

AP English Language and Composition Summer Reading Assignment

You are required to read *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs for your summer assignment. The book can be checked out at Rosemont's library (June 11th between 12:30-3:00), checked out at a local library, or purchased at a bookstore or online. This book will introduce you to many unfamiliar topics. The assignment is designed to help you grapple with the difficult concepts of the book.

Assignment 1: Join Remind

Before you begin your summer assignment, join the AP Language and Composition Remind class. You can use remind to reach out to Mrs. Braun if you have any questions over the summer. **Text @6a7b3c to 81010 to join!**

Assignment 2: Join Google Classroom

Join AP Language and Composition on Google Classroom. We will use Google Classroom throughout the year to submit assignments and participate in discussions. To join, sign into your students.scusd.edu Google account. Then, go to classroom.google.com and click "Join Class." The class code is niq0hsb. Once you've joined, you will see the summer assignment. You must submit your assignment using the template attached to the online assignment. Your assignment must be submitted before you enter class on Tuesday, September 3rd.

Over the summer, I may post interesting articles or post questions that are relevant to the reading you will be doing. These will give you additional ways to interact with and process what you are reading. You will not be required to read those articles or participate with these posts, but feel free to if you'd like.

Assignment 3: Before You Read

- Create a bank of topics that you are interested in. Having these topics in mind will help you as you process the concepts presented in the book. Create bulleted lists to answer each of the following questions:
 - What are the four matters you are most knowledgeable about?
 - What are eight topics that interest you?
 - What are five questions you would like to hear intelligent debates on?
- Write a short journal response reflecting on your understanding of the word "argument." Use the questions below as a guide for your reflection.
 - What does the word "argument" mean to you personally? Where do arguments happen, how do you feel about arguing, and how should it be done best? What word might better replace "argument"?
 - What is your earliest memory of an argument? Why might you have remembered this?
 - What were some of the most important arguments of your life? Why were they important? How could they have been done better?

Assignment 4: During Reading

As you read, keep a journal answering the following prompts on the provided template.

1	After Chapter 2	Mood, Mind, Action Exercise: Pick a short argument to make and write it three different ways—first just to change your audience’s mood, second to change audience members’ minds, and third, their willingness to act.
2	After Chapter 4	Ethos Pathos Logos (Analysis): Choose an opinion article from a major news source and explain how it appeals to ethos, pathos, and logos. Include a link to the article.
3	After Chapter 5	Decorum Guidebook: Choose a specific argument scenario and write out its rules of decorum. Specifically, write out all the things the audience expects the ideal rhetor to do in that scenario. Include both what should be done and what should be avoided.
4	After Chapter 8	Audience Effects: Select a speaking scenario and list the ways you can make your audience receptive. List the ways for making your audience attentive and for making the audience trusting.
5	After Chapter 10	Simple Speech: Write a brief argument using the simplest language possible. What tone does it create? Then, go simpler by using only three-word sentences. What tone does this extreme brevity create? Play with sentences’ length and simplicity.
6	After Chapter 11	Commonplaces: Select a topic (e.g., high school) and list all the commonplaces about it.
7	After Chapter 12	Stance Theory (Analysis): Pick a simple debate topic (e.g., are print books better than e-books?). Without advocating one side or the other, list all of your topic’s questions of fact (e.g., which are selling more?). Then list the topic’s questions of definition (e.g., what is meant by “better”?). Then questions of quality (e.g., is each better for certain situations?), and lastly the questions of relevance (e.g., for whom and for what purpose are we asking this question?).
8	Before Chapter 13	Techniques for Labeling: Select a common debate topic and re-approach it using each of the techniques on pp.133–134—term-changing, redefinition, definition jujitsu, and definition judo. Make simple, clear examples that illustrate each of these concepts.
9	After Chapter 13	• Types of Example: Make a simple claim and make up some examples to support it. Use all three kinds of example: fact, comparison, and story. Your examples do not have to be true or even believable as long as they fit.
10	After Chapter 15	For five different fallacies listed, write a clear example OR find an example of this fallacy in the real world (online, on TV, etc).
11	After Chapter 19	Create your own examples of each of the bolded words in this chapter in order to show you understand and can illustrate each concept. State the argument scenario and audience for which each example trope/figure works. You may also find an example of someone doing it in your life, in a text, or in a recording.
12	After Chapter 22	Select an imagined audience and topic matter. Use the concepts from these chapters to create expressions that would appeal to your topic and audience. What words and phrases would be available to fulfill the techniques of metaphor, metonymy, synecdoche, hyperbole, profanity (from Ch.20), code grooming, logic-free values, repeated code words, reverse words (from Ch.21), identity strategy, irony, and code inoculation (from Ch.22)?
13	After Chapter 23	The Steps: Select a situation where you would need to apologize. Apply Heinrichs’s steps by writing out a narrative of what you would do and say to respond to your error.
14	After 27	Create your own examples of each of the bolded concepts in this chapter to show you understand and can illustrate each concept. State the argument scenario and audience for which each of your example sentences works. Also, find examples of someone else doing each of these concepts in your life, in a text, or in a recording.
15	After Chapter 30	Argue back to an advertisement. Briefly describe the advertisement, then rip it to shreds with every counterargument you can think of. Do the same to a news segment, speech, text, and any source of argument.

Assignment 5: After Reading

- Watch a speech by a reputable speaker (presidents or other notable politicians, activists, celebrities, professors, etc.). After you have watched the speech, write brief analysis (1-2 pages) of how the speaker uses at least 3 of the concepts introduced in the book. Your analysis should show a clear understanding of the three concepts you choose.