

Summer Reading Project
English 11 AP Language and Composition
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Summer Reading Rationale:

AP English Language and Composition is a college-level course designed to engage you in the careful reading and critical analysis of written and spoken rhetoric and technique. Reading challenging (but enjoyable) texts over the summer provides you with a way to exercise your mind by applying critical analytical skills. In order to fully prepare you for the AP Language exam, we should start the new school year using these skills. Summer reading keeps you sharp and focused. Please email me at the address above if you have questions.

The Texts: (You will read one text and “Follow a Columnist”)

The extended text has been recommended by the College Board list serve as a good introduction to rhetoric in layman’s terms. You should read this first in order to engage with the second part of the assignment. You can find this text in most libraries or bookstores, or you may buy a cheap, used copy online. I highly recommend purchasing the book so you can annotate while you read.

Assignment #1: Thank you for Arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the Art of Persuasion by Jay Heinrichs (please try to get the revised, updated edition with the blue cover)

Review from Publishers Weekly

Magazine executive Heinrichs is a clever, passionate and erudite advocate for rhetoric, the 3,000-year-old art of persuasion, and his user-friendly primer brims with anecdotes, historical and popular-culture references, sidebars, tips and definitions. Heinrichs describes, in "Control the Tense," Aristotle's favorite type of rhetoric, the deliberative, pragmatic argument that, rather than bogging down on past offenses, promises a future payoff, e.g., a victim of office backstabbing can refocus the issues on future choices: "How is blaming me going to help us get the next contract?" To illustrate "Control the mood," Heinrichs relates Daniel Webster's successful rhetorical flourish in a murder case: he narrated the horrific murder by following Cicero's dictum that when one argue emotionally, one should speak simply and show great self-control. Readers who want to terrify underlings into submission will learn from Heinrichs that speaking softly while letting your eyes betray cold fury does the trick handily. Thomas Jefferson illustrates Heinrichs's dictum "Gain the high ground"; keenly aware of an audience's common beliefs and values, Jefferson used a rhetorical commonplace (all people are created equal) to launch the Declaration of Independence. (Feb. 27)

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Assignment #1 (2 parts) due first class:

1. Take Cornell Notes on the terms and subjects introduced in the text that you find particularly engaging or effective. **There will be a reading check on this assignment at the end of the first week of class. You will be able to use your notes.**
2. Recall an argument from your past that you “lost.” (This could be an argument with a friend, a sibling, a teacher, a parent, etc.) Briefly rewrite the argument in dialogue form—like the script of a play, illustrating how the argument went originally. Then, rewrite it to show how the argument could have ended differently, had you known some of the techniques or skills that you have read about in *TYFA*. **Explain and label the techniques/skills you use in the rewritten version to illustrate how you could have WON or did if you applied your new rhetorical jujitsu skills.** If you want to be super amazing – video record/reenact the two “arguments” and include an explanation of how the new version achieves your goals.

Assignment #2 “Follow a Columnist” due second week of class:

There are many individuals who have made a fine career of the thinking and writing that AP Language and Composition requires. For this assignment, you will choose one of them and look closely at his or her work. If you’d like to further refine your own positions on current issues, consider choosing a columnist with whom

you (mostly) *agree*. If you feel confident about your understanding of current issues and enjoy arguing, consider choosing a columnist with whom you (mostly) *disagree*.

Ultimately **the purpose of this assignment** is to give you background knowledge on important issues of today which you will be expected to discuss in class with some authority. You don't have to know everything about immigration reform, for example, but I want you to develop some background on a handful of key issues so that you can make informed arguments in class. Choose topics you are already interested in or would like to know more about. This should NOT be torture. You should WANT to know more...and understand HOW the author makes their argument effective so that you can learn to do the same!

Assignment overview:

1. Choose a prominent magazine columnist from the list below.
2. Research your columnist's biography, focusing on his or her life events and career as a writer.
3. Find a photo of your columnist.
4. Write a paragraph that includes the most important information that you discover. This is your own original work, though it will require sources. Please be sure to cite them in your works cited at the end of the assignment.
5. Read *at least eight editorials* written by your columnist (in print or online—most have blogs) so that you may make a **purposeful** selection for your analysis assignment. (And to get to know them well.)
6. **Choose three editorials written during the past year**; do NOT choose news articles or informational features. The editorials you select must be **argumentative**.
7. **Read and annotate the three selected editorials.** Underline the thesis/claim and key points in each argument. Circle words you do not know and write their definitions in the margins. Identify rhetorical strategies and determine their effect on the overall argument. Make sure you understand each article fully before you write about it. Use the **Annotation Chart** to guide your analysis or in place of written annotation on the article (if you don't have access to a printer at home).
8. Write a response to each of the three editorials. Sum up the main point and argument of each editorial, discuss its rhetorical strategies, comment on the aspects of each editorial that made you think, and share your own thoughts about each editorial and the issue it presents. Responses may be anywhere from 300-800 words (an intentionally wide parameter because you may find yourself with much to say about some, less about others). They *must* be thoughtful, intelligent, and detailed.
9. Write a reflection / closing remarks response on your experience.

