

Ms. Barron
AP English Language and Composition

AP English Language and Composition: Summer Reading

The AP English Language and Composition course is designed to substitute for a college composition course; therefore, you will be required to read complex texts with understanding as well as to enrich your prose in order to communicate your ideas effectively to mature audiences. You will learn how to analyze and interpret exemplary writing by discerning and explaining the author's use of rhetorical strategies and techniques, eventually applying many of these techniques to your own writing. In order to prepare for our seminars, you are required to read, annotate and log a selection of texts over the summer. **You are expected to complete these assignments and submit them on the first day.**

Required Texts:

Heinrichs, Jay---*Thank You for Arguing*, ISBN: 0385347758

Peterson and Brereton, eds. ---*The Norton Reader Shorter 12th Edition*, ISBN: 0393931730

SUMMER READING SELECTIONS:

Please read, and annotate (do not log):

The Norton Reader---"Reading With a Writer's Eye": pp. xvi-xxxiv

Thank You For Arguing in its entirety – **see specific instructions below**

Please read, annotate and log (see log expectation on "Close Reading" handout):

Eighner, Lars: "On Dumpster Diving" *The Norton Reader* p. 21

McMurty, John: "Kill 'Em! Crush 'Em! Eat 'Em Raw" *The Norton Reader* p. 193

Rauch, Jonathon: "In Defense of Prejudice" *The Norton Reader* p. 391

Woolf, Virginia: "In Search of a Room of One's Own" *The Norton Reader* p. 643

Work Submitted for Grades:

1. Completed answers for *Thank You for Arguing* resulting in a comprehensive test submitted through turnitin.com and printed for hardcopy submission.
2. Annotations of assigned essay in *The Norton Reader* (you will turn your book in first day of class for an annotation grade).
3. Typed questions for each assigned essay in *The Norton Reader* submitted through turnitin.com and printed for hardcopy submission.

NOTE: Before tackling the texts above, please read the handouts "Close Reading and Reader Response" and the chapters from the textbook. These texts provide an introduction to rhetorical analysis and methods of annotation and expectations for your log. You should read these texts efferently (to glean information). You should read the remaining selection aesthetically (to analyze rhetorical strategies and arguments).

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ASSIGNMENT FOR THANK YOU FOR ARGUING:

Directions: Read the non-fiction novel, *Thank You For Arguing* by author Jay Heinrichs. As you read the novel, answer the questions below as completely and thoroughly as possible. You will be tested on the concepts and terms from this novel, so answer well, as the thoroughness of your answers is all you have to study from. The rest for the novel will consist of multiple-choice and short answer questions. This test will significantly impact your first semester grade---so study well!

You will be submitting these questions for a grade! Type up your answers; however, they must be printed as a hardcopy to be turned in the FIRST DAY of class!

Questions:

1. Heinrich uses the term Manchurian Candidate. What does it mean?
2. What is rhetoric according to Webster, and to Heinrich?
3. Pg. 5, what are the **three** traits of credible leadership?
4. What trumps logic and why?
5. On page 11, the author is cluing you in that he just tricked/manipulated your logic. He states that because Kennedy used the chiasmus sentence structure, people joined the Peace Corps, and odds are, when you read this you accepted it and moved right along reading. Well, if that's what you did, you got fooled. If that claim were to be properly presented, what should we as the audience need to know about the connection between the speech and the Peace Corps surge?
6. Pg. 16, why is a persuader better than an aggressor?
7. Pg. 17, what is the difference between an argument and a fight?
8. Is there any value in being arrogant and intentionally domineering in order to "win" an argument? Why not?

**(Something to think about) Arrogance in highly educated individuals often suggests a lack of sophistication and a poor understanding of rhetoric (which is an elevated art). Arrogance typically pushes away an audience, and raises the question that if one is so smart, then how is it that they are not wise enough to know that arrogance is generally an ineffective rhetorical strategy in gaining what you want from people. However, crafters of rhetoric, who present themselves logically and in a manner that takes the audience into considering, can gain an air of intelligence, and thus gain respect because they are demonstrating not only the knowledge and ability to craft wisely, but also by crafting wisely, they are not alienating their audience. Therefore, be a LIVING rhetorician in everything that you do. Think about your goals, what you want people to think of you and what you say. Then, figure out who you have to be as a person, and what you have to do to get people to listen to you, give you what you want, think of you the way you want, and do for you the way you want.*

9. What are the **three** steps to getting your audience to do what you want? (pg. 22)
10. How can you apply lessons from Chapter 2 into your own writing?
11. Pg. 27, what are the **three** categories that the Greeks claim every argument falls into?
12. What tenses are assigned to these **three** issues?

