

**Advanced Placement English Language and Composition
2021 Summer Reading Assignment**

This upcoming school year, you will be taking AP Language and Composition. This course, unlike the English courses you have taken so far, does not focus on literature or fiction. We don't talk about character development or symbolism. Instead we predominantly examine non-fiction: letters, speeches, essays, and so forth. We examine author's use of *rhetoric*—the ways in which authors use language to influence their audiences. We also construct our own arguments, employing the tools of rhetoric in order to persuade our audiences. This summer assignment is designed to jump-start your understanding of argument and to provide a foundation for the beginning weeks of the course. Both the books and the assignments will be referenced and used heavily in class during the first weeks of school, so careful and thorough completion of the assignment is essential to your success in this course.

A brief course description from College Board may be found at https://apstudents.collegeboard.org/ap/2019-08/ap19-sg-english-language_0_0.pdf

The Reading Assignment:

You will be reading two books.

Book 1: *Thank You for Arguing* by Jay Heinrichs (ISBN: 978-0307341440) Now in its fourth edition, Jay Heinrichs's *Thank You for Arguing* is your master class in the art of persuasion, taught by history's greatest professors, ranging from Queen Victoria and Winston Churchill to Homer Simpson and Barack Obama.

Book 2: *Outliers* by Malcolm Gladwell (ISBN:978-0-316-01792-3). This book takes us on an intellectual journey through the world of "outliers"--the best and the brightest, the most famous and the most successful. He asks the question: what makes high-achievers different?

Book 1:

Task 1: Read *Thank You for Arguing*. While reading, take notes (annotations-inside your book- see Annotation page for help) about the structure and necessities for strong argumentative writing. It will be imperative that you understand each element that needs to be present as you will be applying each point to your argumentative essay in **Task 3**. You should begin with this task, since you also be applying those thoughts, note, structural elements, to your annotations for reading of *Outliers*

Book 2:

Task 2: Read *Outliers* by Malcolm Gladwell. This book is a research-based argument. During the course of this reading, you will be not only be looking for the elements of argument that Heinrichs establishes in his book and the notes from the annotation plan, but also for the following:

Major claim (premise)

Minor claims (premises)

Appeals to ethos, logos, and pathos

SPACE CAT—See SPACE CAT handout page ☺

Task 3:

Essay Prompt:

Read the below information and questions. Then in a well-organized essay take a position in which you defend, challenge or qualify **the validity and feasibility of Gladwell’s proposal**. Not only should you use *Outliers* as evidence, you should also use real-life examples from local and world news and events.

Toward the end of Outliers, Malcolm Gladwell says that the “lesson” of what he has presented to the reader ‘simple’. That lesson can be summed up as “Present everyone with the same opportunities.” Is this a realistic proposal, or is it hopelessly idealistic?”

In a well-organized essay, defend, challenge, or qualify the validity and feasibility of Gladwell’s proposal. Include evidence from your own reading, observation, or experience in your essay.

Essay needs to be HAND-WRITTEN in BLUE OR BLACK INK on college-ruled lined paper. If you have large or messy hand writing, please skip spaces. I DO NOT accept pencil or typed papers.

Annotating Texts

ANNOTATING simply means marking the page as you read with comments and/or notes.

The principle reason you should annotate your books is to aid in understanding. When important passages occur, mark them so that they can be easily located when it comes time to write an essay or respond to the book.

Marking key ideas will enable you to discuss the reading with more support, evidence, and/or proof than if you rely on memory.

ANNOTATING MAY INCLUDE:

- Highlighting key words, phrases, or sentences
- Writing questions or comments in the margins
- Bracketing important ideas or passages
- Connecting ideas with lines or arrows
- Highlighting passages that are important to understanding the work
- Circling or highlighting words that are unfamiliar
- SPECIFIC ITEMS FOR ANNOTATION MIGHT INCLUDE:
- Character description
- Literary elements (symbolism, theme, foreshadowing, etc.)
- Figurative language (similes, metaphors, personification, etc.)
- Plot elements (setting, mood, conflict, etc.)
- Diction (effective or unusual word choice)
- Vocabulary words

HOW TO ANNOTATE A TEXT:

HIGHLIGHTING/UNDERLINING-This stands out from the page and allows you to scan a page quickly for information.

