



AP Language & Composition Summer Reading Assignments 2023

Everyone must read:

- Scanned chapters of *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs
 - This will be emailed to you, but if you would like a hard copy, stop by 306 before the end of the school year.
- *The Glass Castle* by Jeannette Walls
 - Please note that there are some difficult topics covered in this memoir that are necessary in understanding Walls' upbringing. I did not choose this book lightly. I believe that you will find great value in it as it is a story of resilience and redemption.

Summer Reading Assignments:

1. Read & annotate the scanned chapters and the memoir – see page 2 for tips and suggestions
2. Complete assignment for scanned chapters – see page 3 for instructions

Assignment Deadlines:

1. Annotations will be checked within the first week of classes.
2. Summer Assignment will be due on the first day of classes: August 25. Please have a hard copy when you come to class.

You have the entire summer to work on these assignments. Late work will NOT be considered for credit.

Suggestions for Annotating:

1. Use a highlighter.
 - a. Highlighting helps focus you in on important details, without distracting you.
 - b. Highlight important information/key details. You might over highlight at first, but with practice you will get the hang of it.
2. Use a pencil.
 - a. Makes notes in the margins.
 - b. This will help deepen your understanding and appreciation of the piece.
3. Have a conversation with the book! Talk back to it.
 - a. Ask questions (essential to active reading).
 - b. Comment on the actions or development of a character. Does the character change? Why? How? The result?
 - c. Comment on lines / quotations you think are especially significant, powerful, or meaningful.
 - d. Express agreement or disagreement.
 - e. Summarize key events. Make predictions.
 - f. Connect ideas to each other or to other texts.
 - g. Note if you experience an epiphany.
 - h. Note anything you would like to discuss in class or do not understand.
 - i. Note how the author uses language.
 - i. effects of word choice (diction) or sentence structure or type (syntax)
 - ii. point of view / effect
 - iii. repetition of words, phrases, actions, events, patterns
 - iv. narrative pace / time / order of sequence of events
 - v. irony
 - vi. contrasts / contradictions / juxtapositions / shifts
 - vii. allusions
 - viii. any other figure of speech or literary device
 - ix. reliability of narrator
 - x. motifs or cluster ideas
 - xi. tone / mood
 - xii. imagery
 - xiii. themes
 - xiv. setting / historical period
 - xv. symbols

We will be using this method throughout the course so the more conscientious you are of it during the summer, the easier it will be as we begin the year.

Summer Assignment (50 points)

You must complete each of the following tasks for each of the assigned chapters (1-5, 8, 11) of *Thank You for Arguing*. Be sure to respond to each task thoroughly and completely. You should make sure your ideas are both organized and presented clearly and thoroughly. Please keep in mind that this is an AP class; therefore, I expect well-developed responses. It is expected that you complete your summer assignments individually. Although you may struggle, put forth your best effort and make sure that you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable.

Complete the following tasks:

1. Choose any rhetorical concept that Heinrichs explores in each of the assigned chapters of the book. You have free reign here.
2. Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation. Follow this format: summary of concept in your OWN words (Heinrichs page#).
3. Find a real-world example of the concept in action—please note, however, your example must be text- based; no pictures or visuals. (You may use speeches, but you must make sure they have transcripts so you can copy the text from it.) Copy the text that illustrates the concept and follow it with an MLA Works Cited entry.
4. Last, for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations should be at least four (4) sentences, and better explanations will attempt to explain why and how the author uses the rhetorical concept of focus.

Research Hints:

Most rhetorical concepts in *Thank You for Arguing* are common moves of good authors and orators. Many speeches, articles, and/or advertisements include most of what Heinrichs details in his book. So, if you can find one or two speeches or articles that exhibit characteristics found in all assigned chapters—which I am sure you can—feel free to use examples from those one or two works throughout this entire assignment. You do not need to use 7 different works—one for each chapter—for this assignment. Please also note that you may not use any real-world examples that Heinrichs provides in his book as your example of choice when completing step 3. You may pull examples from your own reading, or you may want to find your examples at the following website: www.AmericanRhetoric.com

Citation Help:

You are familiar with MLA format at this point in high school. This is what I expect for this assignment. You will need to be comfortable with formatting, parenthetical citations, and MLA citations. If you are one who struggles with this, please refer to the [Purdue OWL](http://PurdueOWL), which will give you all you need to complete your work correctly. Please refer to the next page for a sample. Format your document exactly like the sample.

Your Name

Mrs. Salamacha

AP Language & Composition

25 August 2023

← This is double-spaced.

Number your rhetorical
choice (you'll have 7)

Thank You for Arguing Summer Assignment

Single Space
your entries
to save paper.

1. Chapter 3: Arguing with Past-Tense Verbs

Use
lower
case
letters
for each
step.

- a. Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 28-29).
- b. "Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn't like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They've shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job."

→ Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric. Web. 12 June 2016.

Full MLA
Works
Cited
citation
with
hanging
indent.

- c. In the example from Obama's address about the government shut down, he consistently presents past-tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of Americans. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that led to a government shutdown.