**(Something to think about) The next time you listen to a political candidate, what tense should you listen for to see if he/she is truly prepared for the future? Something else to consider, if a President is using a lot of future tense words, could it be intentional? What might be trying to manipulate you to think?*

**(Something to think about) Why might it be a valuable thing in life to learn how to skip who's right and wrong and instead choose expedience? (You may have to look the word 'expedient.')*

13. What is a demonstrative argument, and what is a deliberative argument?
14. What does Heinrich mean by a person's life persuades better than his word? (pg. 40)

**Learning this, and living by it will help you in life more than you probably realize. Think about it, one kind request, or one plea when you need something from someone is most likely not going to convince your audience that you have earned or deserve your request to be fulfilled. In people's minds, you are not the person you are trying to appear to be in those few moments or a request, you are who they've always known you to be, etc. You may have no ethos/credibility, and your argument may very well go unfilled.*

Pg. 38, argument by character (ethos), logic (logos), and emotion (pathos). **Learn these! Imprint them into your brain. Identifying when an author appeals to each of these, and the strategies an author uses to appeal to these will be an expectation this coming year!*

Building YOUR ethos

15. Pg. 46 and 50-51, in your own words explain what ethos is and what one must be cautious of when trying to build their ethos?
**Make sure you read the "Try This in a Presentation" tip at the bottom of pg. 53..*
16. Pg. 58, what **three** things you need to consider when attempting to establish your ethos?
17. Explain what virtue is and what strategies one can use in order to appear virtuous?
18. Explain what practical wisdom is and what strategies one can use in order to appear practical and wise?
19. Explain what disinterested is and what the **three** strategies are that one can use in order to appear disinterested?
20. What is *dubitation*?
21. Pg. 81, a "good persuader doesn't merely" what? They must manipulate what?
22. Pg. 82, people's rationale should be modified through their?
23. Pg. 83, what's one way to change someone's mood?

Establishing pathos

24. Pg. 84, pathos depends on?
25. According to pg. 85, pathos is most influential on who, and logs and ethos when?
26. Pg. 85, when you argue emotionally, why speak simply?
27. Pg. 87, how can humor help you in an argument?
28. Pg. 87, what does humor not help you to do?
29. Pg. 88, what are the **three** emotions that can get people to do what you want them to?
30. Pg. 88, the best way to anger someone is to what?
31. Pg. 88, (in the margin) in an argument, what can you do to cause an emotional response in your audience against your opponent?
32. Pg. 88, explain what an appeal to patriotism (type of pathos appeal) is and how it works.
33. Pg. 90-91, how does emulation work?
34. Pg. 91, what shouldn't you communicate to your audience preemptively?
35. Pg. 96-97, explain the benefit of using passive voice.
36. Pg. 102, explain what setting a backfire is.
37. What is the third tactic one can use as a calming device?
38. Pg. 105, when trying to logically convince someone of your point, what do you need to consider, or have to prove?
39. Pg. 106, (in the margin) what outweighs morality in an argument?
40. Pg. 107-108, what is a common place? Explain it in your words.

**(Something to think about). Pg. 108, (based on the margin note), in the future, when you're looking for a job, what should you find out about the company).*

41. Pg. 115-116, List, in order, the steps you can use to set up an argument in your favor.
42. In your own words, explain how redefining works.

**So for this coming year, and the rest of your life really, listen and observe the people who want to “get in good with,” those that you want to like you, respect you, help you, and trust you. Figure out what their common places are and use them to our advantage. However, if “getting in good” with someone means compromising your integrity, and becoming someone that is completely disjointed from who you truly are, I would not do it. And, odds are, if you go through with acting like someone that’s really not you, or you compromise your integrity, you’ll eventually earn yourself some kind of negative reputation, and lose all ethos. HINT: I just revealed to you one of my common places. Think about it, based on the advice I just gave you, what can you assume one of my values/common places is? I didn’t think integrity should ever be compromised; I must value integrity. (Now you have one idea how to gain my respect and trust this coming year---be honorable and ethical!)*

43. Pg. 130-138, explain the difference between deductive and inductive logic.
44. Pg. 146-47, you might need to look this up, what is a fallacy?
45. Pg. 146-147, what are the **FOUR** questions you have to ask to make sure a logical flaw isn’t being used on you?

**The next time you hear a presidential claim, ask these three questions. See if in using your own logic you can determine if the claim is practical or possible. If they don’t present a plan for how they’re going to accomplish the claim that might be a clue for you. And, even if they do present a plan, use these questions, and see if the plan would actually work.*

46. Pg. 176-179, explain why humiliation, threats, nasty language, and utter stupidity are rhetorical FOULS.

Questioning Someone’s Ethos

47. Pg. 186-188, what does, “lying in the mean” mean?
48. Pg. 186-190, what are the steps one should take in questioning someone’s ethos, determine if they have Rhetorical virtue? Make sure you understand these steps.
49. Pg. 191-198, what should be asked to determine if a person has practical wisdom?
50. Pg. 220, and 229 what is the Identity Strategy?
51. What is code grooming? (Also known as a discourse group).

The next few chapters deal specifically with SPEAKING persuasively, which overlaps with WRITING persuasively some, but not enough to require memorization from you for anything taught in the last few chapters. Finish reading for knowledge’s sake if you wish, but you will not be required to memorize anything in the last few chapters. **STUDY WELL!*