

AP Language & Composition
Summer Reading
2021-2022

Greetings,

Thank you for your interest in AP Language & Composition. In order to be adequately prepared for this course this fall, please complete the reading assignments detailed below. **Summer reading is due on the first day of class - no exceptions.**

Part I: *Thank you for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs (any edition is acceptable)

In his book, Heinrichs offers a simple introduction to the foundation of argument. With a plethora of easy-to-understand examples and a warm and witty tone, Heinrichs textbook-like book is a quick and interesting read that will enable you to put your best foot forward at the onset of this class.

As you read, annotate your text. I recommend you pay close attention to bolded terms, the objectives of each section, and anecdotal notes in the margins. How you annotate is up to you, but [here](#) is a helpful resource.

After reading each section (offense, defense, advanced offense, advanced agreement), write a section summary (minimum of 7 sentences). Include a **minimum** of three citations (MLA format) in your summary. If you need help writing a summary, check out [this](#) resource. The resource includes a summative look at a summary that does not include citations; remember, yours **must** include citations.

Part II: Read four (4) editorials from across the political spectrum (check out [this](#) graphic if you need help identifying political bias) and use what you learned from *Thank you for Arguing* to complete the chart below. You may choose to reproduce this chart in whichever manner you choose.

Exigence	Summary	Rhetorical Appeals
What <i>specifically</i> happened to prompt the publication of this op-ed?	Provide a 5-7 sentence summary of the op-ed. Answer the following questions: who? What? Where? When? Why? How?	How does the speaker (writer of the op-ed) appeal to his/her intended audience? Provide a specific example (direct quote) for ethos, logos, and

		pathos and explain HOW that quote contributes to the development of that specific appeal.

Your grade on this assignment (section summaries & op-ed chart combined) is your ONE AND ONLY grade (summative assessment) for summer reading. How/If you choose to do annotations in the books is entirely up to you; they will not, however, be submitted for a grade. You must come to class on day one with your assignment (both parts) PRINTED and READY TO SUBMIT.

If you have any questions, please feel free to email Mrs. Collier (emily_collier@charleston.k12.sc.us) at any time this summer. Because I am also on break, I may not be checking my email daily, but I will get back to you as soon as I can.

Happy Reading!

Mrs. Collier

Rubric

Section Summaries (20 pts / each)	Summary includes complete overview of the entire section with a minimum of three citations in MLA format to support the details of the summary. Summary is completely original and includes only the words of the author (that's you). Summary has a clear beginning, middle, and end. Summary is written in objective, third-person.
Mechanics (20 points)	Summary is a minimum of seven sentences long and conveys evidence of proofreading (no major spelling or grammatical errors, no errors that impeded understanding of summary).

Exigence (30 points)	<p>Exigence includes a detailed (more than just one sentence) description of the event(s) that transpired to prompt the authoring of the editorial.</p> <p>Examples (of totally made up editorials that may or may not actually exist): Good=This editorial was authored because of President Trump's suggestion that one may be able to cure / prevent COVID-19 by ingesting disinfectant. (This, of course, exhibits liberal bias). Bad=The COVID-19 pandemic is what transpired to prompt this editorial.</p>
Summary (30 points)	Summary includes a complete overview of the entire editorial, Summary is completely original and includes only the words of the author (that's you). Summary has a clear beginning, middle, and end. Summary is written in objective, third-person.

Rhetorical Appeals (30 points)	Student accurately identifies and cites (in MLA format) an example of ethos, logos, and pathos. Student articulates HOW that example contributes to the development of that appeal.
Mechanics (10 points)	All work is written in complete sentences and conveys evidence of proofreading (no major spelling or grammatical errors, no errors that impeded understanding of summary).