

AP English Language and Composition: Summer work

Mrs. Schlessner

Join AP Lang '25-26 on Google Classroom with the code: gatzalbp

WARNING: Ingestion of English Content May Cause the Rise of Intellectual Ability

Welcome, AP Langers! AP English Language and Composition is a fast-paced course emphasizing nonfiction and argumentative writing and reading. I'm so glad you are going to be in my class!!! Completing the following summer work to the best of your ability will enable you to FULLY dive into the analysis of real-world issues we'll embark upon in the fall. It's going to be quite marvelous.

As you complete the following assignments, you may encounter words and ideas that are unfamiliar to you; when this happens, look up the word in a dictionary or on the internet, discuss the concepts with your peers and family, and generally do your best to understand. The written work you turn in should be your very own, as it will be used to assess your understanding of the concepts AND as a foundation for future learning.

Please read this ENTIRE document so you know what is expected of you. Email me with questions! cschlessner@roanokecatholic.com Do not delay and then make excuses. Do the work. NO LATE WORK ACCEPTED for SUMMER WORK, hence the name: SUMMER WORK.

ALL RESPONSES are due on Google Classroom by 11:59 the night before the first day of classes, which is Tuesday, August 19th So your assignment is due on August 18th.

Don't email assignments to me. Assignments emailed to me, "shared", or submitted elsewhere (other than in Google Classroom) will not be accepted. This is high school. This is AP. This is the 21st century.

You have ample time during your weeks of summer to get this done, so anything not turned in WHEN DUE is a zero.

Your best. No less will do.

PART ONE

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach*

Us about the Art of Persuasion. New York: Three Rivers, 2017. Print.

You are encouraged to buy this book “used”. When you purchase the book, you must make sure that you are purchasing the 2nd, 3rd, or 4th edition. Below you will find the ISBN for the book so that you can make sure you purchase the correct edition:

3rd ISBN-13:978-014-198616-6

4th ISBN-9780593237380

- A. Read chapters 1-5, 8 and 11 of the above book by Jay Heinrichs. Although the rest of the book is not required for your summer reading assignment, you are encouraged to complete the reading in full; it is an excellent introduction to the foundations of AP English Language and Composition.
- B. Complete each of the following tasks for each assigned chapter (1-5,8,11) of *Thank You for Arguing*. Please keep in mind that this is an AP class; therefore, I expect well-developed responses. If you pace yourself over the summer, this assignment will not be over laborious.

NOTE: It is expected that you complete your summer assignments *individually*. Although you may struggle, put forth your best effort and make sure you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable.

For this summer reading assignment, you will be relating what Heinrichs discusses throughout his text with real-life examples of rhetorical concepts. That is, you will need to choose a rhetorical concept from each chapter- yes, you may choose what you write about- find a real-life example of an orator/author exemplifying the concept of your choice, and finish the assignment by explaining how the example exhibits the concept. If this sounds a bit confusing, read the following directions.

WHAT TO DO: Complete the following tasks and make sure that your products look like the examples provided.

1. Choose any rhetorical concept that Heinrichs explores in each of the assigned chapters of the book. You have free reign here. Identify the chapter and the concept on which you would like to focus. In the end, you will have gone through this process seven times.

Eg.

Chapter 3: Arguing with the Past-Tense Verbs

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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#)*.

Eg.

Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 28-29).

NOTE: After I summarized the concept, I added the parenthetical citation BEFORE I added a period to the sentence. Also notice how I spelled Heinrichs' name correctly, and I did not put anything between Heinrichs' last name and the page number: no pg., no comma, no pound sign, or anything of the like. If you make any of these simple mistakes-a misspelled last name, a period before the parenthesis, anything between the last name and page number-you will lose credit.

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 your concepts of focus and follow it with an MLA Works Cited entry.

Eg.

"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 the major parts of the government--all because they didn't like one law. The 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. 2 Oct. 2013. *American Rhetoric*. Web. 12 June 2016.

If you are unsure how to cite properly, access OWL PERDUE for MLA Works Cited page citations.

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. Don't forget, one concept per assigned chapters= completing this task 7 times.

Eg.

In the example from Obama's address about the government shutdown, 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 republicans, Obama makes himself- and his party- seem more innocent in the escalation of events that led to a government shutdown.

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Below is a complete example of what you need to do for each chapter: (Your work should be formatted exactly like this with the addition of an MLA heading at the top of your document.)

1. Chapter 3: Arguing with the Past-Tense Verbs
2. Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 28-29).
3. “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 the major parts of the government--all because they didn’t like one law. The Republican shutdown did not have to happen.

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4. In the example from Obama’s address about the government shutdown, 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 republicans, Obama makes himself- and his party- seem more innocent in the escalation of events that led to a government shutdown.

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PART TWO

The best way to prepare yourself for AP Lang is to broaden your background knowledge AND your awareness of different types of media. Using the chart , you will need to choose one item from each column to view, listen to, or read. Magazine and newspaper articles can be from the same issue. Many of these items are available online or at the library. Each box has a variety of sources; you should choose one and watch/read the required number of items. Try and choose sources or topics you are unfamiliar with, but are still interesting to you.

For each selection you make, complete the following and then thoughtfully answer these questions in a **paragraph format. Each selection should elicit a full page response.**

Your answers will be numbered according **to the chart** and **all in one document**. Please head your paper with appropriate MLA heading and include an MLA-style citation of the media discussed on each response. Click here for guidelines:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_other_common_sources.html

Do NOT just copy and paste the URL, duh.

SOURCE: Write down the source, author and title of the article, film, or episode; or the date of the news broadcast. (website if possible). yes, this is in addition to the citation.

CLAIM: What claims/arguments were made? What evidence was used to support the claim? What bias or implication was present?

PURPOSE: What is the author/creator trying to do? What does s/he want the reader/viewer to think, feel or do?

CONTEXT: What's going on in the world that influences the topic or its presentation? Why here? Why now?

GENRE: Why choose this way of presenting the topic? Why not choose another way?

AUDIENCE: Who is the target audience and why were they selected to hear/see/read this message/idea?

PERSONA: What image does the speaker/main character want to project of him/herself to the audience? What tone/attitude do they reflect about their claim? How do they establish credibility?

And, please feel free to reach out during the summer if you have questions.

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Podcasts	Print News
3a. This American Life: Primarily a journalistic nonfiction program. (listen to 2 episodes)	5a. New York Times, London Times, Charlotte Observer (two full articles)
3b. Serial Season 2 or 3 or Crime Junkies: Both are true crime in a narrative format. (two episodes please)	5b. The Washington Post, The Wall Street Journal (two full articles)
3c. Planet Money: The economy, explained, with stories and surprises. (at least 2 episodes)	5c. The White House.gov EdWeek.com Or congressional websites (2 articles)
3d. HowStuffWorks: Stuff You Should Know: The podcast educates listeners on a wide variety of topics, often using popular culture as a reference giving the podcast comedic value. (At least two episodes)	5d. CNN.com, 9News.com, MSNBC.com, BBC.com FoxNews.com (two articles)

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