

# AP LANG SUMMER READING 2021

Read and annotate chapters 1-18 of *Thank You For Arguing* (3<sup>rd</sup> Edition) by Jay Heinrichs and complete two activities from “Appendix I: Argument Lab”.

Type the activities and bring them on the first day of class with your annotated text. If you are unable to purchase a copy, borrow the text from a library or obtain an electronic version; bring your written annotation notes on the first day of class.

## Study Guide Questions

Carefully read and thoughtfully annotate chapters 1-18 of the text. Use the following questions to guide your reading and thinking. It is imperative you read these chapters entirely as we work with these concepts throughout the course. There will be a test on this material the first week of school.

**Introduction • What does the epigraph by Horace before the introduction mean?**

### Chapter 1: Open Your Eyes

- Define Rhetoric
- How has the study of rhetoric changed?

### OFFENSE Chapter 2: Set Your Goals

- What is the difference between fighting and arguing?
- What does persuasion try to do?
- What is deliberative argument?
- Why should you only “concede a point that will not damage your case/argument irreparably?”
- What are Cicero’s three goals for persuading people?
- How does “changing the mood” help your argument?

### Chapter 3: Control the Tense

- What are the three types of issues established by Aristotle? Why are these important to know?
- Why is it important to establish what core issue you are arguing about?
- How can changing the tense help you argue more successfully?
- What is the purpose of forensic, demonstrative, and deliberative rhetoric?
- What type of rhetoric is “the rhetoric of choice”? Why?

### Chapter 4: Soften Them Up

- What is argument by logic (logos), character (ethos), and emotion (pathos)?
- Why is concession the most powerful tool of logos?
- How does “align[ing] yourself with your listener’s pathos” help you in an argument?

### Chapter 5: Get Them to Like You

- What components make up decorum?

- Why must you base your decorum on your audience's expectations?

#### **Chapter 6: Make Them Listen**

- Identify and define the "Three essential qualities of persuasive ethos."

#### **Chapter 7: Use Your Craft**

- What is practical wisdom?
- Why is practical wisdom important to building one's ethos?

#### **Chapter 8: Show You Care**

- Why is ethos more important than any other aspect of rhetoric?
- How can dubitatio function in an argument?

#### **Chapter 9: Control the Mood**

- According to the stoics, where do emotions come from? Explain why you agree/disagree.
- Why is a "detailed narrative" the best way to change the mood of your audience?
- Why is speaking simply more effective for an emotional appeal?
- What is the problem with humor?
- What is unannounced emotion?

#### **Chapter 10: Turn the Volume Down**

- Why is the passive voice so useful?
- How might you use the backfire technique in an argument?

#### **Chapter 11: Gain the High Ground**

- Why must you keep the motivation of your audience in mind when trying to persuade them?
- Explain "rhetorical commonplace"

#### **Chapter 12: Persuade on Your Terms**

- How can you use definition/redefinition in an argument?
- How can you use commonplaces in an argument?

#### **Chapter 13: Control the Argument**

- What is a syllogism?
- What is an enthymeme?
- What is the difference between inductive and deductive logic?
- What key word easily identifies the proof in an argument?

#### **DEFENSE Chapter 14: Spot Fallacies**

- What are four questions that can help you determine if there is a fallacy in an argument? How can you use these in everyday life?
- What are the three identifiers associated with logical fallacies?

- Understand: The False Comparison, The Bad Example, Ignorance of Proof, Tautology
- Understand the following devices: ⇒ Many questions ⇒ False dilemma ⇒ Complex cause ⇒ The red herring ⇒ Straw man ⇒ Slippery slope

### Chapter 15: Call a Foul

- What is the purpose of argument?
- Explain the Fallacy of Power
- Explain the “Wrong Tense” Foul and “The Right Way” Foul
- Explain innuendo, the “threat”, and “utter stupidity”

### Chapter 16: Know Whom to Trust

- When in an argument, and ethos is used, what is the first thing to look for to determine if ethos is accurate? How could this strategy be applied to your life?
- Explain, define, and give an example of “virtue” according to Aristotle.
- Explain the epigraph from Aristotle

### Chapter 17: Find the Sweet Spot

- Explain “practical wisdom” or phronesis
- What is the most important trait of practical wisdom? Why?
- What are the steps to evaluating ethos?

### Chapter 18: Deal with a Bully

- How can you personally benefit from a bully?

**Annotation Requirements:** In addition to using the study guide questions to guide your annotations, the following types of responses should also be evidenced in your annotations:

- ◇ Questions
- ◇ Reactions and analysis
- ◇ Connections including those to other sources/accounts of this topic
- ◇ Key words or phrases including figurative, connotative, and specific word choices of the writer
- ◇ Predictions and inferences
- ◇ Challenges of the author’s bias/assumptions
- ◇ Identifications of author’s strategies including structure and development of argument
- ◇ Writer’s style: tone, rhetorical/persuasive devices
- ◇ Purpose of writer’s choices

## Grading Rubric

**A Level Annotations:** The text is extensively annotated with copious margin notations or sticky notes. The annotations demonstrate a comprehensive and thoughtful reading instead of merely summarizing the text. The margin notes show that the reader has proficiently analyzed the text, made insightful connections, and drawn valid

conclusions. Notations are balanced and show deep reading and thinking. All of the text is addressed. The questions from the guide are answered and applied outside of the text.

**B Level Annotations** The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level. The margin notes show that the reader has analyzed the text, made some connections, and drawn some conclusions. Notations are balanced and show some deep reading and thinking. Most to all of the text is addressed. The questions from the guide are mostly answered and there is an attempt to apply the answers outside of the text.

**C Level Annotations** The text is annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas. Annotations indicate a basic understanding of the text. The reader has been able to make a few connections, but has been unable to use the text to draw valid conclusions. Notations are unbalanced and only half of the text is addressed. Little attempt is made to answer the guiding questions. Annotations are mostly summarization.

**D Level Annotations** The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate the level of understanding. Notes are illogical and not balanced. Only one quarter of text has been annotated. There is some summary in the annotations but no analysis or application is present.

**F Level Annotations:** Insufficient length and depth in comments. Significant parts of the text are completely unmarked. There are no/almost no margin notes, only underlined/highlighted text. No effort was made to analyze the text.