

**AP English Language and Composition 2018/2019 Summer Reading Assignments & Rationale
Mrs. Barnett and Mrs. Farischon**

The following assignments are required for ALL Advanced Placement English Language and Composition (APELC) students.

Assignment #1 Text – *Thank You for Arguing* by Jay Heinrichs © 2017

Assignment #1¹: Students will carefully read and thoughtfully annotate *Thank You for Arguing* (TYFA) from the Preface through Chapter 15 (“Call a Foul”). Use the following questions to guide your reading and thinking. It is imperative that students read these chapters entirely we work with these concepts *throughout the course*. There will be a benchmark on this text the first week of school.

Guided Reading Questions *Learn the answers*

Introduction

- What does the quote before the introduction mean?

Chapter 1 - Open Your Eyes

- Define “rhetoric”
- Know the history of rhetorical study (see pages 4-5)

Chapter 2 - Set Your Goals

- What is the difference between fighting and arguing?
- What does persuasion try to do?
- What is deliberative argument? (*Hint: you’ll have to use context clues to build your definition.*)
- Why should you only “concede a point that will not damage your case/argument irreparably?”
- What are Cicero’s three goals for persuading people?
- How does “changing the mood” help your argument?

Chapter 3 - Control the Tense

- What are the three types of issues established by Aristotle? Why are knowing these important?
- Why is it important to establish what core issue you are arguing about?
- How can changing the tense (past, present, future) help you be more successful?
- What is the purpose of forensic, demonstrative, and deliberative rhetoric?
- What type of rhetoric is “the rhetoric of choice”? Why?

Chapter 4 - Soften Them Up

- What is argument by logic (logos), character (ethos), and emotion (pathos)?
- Why is concession the most powerful tool of logos?
- How does “align[ing] yourself with your listener’s pathos” help you in an argument?

Chapter 5 - Get Them to Like You

- What components make up *decorum*?
- Why must you change your decorum based on your audience’s expectations?

Chapter 6 - Make Them Listen

- Identify and define the “3 essential qualities of persuasive ethos.”

¹ This assignment aligns with PA Core Standards 1.2.11 A, E, F, G; 1.4.11. A, G, K

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Chapter 7* - Use Your Craft (*in the first edition, this chapter is “Show Leadership”)

- What is practical wisdom?
- Why is practical wisdom important to building one’s ethos?

Chapter 8 - Show You Care** (**in the first edition, this chapter is “Win Trust”)

- Why is ethos most important than any other aspect of rhetoric?
- How can *dubitatio* function in an argument?

Chapter 9 - Control the Mood

- According to Aristotle, where do emotions come from? Is this an accurate statement? Why?
- Why is a “detailed narrative” the best way to change the mood of your audience?
- Understand the statement: “When you argue emotionally, speak simply.”
- What is the problem with humor?
- What is unannounced emotion?

Chapter 10 - Turn the Volume Down

- Why is the passive voice so useful?
- How might you use the backfire technique in an argument?

Chapter 11 - Gain the High Ground

- Why must you keep the motivation of your audience in mind when trying to persuade them?
- What is “rhetorical commonplace?” Explain.

Chapter 12 - Persuade on Your Terms

- Understand definition/redefinition.
- Why must you as a “persuader” identify commonplace words?
- What tense is best when addressing values? Why?

Chapter 13 - Control the Argument

- What is a syllogism?
- What is an enthymeme?
- Know the difference between inductive & deductive logic.
- What key word easily identifies the proof in an argument?

Chapter 14 - Spot Fallacies

- What are 4 questions that can help you determine if there is a fallacy in an argument? How can you use these in everyday life?
- What are the 3 identifiers associated with logical fallacies?
- Understand: the False Comparison, the Bad Example, Ignorance of Proof, Tautology; also,
 - A. Many questions
 - B. False dilemma
 - C. Complex cause
 - D. The red herring
 - E. Straw man
 - F. Slippery slope

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Chapter 15 - Call a Foul

- What is the purpose of argument?
- Explain the Fallacy of Power. .
- Explain the Foul: Wrong Tense & Explain the Foul: “The Right Way.”
- Explain innuendo, the threat, and utter stupidity.

