (no spiral), copy important passages that seem to convey the book's theme(s).

- A. **Annotate:** Underline and make notes in the margins, brief indications of why you thought each significant. Keep your analysis of the passage in 3rd person. Avoid "I feel," "I think" statements. Please include page numbers, using correct MLA format.
- B. **Journal:** You are required to choose ten KEY passages with corresponding responses. The passages must be representative of the entire book! In other words, ten passages taken only from the first few chapters or even the last few chapters is not acceptable.
- a. **Identify the Author's Purpose.** Your analysis must relate to the author's intent or purpose of the book as a whole. Some typical purposes *in nonfiction* include: to inform, to persuade, to argue, to refute, to exemplify, or to engage. The purpose statements will be longer than these, as they are specific to the passage and the assigned work.

b. **Key Style Elements DSIT**

Diction: Diction refers to word choice. The vocabulary of the English Language is the most extensive of any language on earth, offering shades of nuance and connotation that help authors create definite mood and tone their writing. Consider, for instance, the word *ask*. Other words can be substituted for the word *ask* to emotionally color or create tone in the writing: *blubber, beg, implore, request, demand, order*.

Syntax: Syntax refers to sentence structure. Consider how the length and structure of sentences help to achieve a purpose. Look for sentence fragments or short sentences, extra-long sentences, lists, sentences that reserve the main clause until the end, or sentences that are structured to reveal comparisons.

Imagery: Imagery refers to the creation of sensory experience for the reader. Whenever a writer appeals to the reader's senses of smell, taste, sight, touch, hearing, or physical sensation caused by emotional response. Imagery is often characterized by use of figurative language, such as simile, metaphor, personification, analogy, paradox, and hyperbole.

Tone: Similar to mood, tone describes the author's attitude toward his or her material, the audience, or both. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are *playful, serious, ironic, humorous, formal, ornate, sardonic, imperious, complacent* and *somber*. You will be provided with a more extensive list of tone words when you return to school in August.

Note: *An author's purpose is achieved through his or her choice of key style elements such as diction, syntax, imagery, and tone or P/DSIT.*

Student Example:

Imagery – *"His intercourse with heaven and earth become part of his daily food. In the presence of nature, a wild delight runs through the man, in spite of real sorrows." (Emerson 241)*

Emerson uses the image of "heaven" to stress the spiritual link between man and nature. Through one's "intercourse" with nature, one becomes an integral part of God and spirituality. The "wild delight" explains the feelings of exaltation one receives from communing with nature. Emerson suggests that through nature one can feel a sense of peace despite the troubles he/she may face in society.

Commonly Asked Questions about Journals/Expectations:

- How many journals do I have to actually do?
 - You are required to have ten passages with corresponding responses. The passages must be representative of the entire book! In other words, ten passages taken only from the first few chapters or even the last few chapters is not acceptable.
- How will I be graded?
 - Each text response combination will be worth ten points for a total of 100 points. Points will be deducted on the TEXT side for failure to document accurately and completely according to the student example above. Points will be deducted on the RESPONSE side for being superficial and for incompleteness. Each response must be at least 50 words in length. Avoid paraphrasing the passage; *analyze the device* you have identified and relate to the author's purpose. Ultimately, your response has more to do with quality than quantity.
- When will my journals be due?
 - Your summer reading journals will be collected the first week of school in August or January depending on which semester your class is scheduled. Be prepared to be assessed on your reading and understanding of both texts when you return.
- Why do I have to do this?
 - At some point during the summer or academic year you will ask yourself this question. While logs may seem tedious, it is practice for just about everything we do in class. From class discussions to essay writing, you will need to articulate how DSIT conveys the author's purpose to the reader. Think of journals as the support for an essay, the textual evidence. If you maintain your journals and follow instructions, you essentially have the guts and muscles of your paper. All you have to do is provide the skeleton with your thesis statement and paragraphs.