As you read and respond to editorials, consider:

- What is the thesis of the editorial? How does the columnist establish it?
- Do you agree or disagree with the writer's viewpoints? Why?
- Did the editorial make you want to know more about the issue?
- What are some of the author's best arguments? What makes them strong?
- Which of the rhetorical strategies that you learned from *Thank You For Arguing* are evident? What is their intended purpose? Are they successful?
- Which arguments are problematic or do not make sense to you? Why?
- How does this editorial connect to, challenge, or strengthen knowledge that you have from other sources?

Here are some prominent columnists who may make excellent choices for this assignment. All have biases, some leaning left politically and some leaning right. Please let me know of another you might be interested in and we will discuss that possibility. Remember you have to find at least three RECENT articles.

David Brooks
Mona Charen
Ruben Navarette, Jr.
Richard Cohen
E.J. Dionne
Jonah Goldberg
George Will
James Fallows
Zach Lowe
Janelle Bouie

Ezra Klein
Charles Krauthammer
Thomas Friedman
Nicholas Kristof
Peggy Noonan
Thomas Sowell
Glen Greenwald
Ta-Nehisi Coates
Frank Deford (mostly audio)
Joseph Farah

Ruth Markus
Paul Krugman
Maureen Dowd
Joe Nocera
Linda Chavez
Gail Collins
Matt Tabibi
Frances Robles
Jessica Valenti
Michelle Malkin

Quickly access articles by these authors below or with a quick google search:

Website providing links to Front Page and Op-Ed Articles for most major newspapers:

<http://www.realclearpolitics.com/links.html>

Links to American columnists online:

<http://blueagle.com/index.html>

This website will allow you to sort columnists politically, though you can probably figure it out:

<https://www.creators.com/>

I also highly recommend you find your chosen columnist on Twitter. Follow them. It's a great way to get a heads up on articles as soon as they are available.

Final Product:

- Use a correct MLA heading in the upper left hand corner. The Purdue OWL website will walk you through this if you aren't familiar.
- For the columnist biography, include a photo of your columnist in the upper right hand corner of the first page, across from your MLA heading.
- Be sure to title each part clearly. As per MLA, your title should be centered below your heading. Use plain text—no underlines, bold text, or italics—and do not use any additional spacing.
- Your first part will be titled "Biography: _____" (columnist's name in blank space); this is the paragraph on the life and career of your columnist. Cite the articles you used which should match your works cited page. You can use Easybib on BCPSOne to cite your sources.
- Title the three articles "Editorial 1: ____"; "Editorial 2: ____"; and "Editorial 3: ____" (with the editorial's title in the blank space). **Include an MLA formatted works cited page at the end.**
- For each, copy and paste the editorial beneath the title. Remove any ads or images that will take up space – keep text only, but maintain paragraphing.
- Directly beneath each editorial, type "Response to Editorial." Under that, you will type your response to the editorial.
- Label the final section "Closing Remarks." Here, you will reflect on what you learned about writing, writing arguments, your columnist, his or her work's issues, etc. This is YOUR section to do with as you wish, as long as you answer the question: **What have you learned?**

Consider the following HELPFUL TIPS as you embark on this assignment:

- Always refer to a writer by last name, not by first name.
- Consider the colloquial words you use in texts and social media– and refrain from using them in this assignment (unless you are using them artfully to achieve a desired effect). Also, consider language that is over-used and try to avoid it: "great," "amazing," "really" – these words tend to weaken your voice.

