

Advanced Placement English Language and Composition

2019-2020 Summer Work

Ms. Chami: chamiz2@dearbornschools.org

Ms. Howell: howellk@dearbornschools.org

iBlog: iblog.dearbornschools.org/fordsonlang

Remind: @38g2246

Rationale:

As you embark upon critical reading and writing for this class, you will begin developing a sophisticated set of skills that will prepare you for the rigors of college and careers. We have carefully selected all texts and assignments, and because this work is so meaningful, we expect that you put forth your best effort when completing it. It is absolutely imperative that you read the assigned readings closely and carefully. The reading will keep your mind active, and it will also allow the class to begin smoothly and seamlessly. Once class begins, we will discuss and write about both books.

Texts:

You must OWN hard copies of the following three texts. Get them early!

- *Thank You for Arguing, Third Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs.
ISBN: 978-0804189934
- *I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai.
ISBN: 978-0316322409
- *The Elements of Style* by William Strunk Jr. and E.B. White (Fourth Edition, 1999)
ISBN: 978- 0205309023

After carefully reading the first two texts, complete the following assignments, due on the first day of school:

Part 1: Dialectical journal for *Thank You for Arguing*

As you read the text complete a dialectical journal (neatly handwritten, NOT typed) like the example below that demonstrates your engagement with the text, your understanding of the arguments presented, and your best critical thinking. For this assignment you should:

- Create a heading with your name, the book title, and the author on the first page.
- Select 15 meaningful passages that come from the book's beginning, middle, and end (5 from each part).
- Write out the entire passage to which you will refer and include the page number.
- Paraphrase or summarize the passage. It will be helpful to provide the context in which it came. In other words, what is happening before and after this passage appears in the text?
- Analyze and react to the passage in full sentences—not notes. You should attempt to analyze the methods the writer uses to make his argument. You can also respond to the ideas presented. Remember that the placement of a quote can play a role in its meaning (see sample analysis below). This is where you will show your engagement and reflection. I should see some deep thinking here! Your analysis should be longer than the selected quotation or passage.

Example set-up:

Student Name: Jane Doe

Book Name: *The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead*

Author: David Callahan

Quotation/Passage/Page Number	Paraphrase or Summarize	Analyze/React/Reflect
I played a lot of Monopoly growing up. Like most players of the game, I loved drawing a yellow Community Chest card and discovering a “bank error” that allowed me to collect \$200. It never occurred to me not to take the cash. After all, banks have plenty of money, and if one makes an error in your favor, why argue? I haven’t played Monopoly in twenty years, but I’d still take the \$200 today. And what if a real bank made an error in my favor? That would be a tougher dilemma. Such things do happen (1).	The author is remembering that a common childhood game had a positive moment when a player received “free” cash because a bank made a mistake. The placement of this memory at the beginning of the book sets up the idea of the Cheating Culture.	By beginning with a reference to a childhood game, the author reminds the audience of something that most people probably remember—not just the game, but the excitement of a “bank error” card. He also issues the question that “banks have plenty of money” so “why argue?” This really mimics what most people would probably say in real life to justify why they should keep money that isn’t rightfully theirs. He moves from this game topic to a suggestion that it could really happen (which he will explain later) and suggests that it would be a “tougher dilemma.” It almost seems like this could be a sarcastic remark. I think many people would just take the money. We tend to view banks as a huge institution that they will not miss a few rogue dollars here and there. This idea that Wall Street continues to pay our bonuses while the “little guy” is barely getting by or may not even have a job is especially prevalent now. By this question, the author seems to be trying to get us to ask if we can even justify that type of thinking. Is this the right decision to make?

Part 2: An essay in which you discuss how Malala Yousafzai uses ethos, logos, and pathos in *I am Malala* (you will find these terms discussed by Heinrichs in Thank You for Arguing).

Your essay should:

- Consider the rhetorical context for the book. What was going on in the world that inspired the writer to write this book? Use this information to give context in the introduction of your essay to give it context.
- Identify the author's thesis and purpose for writing the book.
- Demonstrate an awareness of the intended audience in your analysis.
- Discuss how effectively she uses ethos, logos, and pathos to influence this audience.
- Use specific examples and evidence from the text to support your assertions.
 - Please use MLA format. Visit the Purdue Online Writing Lab for help with MLA format, if needed.

Part 3: Print, read, and annotate Michael Bunn's essay "How to Read Like a Writer"

You will find a link to this article on the Fordson AP Lang Blog (iblog.dearbornschools.org/fordsonlang). Thoroughly and thoughtfully answer the discussion questions at the end of the passage. Bring your annotated copy with you and be ready to discuss on the first day of class. We recommend that you complete this assignment a week or two before the school year begins so that the piece is fresh in your mind for discussion. Regardless, your annotations should guide you in discussion. Some thoughts to guide your annotations:

- SOAPSTone the essay.
- What is Bunn's claim? (Identify in the text and put in your own words.)
- How does Bunn define reading like a writer (RLW)?
- How is RLW different from "normal" reading?
- Why learn to RLW?
- What questions should you ask before you start reading? What about during reading?
- What should you be writing as you are reading?
- Do you RLW? How can you begin to do so? Make connections to yourself as a scholar.

Please note that the bullet points above are suggestions to guide your reading, not mandatory questions to answer. You should not limit your annotations to the points above. More importantly, know that ***you will be expected to read like a writer in this course.***

Part 4: Defining content area words

Please define the list of words below. If a word has multiple definitions, please use your common sense to list the definition that relates to argument/composition. Fully understanding them is absolutely integral to your success in this course.

allegory	allusion	analogy	analysis	anecdote
antithesis	argument	challenge	colloquialism	connotation
defend	denotation	diction	discourse	equivocation
ethos	euphemism	hyperbole	irony	juxtaposition
logos	metaphor	oxymoron	paradox	parallelism
parody	pathos	rhetoric	satire	semantics
simile	style	syntax	tone	understatement