

2017 Summer Reading/Writing Assignment AP English Language and Composition

Welcome to AP Language, the study of words and their powerful effect on readers and writers. For your summer reading/writing assignment you will:

- 1) Organize 60 literary/rhetorical terms on flash cards or Quizlet.com.
- 2) Read and create a dialectical journal for *Thank you for Arguing: What Aristotle, Lincoln and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs.
- 3) Write an essay that addresses the main arguments in the Heinrichs book.
- 4) Read *The Elements of Style* by William Strunk, Jr. and E.B. White and create a chart of 6 personally misused words/phrases that you intend to correct.

Getting Started

You will need the following:

- 1) Either 60 3x5 index cards for the attached vocabulary terms and some kind of organizer to keep them together, or a study set created on Quizlet.com
- 2) A copy of the Heinrichs book *Thank You for Arguing*.
- 3) A copy of the book *The Elements of Style*.
- 4) A folder to submit your written work.

What to Do

1) Vocabulary Flash Cards or Quizlet.com Study Set [10 points]

Use 3x5 index cards or create a study set in Quizlet.com for each of the 60 terms on the attached list of literary/rhetorical words. You do not have to write the definitions or examples (yet) but leave room on each flashcard or on Quizlet.com to add examples as we encounter them throughout the year. If using flashcards, bind them together with a ring or some other organizer. See example below.

Ethos

Definition:	Examples:
An appeal to authority	

2) Summer Reading Dialectical Journal [25 points]

Thank You for Arguing: What Aristotle, Lincoln and Homer Simpson Can Teach Us About the Art of Persuasion By Jay Heinrichs.

In his book, Jay Heinrich argues that the high school curricula should be changed to emphasize rhetorical skills.

As you read, complete a typed dialectical journal like the example below that demonstrates your engagement with the text, your understanding of the various arguments presented, and your best critical thinking. For this type-written assignment, you should

- Create a heading with your name, the book title, and the author for the first page only.
- Select 9-12 meaningful passages that come from the book’s beginning, middle, and end.
- Write out the entire passage to which you will refer and include the page number.
- Paraphrase or summarize the passage. It will be helpful to provide the context in which it came. In other words, what is happening before and after this passage appears in the text?
- Analyze and react to the passage in full sentences—not notes. You should attempt to analyze the methods the writer uses to make his argument. This is where you will show your engagement and reflection. Your analysis should be longer than the selected quotation or passage.

Example set-up:

Student Name: John Doe

Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

Quotation/Passage/Page Number	Paraphrase or Summary	Analyze and React
I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the \$200 today. And what if a real bank made an error in my favor? That would be a	The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. This is the way the book begins and sets up the idea of the Cheating Culture.	By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a

<p>tougher dilemma. Such things do happen. (1)</p>		<p>suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as huge institutions that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay out bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?</p>
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3) Summer Reading Essay [50 points]

After you have read and typed your dialectical journal for *Thank you for Arguing: What Aristotle, Lincoln and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs, use this to write a well-developed essay in which you agree or disagree with the author. The essay should be typed, double-spaced, and at least five paragraphs. Consider the following points as you prepare to write your essay:

- How could an increased emphasis on rhetorical skills effect classroom discussions?
- In what ways would the educational experience be different?
- How might students process and investigate information differently across all content areas?

Your argument should include specific examples from the book as well as things you’ve experienced in school, activities, sports, and life. You do not need to agree with the author’s point, but you must discuss specific examples. You may use the attached Reading/Writing Template to start your essay if you wish.

4) *The Elements of Style* by Strunk and White Words and Commonly Misused Expressions Assignment [15 points]

- Step 1:** Read the entirety of the text *The Elements of Style*.
- Step 2:** Focus on Chapter 4: Words and Commonly Misused Expressions. In chapter 4 you will find an extensive list of misused words and expressions. Begin by perusing the entire list and studying the errors commonly made and the proper use of words and phrases.
- Step 3:** Then create a personal list of six misused words/expressions that you will commit to learning how to correct. For each, record the word/phrase, a description of the commonly made error and how to correct it in your own words, as well as a brief explanation of why you made each selection.

Example:

Word or Phrase	Error	Why	Correction	Explanation
All right	I did alright on the exam.	All right is two words, not one.	I did all right on the exam.	I chose to focus on this word as one of my six because it is one that I misuse frequently. I did not realize it is properly written as two words, so whenever I used the word, I am sure it was written incorrectly.

Assessments

The essay and assignments will be reviewed using the attached rubrics.

60 Literary/Rhetorical Vocabulary Terms for Flashcards

Rhetorical Appeals

Ethos

Pathos

Logos

Modes of Discourse

(The method a writer uses to have a conversation with a particular reader/audience.)

Exposition

Description

Narration

Argument (Persuasion)

Rhetorical Strategies

(A plan a writer uses for achieving a specific writing purpose.)

Example

Description

Cause/Effect

Narration

Contrast/Comparison

Argument

Division/Classification

Definition

Process

Rhetorical Techniques

(The choices an author makes and how he/she uses rhetorical devices.

These choices revolve around the following:)

Diction

Syntax

Tone/attitude

Organization

Point of View

Rhetorical Devices

(The tools and mechanisms the writer employs to develop the strategy.)

Allusion	Distinctio	Parallelism
Amplification	Enumeratio	Parataris
Anadiplosis	Epistrophe	Parenthesis
Analogy	Epithet	Personification
Anaphora	Eponym	Polysyndeton
Antanagoge	Exemplum	Procatalepsis
Antithesis	Hyperbaton	Rhetorical Question
Aporia	Hyperbole	Sententia
Apostrophe	Hypophora	Simile
Asyndeton	Litotes	Symploce
Chiasmus	Metabasis	Synecdoche
Climax	Metaphor	Understatement
Conduplicatio	Metonymy	Zeugma

Reading/Writing Template

The overall point made by (*author's name*) _____ in
(*title of book/article/web site*) _____ is that

More specifically, he/she believes that _____

He/She points out “ _____
_____.” I

agree/disagree that _____
_____ because

More specifically, _____

Although (*author's last name*) _____ might object that _____

_____, I maintain