- You will be reading opinion pieces – that means you don't have to believe or agree with everything a writer says.
- INTERACT with the text; this means you can ask questions, you can critique your editorialist, you can make connections between what he or she writes about and any previous knowledge you have.
- The only way you can INTERACT with a text is if you understand it. So choose editorials on topics that you understand well or are prepared to research.
- Always use quotation marks around language that is not yours. Cite words *and ideas* that belong to another writer.
- **Remember, just because it is in print or online, doesn't mean that it is true, valid, or authoritative.**

"Follow a Columnist": Assignment Checklist

Biography

___ The assignment features a photo of the columnist in the right hand corner, includes important and relevant information on the columnist's life

___ The biography includes important and relevant information on the columnist's career, including personal views and recognition

Editorial and Response

___ Editorial and annotation (and/or chart) is included in submission

___ Response to editorial reveals understanding, thought, and insight

___ Response reflects an appropriate length, depth, and sufficient detail

Closing Remarks

___ Closing remarks reveal thought, insight, new understanding as directed

Overall

___ The assignment is well-presented—MLA heading, title, MLA formatted works cited page at end

___ The assignment is well-written and clear—adheres to all standard rules of written language (grammar, punctuation, spelling)

Follow a Columnist: Annotations Worksheet/Guide

Article's Title:

Date/Year:

Author:

| | |
|--|--|
| 1. What is the exigence— what sticks in the writer's craw? Why are they writing? | |
| 2. Organization and arrangement: Circle the text structure(s) used. | Description Sequence Compare/Contrast Cause & Effect Problem & Solution Other _____ |
| 3. Aristotelian appeals | Ethos: Logos: Pathos: |
| 4. List three examples of places the text tries to evoke a reaction from the reader, be it laughter, anger, or confusion, etc. | 1. 2. 3. |
| 5. What assertion does she/he make? Claims! | |
| 6. What assumption(s) does she/he make? | |
| 7. What over-generalization(s) does she/he make? | |
| 8. How soon does she/he announce the thesis? Where is it? Why? | |
| 9. Rhetorical strategies (at least 2, and you must state the purpose of said strategies – Use <i>Thank You for Arguing</i>) | 1. 2. |

| | |
|--|-----------------------------------|
| <p>10. What type of diction characterizes most of the writing? Give three examples. Type of diction: _____</p> | <p>1. 2. 3.</p> |
| <p>11. Speaker's tone and possible tone shifts (indicated by diction)</p> | |
| <p>12. Who is the audience? How do you know?</p> | |
| <p>13. What is the writer's rhetorical purpose? What do they hope to achieve? (Your response should address whether they were successful.)</p> | |

Here is a list of words which essayists can use to describe various types and shades of tone or to replace "says" or "uses." Try to incorporate them into your own essays:

The author or narrator:

- | | | | |
|-----------------|----------------|------------|----------------------|
| evokes | depicts | clarifies | explores |
| uses (weak) | conveys | repudiates | masters |
| utilizes (weak) | juxtaposes | refutes | transcends |
| elicits | portrays | tackles | enhances |
| manipulates | differentiates | compares | reveals |
| consoles | maintains | shifts | asserts |
| alludes to | shows (weak) | changes | inspires |
| twists | implies | invokes | dispels |
| ignites | connotes | alters | constrains |
| suggests | explains | describes | construes |
| encourages | elucidates | paints | solidifies |
| hints at | emphasizes | delineates | stirs |
| creates | enunciates | produces | employs (for "uses") |

Some common types of tone:

- | | | | |
|---------|-------------|----------|------------|
| playful | cynical | humorous | educated |
| solemn | informative | witty | scientific |
| sincere | didactic | pedantic | |
| ironic | sarcastic | | |
| satiric | | | |

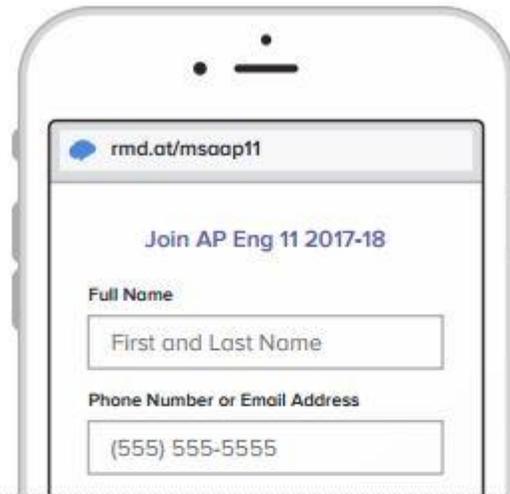
Join my REMIND group for this class to message me over the summer. My response may be faster than email, which I will only check weekly. I will use it during the year if a majority of students want to continue its use though I prefer to use BCPSOne during the year.

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/msaap11

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @msaap11 to the number 81010.

If you're having trouble with 81010, try texting @msaap11 to (443) 977-4047.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/msaap11 on a desktop computer to sign up for email notifications.