

Advanced Placement English Language and Composition
2018 Summer Reading Assignment
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Due Friday, August 17, 2018 by 2pm

This fall you will be taking AP English Language and Composition. This course, unlike the English courses you have taken so far, does not focus on literature or fiction. Instead, we predominantly examine nonfiction: letters, speeches, essays, and so forth. We examine the author's use of *rhetoric*- the ways in which authors use language to influence their audiences. We also construct our own arguments, employing the tools of rhetoric in order to persuade our audiences. This summer assignment is designed to jump-start your understanding of argument and to provide a foundation for the beginning weeks of the course. Both the book and the assignment will be referenced and used heavily in class during the first weeks of school, so careful and thorough completion of the assignment is essential to your success in the course. A brief course description from the College Board may be found at <https://apstudent.collegeboard.org/apcourse/ap-english-language-and-composition>.

Materials to Purchase or Find

Text to Purchase for the Summer Assignment:

- *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs. Be sure to obtain the revised and updated edition, copyright 2017. I would strongly encourage you to purchase the book rather than get it from the library so you can begin to work on the skill of annotation. If this is a problem, please see me in a timely fashion. As of this writing, the book costs \$11.55 on Amazon for the print edition. For the summer assignment you are responsible for **reading chapters 1 to 13**. Because the chapters build upon each other, I recommend that you read the chapters in order, taking notes and completing Task 1 as you go.

Website required for the Summer Assignments:

- Google Classroom. This is our summer classroom. I will create separate classrooms in the fall for our two sections. Due to construction in the building this summer, you will turn in your work here.
 - Google Classroom Name- AP Language and Composition Summer
 - Google Classroom Join Code: **naau8ak**
 - **Again, assignments MUST be uploaded by 2pm on Friday, August 17**

Task 1: Building Your Rhetorical Toolbox

As you read *Thank You for Arguing*, you will want to begin collecting argumentative tips, tricks, terms, and techniques (like alliteration!). This is your chance to do that. As you read the assigned chapters (**chapters 1-13**), make a list of the tools and strategies discussed in the book (don't just stick to the summaries at the end of each chapter; pay attention to terms and strategies introduced within the chapter and in the side-boxes). This does not need to be a simple vocab list; you may also include any bits of wisdom or humor you find in Heinrich's writing. As you read, you will want to thoughtfully annotate as well. (See the last page in this packet for annotation help.)

Task 2: Argument Construction

You will write a short (250-300 word) argument, using the tools found in *Thank You for Arguing*, addressing **each** of the following five situations. You will be graded on your use of the tools from *Thank You for Arguing* and on your ability to tailor your argument to the audience and situation provided in each scenario. Use of the *italicized tools* given in each scenario must be evident in your argument to receive full credit. **Be warned: you may be asked to present one of these arguments to the class, and/or to write an essay explaining and justifying the tools you chose and how you used them.** While I am not sure you will believe me, this assignment should be fun. AP English is a time to put the boring 5 paragraph essay behind you, and to branch out and explore other styles of writing. This assignment is an opportunity to play games with language. You should, of course, take the assignment seriously and tailor your writing to each situation, but don't be afraid to try something new or interesting. These aren't essays. In *Thank You for Arguing*, Jay Heinrichs is clearly enjoying himself as he explores and explains the basics of argument. As you construct your arguments, try to enjoy yourself. You'll probably be more persuasive.

1. Your parents forbid you from attending a party. They then saw photos on Instagram proving that you lied to them and attended the party anyway. Using the tools presented in Chapters 2 and 3, minimize your culpability and the punishment which you receive (in other words, make it less your fault and try for as small a punishment as possible). You will need to consider *mood, mind, and willingness* of your audience, and you will need to move the argument from *blame* to *choice*.
2. You would like to have a pet, but your parents are reluctant to entrust you with this responsibility. Using Chapters 5 and 6, construct an *ethos*-based argument that will persuade your parents to give you a pet. You will need to consider how to build proper *decorum* for your audience, and ensure that you build your *virtue* in their eyes.