Assignment #2 Text – One of the following non-fiction works (student choice)

Complications: A Surgeon's Notes on an Imperfect Science – Atul Gawande

Do No Harm: Stories of Life, Death, and Brain Surgery - Dr. Henry Marsh

Factfulness: Ten Reasons We're Wrong About the World...Things Are Better...– Hans Rosling

Freakonomics OR Superfreakonomics: Global Cooling... - Steven D. Levitt and Stephen J. Dubner

Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians

Who Helped Win the Space Race – Margot Lee Shetterly

Hot, Flat, and Crowded: Why We Need... OR Longitudes and Attitudes...– Thomas Friedman

In Cold Blood – Truman Capote

Quiet: The Power of Introverts in a World That Can't Stop Talking - Susan Cain

Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and... Home Front – M.J. Hegar

Silent Spring – Rachel Carson

Slouching toward Bethlehem – Joan Didion

Stiff: The Curious Life of Human Cadavers – Mary Roach

The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead – David Callahan

The Education of Henry Adams – Henry Adams

The Fire Next Time – James Baldwin

The Immortal Life of Henrietta Lacks – Rebecca Skloot

The Other End of the Leash: Why We Do What We Do Around Dogs – Patricia McConnell

The Professor and The Madman: A Tale of Murder... Dictionary – Simon Winchester

The Residence: Inside the Private World of the White House – Kate Anderson Brower

The Tipping Point: How Little Things Can Make a Big Difference – Malcolm Gladwell

This Boy's Life – Tobias Wolff

unSpun: Finding Facts in a World of Disinformation - Brooks Jackson & Kathleen Hall Jamieson

Weaponized Lies: How to Think Critically in the Post-Truth Era – Daniel J. Levitin

Wonderland: How Play Made the Modern World – Steven Johnson

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Assignment #2²: Close reading and annotation

We suggest that you use sticky notes to mark any quotes, ideas, diction, syntax, and tonal qualities you might use to help you prepare to write an in-class rhetorical analysis or argument essay regarding this book. Before you decide which of the following books to read, look up their descriptions so you have a better idea of what to expect from your reading experience.

Assignment #3 Text- A Documentary (These abound on Netflix, Hulu, Amazon Prime, On Demand, etc.—even YouTube). Choose a topic or issue that interests you or this could be painful!

Assignment #3³ View the documentary and “read” it as a text; then, answer the following questions in 1-2 typed, double-spaced pages (this is a SOAPStone):

1. *Who or what is the subject of the documentary?*
2. *What is the occasion?*
3. *Who do you believe is the intended, or target, audience?*
4. *What is the purpose for the documentary?*
5. *Who is the speaker, narrator or persona “talking to/informing” you?*
6. *What is the tone of the film?*

Recommended Resources and Texts:

1. We suggest you get a copy of *MLA Handbook for Writers*, 8th Edition, or a concise style guide of your choice
2. Much of this course is designed to help you analyze and construct arguments, thus, you should engage in some of the global dialogue. **We strongly encourage you to begin reading a weekly or daily news source on a regular basis.** A daily newspaper is sufficient, but we highly recommend that you begin reading one or more of the following:
 - *The Globe and Mail* (Canadian newspaper)
 - *Harper’s*
 - *The New York Times** (US newspaper)
 - *The Washington Post** (US newspaper)
 - *The Guardian** (UK newspaper)
 - *The Economist* (UK news magazine)
 - *Time* (US news magazine)
 - *The New Yorker* (US ideas magazine)
 - *Newsweek*
 - *The Atlantic* (US ideas magazine) or *Atlantic Online*
 - *Salon.com* (online ideas magazine)
 - *Slate.com* (online ideas magazine)
 - *ALDaily.com* —online compilation of items from the English-speaking world

*Pay close attention to “Op Ed” pieces in any of these publications

² This assignment aligns with PA Core Standards 1.2.11. A, E, and G

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3. **Watch the news from all “sides”** – not just *CNN* or *Fox News*. Identify bias as you follow tweets and read all shared stories and links on Facebook and social media this summer. Each one contains tone and bias, from emotion-filled “fluff” to “in-your-face” blatant sarcasm.

Just to recap –

You will work closely with two print texts and one documentary over the summer: *Thank You for Arguing*, one additional non-fiction selection of your choice (*from the provided list*), and your choice of *any documentary available to you.

1. ***Thank You for Arguing*** – Carefully read and thoughtfully annotate using questions
2. **Student Choice Non-Fiction Book** – Closely read and annotate in preparation for a timed rhetorical analysis or argument on the first full day of the school year.
3. **Documentary** – View, take notes, and respond to the six questions (SOAPStone) in a 1-2 page typed paper.

*Current event, history, social issue, court case/legal issue, etc. If you question the integrity of your choice, then we likely will, too. A goal of the APELC course is for you to become a globally aware citizen. Choose a documentary to help you on your journey of becoming just that.

All work is due on the first day of school. No exceptions.

E-mail us with any questions at rbarn@spring-ford.net or jfari@spring-ford.net. Have a wonderful summer and be safe! We look forward to meeting and working with you in August!

Happy Reading and Writing,

Mrs. Barnett and Mrs. Farischon

N.B. You can find the aforementioned titles at most book stores. Locally, Towne Book Center (located in the Wegmans shopping center) may have the titles in stock for your perusal and subsequent purchase. Of course, you may buy new and used books online as well.