Be careful not to mark too much—if everything is marked, then nothing becomes important!

BRACKETS []-If several lines seem important, place a bracket around the passage, then highlight or underline only key phrases within the bracketed area. This will draw attention to the passage without cluttering it with too many highlighted or underlined sentences.

ASTERISKS *-This indicates something unusual, special, or important. Multiple asterisks indicate a stronger degree of importance.

MARGINAL NOTES- Making notes in the margin allows you to: ask questions, label literary elements, summarize critical elements, explain ideas, make a comment, and/or identify characters.

SPACE CAT

We will be using this all year!

S

SPEAKER

- Who is the speaker? What do we know about them?
- How does the speaker present themselves?
- What can we infer about the speaker?

P

PURPOSE

- What does the speaker want you to know or consider?
- How do you know? Is the purpose implicit or explicit?
- What type of “call to” is this? (action, think, believe)
- What is outside the purpose (scope) of this piece?

A

AUDIENCE

- Who is the intended audience? How do you know?
- Who are any secondary audiences for this text?
- Who is an audience *not* addressed in this text?

C

CONTEXT

- What are the defining social, political, and cultural contexts in which this text take place?
- In what “conversations” is this text situated?

E

EXIGENCE

- Why now? What was the specific catalyst for this text being written? What is the “urgency” of this text?
- Is the exigence implied or stated?

C

CHOICES

- What choices has the writer made?
- Think *content* (selection of ideas/details), *organization* (why this intro, conclusion, order), *diction*, *syntax*, *style*.

A

APPEALS

- Ethos
- Pathos
- Logos

T

TONE

- What is the writer’s attitude toward the subject?
- What *attitudes* are present throughout? How do they change and where?
- What is the *predominant* tone?



FREE ADVICE AND TIPS!

(This advice is good for the year, not just summer!)

Please read through the entire packet as soon as possible and make note of the various deadlines. It is your responsibility to be aware of what's due and when it is due, and to do your very best to meet those deadlines. If at any point you have questions about the assignments, please feel free to email us at:

Andrea.hendrickson@HCPS.net

I don't check my email daily. But, I will respond back to you. Do not wait until the day before a deadline to ask questions. This is the fastest way to receive a response.

Because of the high volume of work that you will be required to turn in and that I will have to read and grade, I **WILL NOT** accept late work when it comes to your work. This is supposed to be a college-level course, so deadlines on papers are rigid.

DO NOT PROCRASTINATE! THERE IS NO HONOR IN WAITING UNTIL THE LAST MINUTE TO START ON THESE ASSIGNMENTS. SUCH A DECISION CHEATS **YOU, ME, AND THE CLASS** BECAUSE 11TH HOUR EFFORTS ARE MORE ABOUT GETTING SOMETHING FINISHED THAN ABOUT COMPLETING SOMETHING OF HIGH QUALITY THAT REPRESENTS YOUR ABILITY TO THINK AND COMMUNICATE YOUR THOUGHTS ON PAPER.

THESE ASSIGNMENTS WILL CARRY STRONG WEIGHT WHEN IT COMES TO DETERMINING YOUR FIRST SEMESTER GRADE. THESE ASSIGNMENTS ARE YOUR CHANCE TO MAKE A STRONG FIRST IMPRESSION ON US THAT YOU ARE SERIOUS ABOUT THIS CLASS.

AS RALPH WALDO EMERSON SAID, "I WILL KNOW YOU THROUGH YOUR WORK."

Make sure that your work is your own; do not plagiarize from web sites or from one another. Plagiarism will result in an automatic zero for the **ENTIRE** summer packet! In the immortal words of Polonius from Shakespeare's Hamlet, "This above all, to thine own self be true." He was saying these words to his son Laertes who was going off to college; it's good advice, really! Keep in mind that it is **OUR** summer too! Don't contact me last minute to discuss any assignments. It is unfair to me and my family. **EMAIL EARLY** is solid advice to follow for life!!