3. For some reason, you are volunteering for a hamster rescue which takes in unwanted or abused hamsters, or hamsters which have been victims of hamster trafficking, and finds loving homes for them. Using the tools in Chapter 9, construct a *pathos*-based argument that will effectively solicit donations from your classmates. Consider which emotions will most effectively persuade your audience to act, then choose the appropriate tools to create them.
4. You have borrowed your parents' car to take a date to a movie. On the way back, your date asks to test-drive the car, and, wanting to please them, you switch seats. Your date immediately jumps a curb and hits a mailbox damaging the car. Your parents are furious. Using the tools in Chapter 10, calm them down and get both of you out of trouble. Don't overplay your hand- too much humor or the wrong use of the *passive voice* or the wrong *backfire* might land you in even worse trouble.
5. A good friend lends you \$50, with the expectation that you will pay back the loan with money from your summer job. However, you never get the job and have no money to pay him back. Your friend completely refuses to budge and demands the money. Using the tools of Chapters 11 and 12, identify a *commonplace* shared with your friend, then *redefine* the issue and/or terms in such a way that your friend will be persuaded to no longer wish to be repaid. You AREN'T convincing your friend that you don't owe him money you're convincing him that he doesn't want to be paid back.

Some Teacher Advice:

- Remember, each argument in Task 2 is to be submitted through Google Classroom. Please number the responses and keep to the 250-300 word limit. The Rhetorical Toolbox of Task 1 may be completed in a notebook (or whatever form works best for you) to be checked when class begins.
- This is a lengthy assignment. Doing it the week before it is due will not only be difficult and stressful for you, but it will also drastically lower the quality of your work. I can always spot last-minute work. It lacks quality and attention to detail that comes from spending time on the assignment. Is this really the first impression you want to make? Read or write a little bit every week, and you will produce much better work.
- REVISE. Your first draft is just that- a first draft. It is not and should never be your finished product. Put your work aside for a few days, then return to it with fresh eyes and look for places that could be improved.

Annotating a Text

Annotation helps you engage in, have a conversation with, and better understand what you read. The following articles discuss how to annotate and take notes effectively. YouTube also has a number of great videos on how to annotate. Find an annotation style that works for you and stick to it.

- “How to Mark a Book,” by Mortimer J. Adler, Ph.D. at <http://tnellen.com/cybereng/adler.html>
- “How to Mark a Book” at SlowReads.com at <http://slowreads.com/ResourcesHowToMarkABook-Outline.htm>
- Dustin Wax’s “Advice for Students: Taking Notes that Work” at <https://www.lifehack.org/articles/featured/advice-for-students-taking-notes-that-work.html>

AP Language and Composition Rubric

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| 9 (98) | House of Wow! More insightful ; very apparent understanding of purpose; highly effective explanation and connection to purpose; thorough in development; impressive language; especially in VERBS |
| 8 (93) | House of THE College Essay Better discussion; more in-depth; better language; more connection to purpose and device/evidence; appropriate and convincing evidence |
| 7 (88) | House of Style Adequate , but better prose style; more thorough development on some of the same points a 6 makes; marked by better style |
| 6 (83) | House of AP (answered the prompt) Understands task; marked by better language and vocab; sufficient, appropriate; nothing wrong but nothing special |
| 5 (78) | House of Just Enough Minimal development; superficial understanding; limited; leaves too much unsaid; not wrong, just assumes the reader will make connections the reader won't necessarily make; uneven or inconsistent ; clearer than a 4 |
| 4 (73) | House of Almost Has a handle on the task but doesn't quite understand; didn't misunderstand completely, but didn't understand completely; inadequate |
| 3 (68) | House of Less Success The student gets "it"; more weakness than strength; essay belongs to the prompt; misread; off in interpretation; doesn't connect; flawed |
| 2 (60) | House of Did NOT AP (answer the prompt) The student is NOT in control; misread; inappropriate explanation |
| 1 (50) | House of Thumbs Down misreads and says nothing about connection between meaning/evidence and task; elementary in language |