

Summer Reading - AP Language and Composition (2018)

Welcome to AP Language and Composition! This course will be a rigorous study of words and their powerful effect on readers. You will need to purchase the following texts (used is fine!) so that you can annotate and refer to them during the school year:

- *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs (Revised and Updated Edition, 2013, ISBN 978-0385347754)
- *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai (2013)
- *The Elements of Style* by William Strunk Jr. and E.B. White (4th Edition, 1999, ISBN 978-0205309023)

After carefully reading the texts, complete the following assignments, due on the first day of school:

1) Dialectical journal for *Thank You for Arguing*

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

- Create a heading with your name, the book title, and the author on the first page.
- Select 10-15 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. You can also respond to the ideas presented. This is where you will show your engagement and reflection. I should see some deep thinking here! Your analysis should be longer than the selected quotation or passage.

Example set-up:

Student Name: Jane Doe

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

Author: David Callahan

Quotation/Passage/Page Number	Paraphrase or Summarize	Analyze/React/Reflect
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"	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.	By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just

<p>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 tougher dilemma. Such things do happen. (1)</p>	<p>This is the way the book begins and sets up the idea of the Cheating Culture.</p>	<p>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 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 a huge institution that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay our 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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- 2) An essay in which you discuss how Malala Yousafzai uses ethos, logos, and pathos in *I am Malala* (you will find these terms discussed by Heinrichs in *Thank You for Arguing*). See attached rubric for detailed expectations.

Your essay should:

- Consider the rhetorical context for the book. What was going on in the world that inspired the writer to write this book?
- Identify the author's thesis and purpose for writing the book.
- Demonstrate an awareness of the intended audience.
- Discuss how effectively she uses ethos, logos, and pathos to influence this audience.
- Use specific examples and quotes from the text to support your assertions. (Please use MLA format. Visit the Purdue Online Writing Lab at <https://owl.english.purdue.edu/owl/resource/747/01/> for help with MLA format, if needed.)

Summer Reading Essay Rubric

	5	3	1	/5
Ideas and Content	Paper includes a clear thesis statement and position. Examples are detailed, relevant, accurate, and supported with textual evidence. Ideas presented are insightful, original, and demonstrate close analysis of the text(s).	Paper has a thesis statement or position, but they may be underdeveloped. Examples are provided but may lack sufficient detail, be too general, or may not be clearly related to the text. The ideas are emerging, and student is clearly grappling with the text, but could work on clarity or depth.	Paper's central claim or position is missing or unclear. Examples are missing, vague, irrelevant, or unsupported by the text. The paper shows little insight or examination of the text.	
Organization	Paper is organized logically, in a way that supports and enhances the central theme or argument. Ideas build organically with clear and smooth transitions. Introduction and conclusion are strong and compelling.	Paper is organized with some understanding of how ideas connect to the central theme or argument. Transitions often work well to move reader through the paper. Introduction and conclusion are present but could be stronger or more compelling.	Paper demonstrates little organization. Ideas are scattered, disconnected, or may be confusing to the reader. There are no transitions to move the reader through the paper. Introduction and/or conclusion are missing or ineffective.	
Style	Word choice and sentence structure are varied, strong, and interesting. Tone is engaging, confident, and appropriate for the audience.	Word choice and sentence structure are satisfactory, but not exciting or interesting. Tone is developing but may be uncertain at times.	Word choice is limited, overly simple, or incorrect. Sentence structure is basic and repetitive. Tone is inappropriate for the audience.	
Conventions	Few to no grammar, punctuation, and spelling errors.	Minimal grammatical, punctuation, and/or spelling errors that do not affect readability.	Multiple grammatical, punctuation, and/or spelling errors that interfere with readability.	

3) *The Elements of Style* by Strunk and White Words and Commonly Misused Expressions Assignment

- Read the entirety of *The Elements of Style*
- 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.
- Create a personal list (typed or neatly handwritten) of six misused words and expressions that you will commit to learning how to correct. For each, record the word/phrase, a description of the common error and how to correct it in your own words, as well as a brief explanation of why you made each selection.

Example:

Word/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.

I look forward to meeting you in the fall! If you have questions about the assignments or need to reach me in the meantime, please e-mail me at mmorin@bishopwalsh.org. Have a great summer and happy reading!

Mrs. Morin